

**MT. DIABLO UNIFIED SCHOOL DISTRICT  
EVALUATION REPORT 2008-2009**

**Grant Numbers: 07-23939-6175-EZ  
School Year: 2008-2009**

**Prepared by:  
Resource Development Associates  
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**October 15, 2009**

<b>School Name</b>	<b>CDS Code</b>
Bel Air Elementary	07617546003974
Cambridge Elementary	07617546003982
Delta View Elementary	07617540106088
El Dorado Middle	07617546004030
Fair Oaks Elementary	07617546004055
Glenbrook Middle	07617546004071
Holbrook Elementary	07617546004121
Meadow Homes Elementary	07617546004154
Oak Grove Middle	07617546004196
Rio Vista Elementary	07617546096226
Riverview Middle	07617546004261
Shore Acres Elementary	07617546004295
Sun Terrace Elementary	07617546004329
Wren Avenue Elementary	07617546004402
Ygnacio Valley Elementary	07617546004410

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## Executive Summary

This evaluation examines the performance of the after-school programs at 15 schools in the Mount Diablo Unified School District: Bel Air Elementary, Cambridge Elementary, Delta View Elementary, El Dorado Middle, Fair Oaks Elementary, Glenbrook Middle, Holbrook Elementary, Meadow Homes Elementary, Oak Grove Middle, Rio Vista Elementary, Riverview Middle, Shore Acres Elementary, Sun Terrace Elementary, Wren Avenue Elementary, and Ygnacio Valley Elementary. Mt. Diablo Unified School District completed its 10<sup>th</sup> year of after-school programming in 2008-2009. The report outlines the district's progress in implementing activities and achieving goals, presents stakeholder views of the program, and recommends further programmatic improvements.

MDUSD is also an integral part of a larger, countywide effort, the Afterschool for All (A4A) Collaborative. A4A is a unique collaboration of publicly-funded after-school programs in four districts throughout Contra Costa County. Funded by a mix of ASES and State 21<sup>st</sup> Century grants, A4A provides high-quality after-school programs to thousands of students throughout the County.

The A4A Collaborative provides after-school programs that promote the following goals:

- A4A students will improve their academic performance.
- A4A students will be provided with a safe, healthy and nurturing environment.
- A4A students will develop life skills, including leadership and appreciation of cultural and ethnic diversity.
- A4A students will successfully engage in nutrition, fitness and enrichment activities.
- Families of A4A students will have multiple opportunities to participate in literacy and educational development activities.

The 15 schools have made solid progress in implementing activities toward achieving program goals in 2008-2009. Most notable progress was made in helping students to improve their academic performance and in providing a safe and nurturing environment for participants.

In 2008-09, the MDUSD schools served 3,684 students; an average of 2,038 students attended the A4A program. The MDUSD A4A programs achieved 89% of their daily attendance target in 2008-09. A4A students were primarily Latino(a) (64%); about half were considered English Language learners and 13% were in special education settings. Certificated teachers, youth development professionals and recreational workers staffed the MDUSD A4A programs. Approximately 42% of the staff were new to the program this year.

A4A participants' average school-day attendance remained steady at 96% in 2007-08 and 2008-09. A4A participants with school-day attendance of less than 94% in the prior year made considerable gains this year: three-quarters of the students with initially low school day attendance improved their attendance rate during the 2008-09 school year.

MDUSD A4A regular participants' academic achievement was mixed. The proportion of participants scoring below proficient decreased in English Language Arts and remained the same in

math. Participants' teachers indicated that MDUSD A4A participants were turning in their homework more frequently than in the past, and that their course grades improved. Further, there appears to be progress towards lowering the achievement gap between English Language Learner (ELL) participants and non-ELL participants. However, MDUSD A4A students were still not reaching grade level standards in substantial numbers: more than 65% of A4A regular participants received "below proficient" scores on statewide tests of English Language Arts and Math.

MDUSD A4A stakeholders were enthusiastic about the program. Forty-five percent of the parents reported that if their child was not in the program, their child would most likely be watching TV or playing video games. Parents, teachers and principals valued the program for the safe and nurturing space it created for students during the after school hours, and the recreation and academic support the program provided. Participants felt safe and had fun in the program. MDUSD A4A staff overwhelmingly enjoyed their work this year and felt able to respond to participants' needs.

Based on evaluators' observations and data analysis, the A4A Evaluation Team offers the following recommendations:

1. Provide staff with training in academic content standards and school curriculum.
2. Align behavior management objectives better with regular school-day expectations.
3. Continue to lessen the gap between special populations' and average participants' academic performance.
4. Encourage student engagement broadening the variety of age-appropriate activities available and more student voice.
5. Develop a community outreach program. Strengthen connections to the County and Board of Supervisors to support long-term sustainability.

## I. Introduction

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This after-school program evaluation report examines the performance of programs at 15 Mount Diablo Unified School District (MDUSD) schools: Bel Air Elementary, Cambridge Elementary, Delta View Elementary, El Dorado Middle, Fair Oaks Elementary, Glenbrook Middle, Holbrook Elementary, Meadow Homes Elementary, Oak Grove Middle, Rio Vista Elementary, Riverview Middle, Shore Acres Elementary, Sun Terrace Elementary, Wren Avenue Elementary, and Ygnacio Valley Elementary. MDUSD completed its 10<sup>th</sup> year of programming in 2008-2009.

These schools are an integral part of a larger, countywide effort, the Afterschool 4 All Collaborative (A4A). The Contra Costa County A4A Collaborative represents a unique collaboration among four school districts, and the Contra Costa County Board of Supervisors, as represented by the County Administrator’s Office. The Collaborative consists of thirty-three elementary, middle and high schools<sup>1</sup> in Contra Costa County. Member sites are supported by a variety of public funding sources, including state ASES grants, 21<sup>st</sup> century funds, private foundation grants, and county funds. A4A programs target struggling students in high-need schools and provide a diverse array of academic, enrichment, and recreational offerings.

The report outlines MDUSD A4A’s progress in implementing activities and achieving goals, presents stakeholder views of the program, and recommends further programmatic improvements.

### A. District and School Profiles

MDUSD is located in Concord, California and serves 34,953 students in 32 elementary, 10 middle, 6 high schools, and 14 alternative schools. As Table 1 demonstrates, the 15 MDUSD A4A schools represent approximately 3,648 students or 10% of the district. The students are primarily from low-income households, with over three-quarters of students eligible for free and reduced price meals this year. Almost fifty percent of the students at these schools are English-language learners.

**Table 1. Demographic Overview of Host Schools**

	Grades	Enrollment	Free/Reduced Lunch	English Language Learners	African American	Asian/PI	Latino	White	Other
<b>Bel Air ES</b>	K-5	470	91.9%	46.2%	23.0%	8.5%	59.4%	6.8%	2.3%
<b>Cambridge ES</b>	K-5	682	96.9%	79.2%	1.8%	4.4%	90.2%	3.1%	0.5%
<b>Delta View ES</b>	K-5	607	52.4%	36.7%	31.8%	13.5%	36.2%	11.2%	6.1%
<b>El Dorado MS</b>	6-8	931	43.1%	14.3%	4.4%	11.0%	33.5%	48.8%	2.3%
<b>Fair Oaks ES</b>	K-5	329	73.6%	44.1%	12.8%	14.3%	45.3%	23.4%	4.2%
<b>Glenbrook MS</b>	6-8	587	77.3%	34.6%	6.0%	9.0%	65.9%	18.1%	0.9%
<b>Holbrook ES</b>	K-5	472	69.3%	38.1%	4.9%	8.7%	53.6%	28.6%	4.2%

<sup>1</sup> Mt. Diablo High School will not be included in this report.

<b>Meadow Homes ES</b>	K-5	876	86.9%	77.6%	3.3%	2.4%	88.2%	5.5%	.06%
<b>Oak Grove MS</b>	6-8	634	83.1%	47.9%	5.0%	10.0%	71.9%	12.3%	0.8%
<b>Rio Vista ES</b>	K-5	429	85.1%	49.9%	12.4%	7.0%	66.0%	12.3%	2.3%
<b>Riverview MS</b>	6-9	806	89.3%	28.4%	17.6%	8.7%	57.9%	14.8%	1.0%
<b>Shore Acres ES</b>	K-5	540	91.3%	73.3%	3.1%	2.8%	86.3%	6.3%	1.5%
<b>Sun Terrace ES</b>	K-5	555	61.8%	33.5%	7.6%	11.9%	49.4%	26.8%	4.3%
<b>Wren Avenue ES</b>	K-5	359	58.8%	43.2%	3.6%	9.2%	54.9%	28.2%	4.1%
<b>Ygnacio Valley ES</b>	K-6	534	77.0%	52.2%	6.6%	8.7%	67.8%	13.9%	3.0%
<b>MDUSD</b>	<b>K-12</b>	<b>34,953</b>	<b>35.4%</b>	<b>18.8%</b>	<b>5.3%</b>	<b>13.0%</b>	<b>31.9%</b>	<b>47.4%</b>	<b>2.4%</b>
<b>Cluster-wide</b>	<b>K-8</b>	<b>8,811</b>	<b>75.7%</b>	<b>46.4%</b>	<b>8.0%</b>	<b>9.8%</b>	<b>62.3%</b>	<b>17.6%</b>	<b>2.3%</b>

Since its inception, A4A’s ongoing mission has been to improve academic achievement and provide safe and healthy environments and activities for children and youth. In service of this mission, each MDUSD school provides a mix of academic, enrichment, and recreational activities aimed at achieving the following set of goals:

- 1) To improve academic performance.
- 2) To create a safe, healthy, and nurturing environment.
- 3) To help students develop life skills, including leadership and appreciation of cultural and ethnic diversity.
- 4) To engage students in nutrition, fitness, and enrichment activities.
- 5) To provide families of A4A participants with multiple opportunities to participate in literacy and educational development activities.

## **B. Evaluation Description and Methodology**

The California Department of Education (CDE) used to require all publicly-funded after-school programs to conduct annual evaluations. This evaluation was designed to provide a description of the qualitative and quantitative data collected by sites, in accordance with CDE annual performance reporting (APR) requirements, as well as to offer information and recommendations that can help improve after-school programming across the program sites.

The CDE used to require that the APR capture data describing participants’ academic achievement and behavior. To assess change in student participants’ academic performance, evaluators examined a set of academic baseline and follow-up measures for students at each school. Measures included: California Standards Tests in English Language Arts and math; English Language Arts and math grades; and data from teacher assessments of 1,439 students. To assess behavioral change, the evaluation examined students’ school attendance and responses to questions on student, teacher, parent and staff surveys.

Program attendance, demographics of staff and participants, information collected through program

observations at 15 sites, and feedback gathered through surveys and interviews from students, parents, teachers, and other staff, were also incorporated into the evaluation in order to provide a description of program implementation and quality.

Data were collected and analyzed by evaluators at two independent consulting firms, Resource Development Associates (RDA) and Hatchuel Tabernik & Associates (HTA). Quality assurance and data reduction and analysis continued throughout the program year. In cases in which reported data were inconsistent or contradictory, the evaluators worked with program staff to verify and correct the information provided by each school. The evaluators recorded field and interview notes and oversaw entry of data into databases. Final analysis involved application of descriptive and inferential statistical procedures as well as the development of coding schemes and categories for qualitative data.

Every attempt has been made to represent the program accurately and fairly. However, uneven representation of certain participants among questionnaire and interview respondents, incomplete records on some instrument items, the nature of self-reports, and limitations inherent in program observations, may have caused some program elements to be over- or understated or possibly overlooked.

### **Report Contents**

This report outlines the program's progress in implementing activities and achieving goals, presents stakeholder views of the program, and sets forth recommendations for making improvements. It is organized as follows: The above section, Part 1, introduces the program and describes the program evaluation. Part 2 summarizes program implementation, including student participation, weekly activities, and staffing, collaboration, and integration. Part 3 highlights the status of goals and objectives, program results, and changes in student academic performance and behavior. Part 4 presents a range of stakeholder views about the program. The last section, Part 5, presents recommendations for program improvement. The Appendix provides site-specific results of demographic information, program attendance, test scores, and stakeholder surveys.

## II. Program Implementation Summary

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### A. Program Description

The MDUSD after-school programs made solid progress in implementing activities toward achieving program goals in 2008-09. Evaluators reviewed various program materials, including activity calendars, to understand how the programs were implemented at the 15 schools. This information provides a context for understanding parent, student, teacher, and staff satisfaction comments with regard to program implementation and quality of services. The sample schedule highlights a typical week of activities offered at the programs.

**Table 2. Sample Weekly Calendar of Activities**

Monday	Tuesday	Wednesday	Thursday	Friday
Check-In/Snack	Check-In/Snack	Check-In/Snack	Check-In/Snack	Check-In/Snack
PLAY Time	PLAY Time	PLAY Time	PLAY Time	PLAY Time
CARES	Fitness	MySkills	SPARKS	Kick-ball
Homework Zone	Homework Zone	Homework Zone	Homework Zone	Life Tribes
My Skills	Team Building	Garden/Cooking	Journal Time	Nutrition
Check-Out	Check-Out	Check-Out	Check-Out	Check-Out

Host schools in the district provided the requisite educational (homework sessions, academic support) and enrichment (nutrition, life skills) components, as well as recreational activities including soccer and kick-ball.

Site-reported activity types were analyzed to further explore the balance of activities at the after-school programs in this district. Activities were summarized into four categories:

- **Academic** – activities primarily oriented toward building students’ academic skills, such as homework help, tutoring, or subject-oriented classes.
- **Enrichment** – activities primarily oriented toward exposing participants to new experiences or skills, including arts-related programs.
- **Recreational** – activities primarily oriented toward diversion, exercise such as sports and games, and nutrition through both garden and cooking activities.
- **Family/Parent** – activities primarily oriented toward involving and empowering caretakers and families, such as family reading nights and adult education classes.

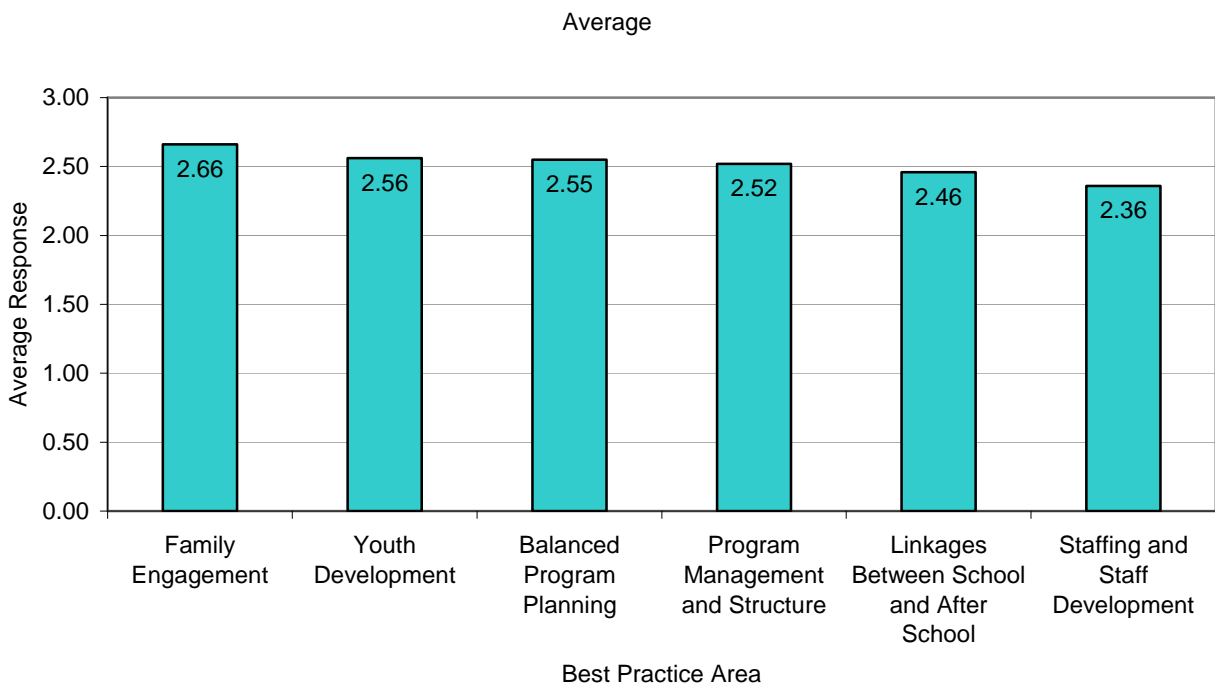
Analysis revealed that sites placed a primary focus on academic activities, which typically comprised an hour each program day. A combination of enrichment and recreational activities were also offered each day and typically lasted for an hour and a half to two hours.

Site Leads were interviewed as one component of the school site visit. They were asked about the extent to which each program was implementing best practices in after-school programming.<sup>2</sup> Interviews were conducted with all 15 Leads. When asked to describe their program’s progress in particular practices, Leads used the following scale:

- 1: This is an area of weakness for our program.
- 2: Our program has done some work in this area.
- 3: This is an area of strength for our program.

Figure 1 provides a summary of Coordinator Interview responses to achievement in best practice areas. According to Site Lead interview protocol, MDUSD A4A after-school programs were strongest in Family Engagement and were least strong in Staffing and Staff Development.

**Figure 1. Mean Responses of Site Leads to Best Practices in After-School, by Topic**



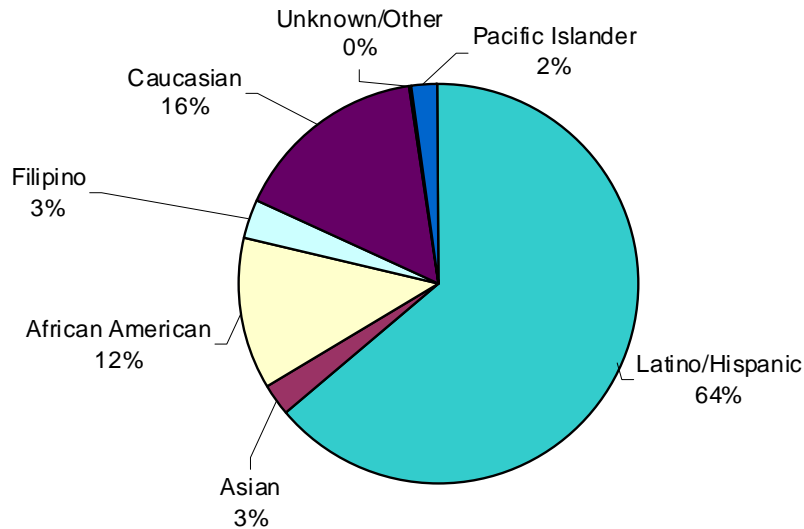
<sup>2</sup> Items in this section are drawn from “Exemplary Practices in Afterschool Program Development” by the Center for Collaborative Solutions and the Community Cluster for Youth Development. (2004)

## B. Student Participation

### Participant Demographics.

During the 2008-09 school year, a diverse group of 3,648 students participated in the MDUSD A4A program. Participants in the after-school program were predominantly Latino/Hispanic. Figure 2 displays the ethnic composition of students served by the A4A MDUSD programs.

**Figure 2. Ethnic composition of A4A Participants 08-09**



After-school participants closely mirrored the student populations at host schools (See Table 1 for school-by-school demographics). There was a slightly higher representation of African-American and Hispanic/Latino students in the after-school program, and a slightly lower representation of Asian/Pacific Islander/Filipino, Caucasian and Mixed Ethnicity/Other students.

**Figure 3. Cluster-wide Ethnicities: After-School Participants and All Students in Host Schools**

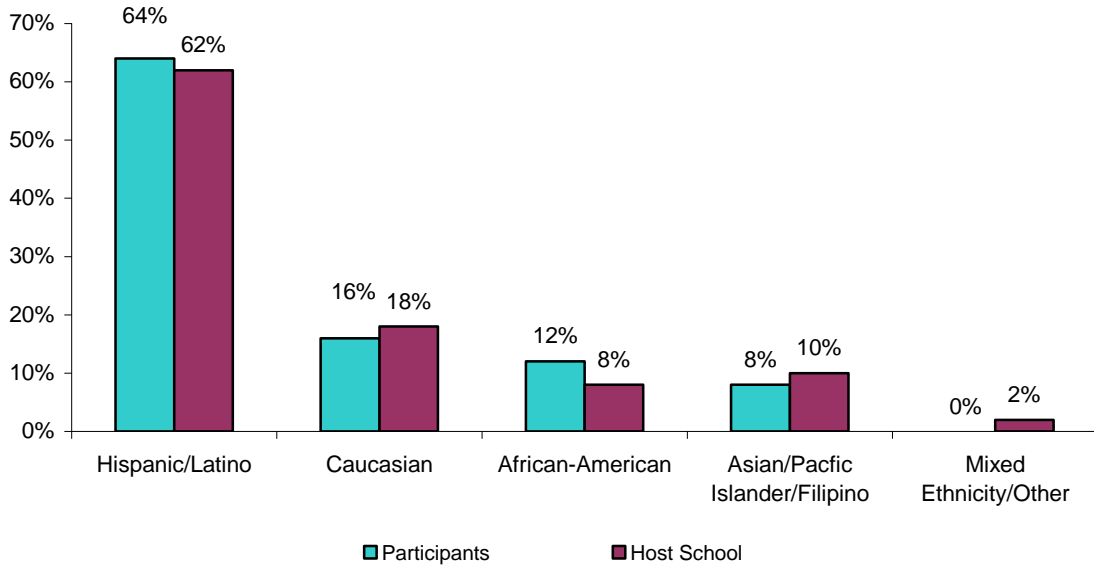
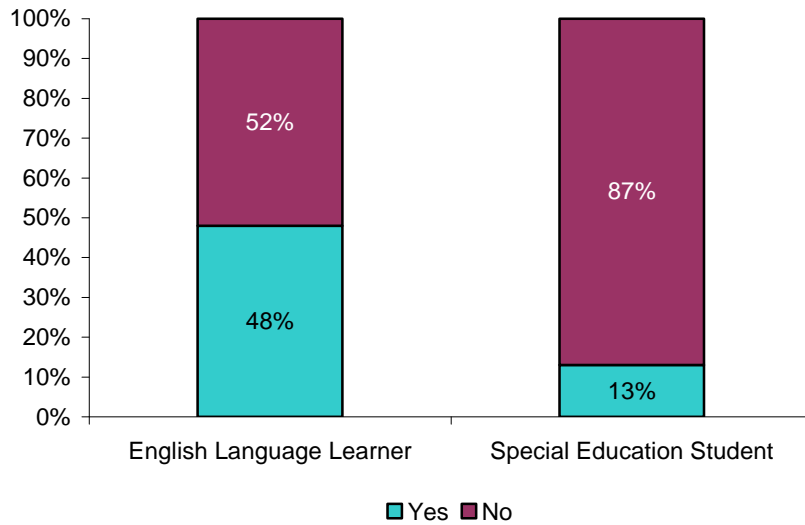


Figure 4 demonstrates that almost half of A4A participants were categorized as English Language learners, and that 13% were special education students.

**Figure 4. English Language Learner and Special Education Status of A4A Participants 08-09**



**Program Attendance.**

As a whole, this district achieved an average daily attendance, or ADA, of 2,038 students during the course of 2008 summer programming and the subsequent school year. The target ADA for this district is 2,296. As Figure 5 shows, MDUSD A4A achieved 89% of their target daily attendance in 2008-09. School-by-school A4A program attendance figures are included in the Appendix.

**Figure 5. A4A Participants' After-school Attendance**

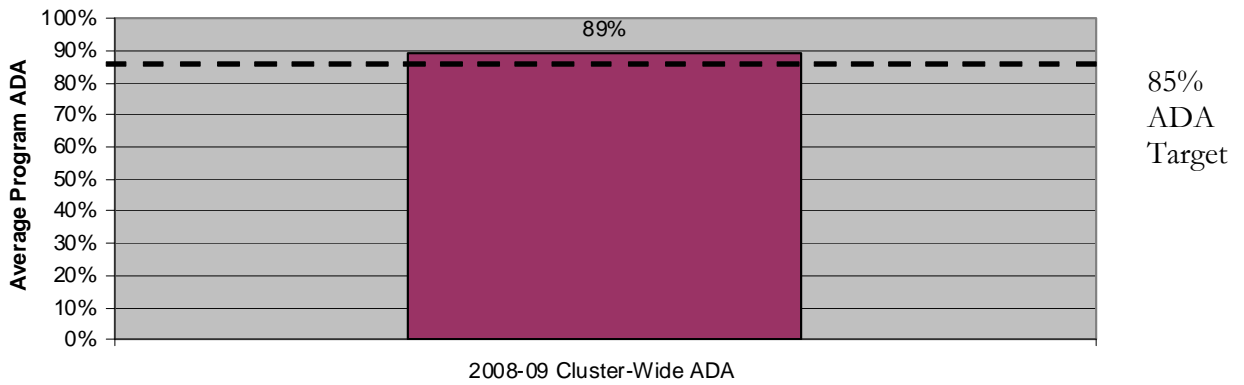
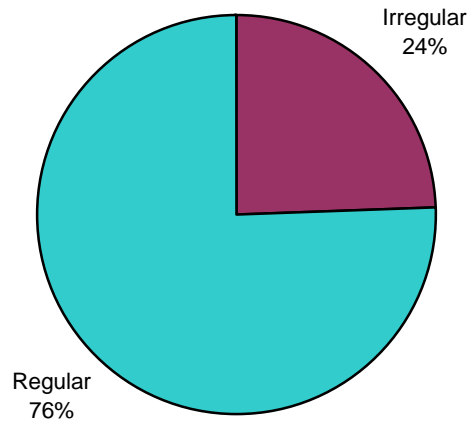


Figure 6 illustrates the proportion of all program participants (n=3,648) who attended the program irregularly (less than 30 days) and regularly (30 days or above). Among programs in this district, more than three quarters of the participants were regular attendees.

**Figure 6. Participants' Program Attendance Summary**



### C. Program Staff

Each site has a staff member who is designated as the Program Coordinator, or Site Lead. These staff members have experience either in managing comprehensive after-school programs or as classroom teachers. Site Leads are responsible for the day-to-day management of the program, and are the primary point of contact with district-level administrators.

Each site also has a full- or part-time Academic Coach. These staff members are credentialed teachers. Academic Coaches are responsible for supporting the academic components of the program by introducing curriculum to staff, communicating with the school, and working with students with higher needs.

Academic intervention sessions are provided by certificated classroom teachers, recruited either from the school site or from a district’s pool of qualified substitute teachers. These teachers work closely with the Site Lead to develop and implement lessons that build upon activities that take place during the regular school day.

Recreation and enrichment activities are often led by staff under contract with local service providers, including the Ambrose Recreation and Park District, the City of Concord Community and Recreation Services, and Bay Area Community Resources. Staff members with these organizations are generally college-aged adults who have experience working with youth.

Staffing data was available from 14 of the 15 sites (n=209). Table 3 below shows the level and type of staff at each school site during the 2008-09 program year.

**Table 3. Staff Characteristics**

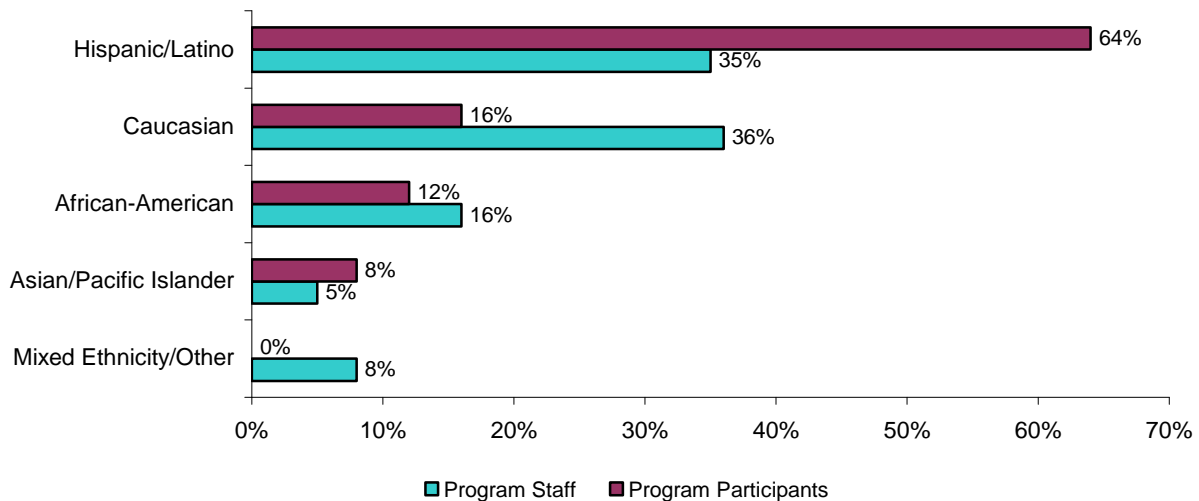
School	Number and Description of Employees			
	Site Lead	Credentialed Teachers	Instructional Aides	Youth Development Workers
Bel Air ES <sup>3</sup>	<u>1</u>	0	0	1
Cambridge ES	<u>2</u>	2	0	16
Delta View ES	<u>2</u>	1	0	11
El Dorado MS	<u>2</u>	5	0	9
Fair Oaks ES	<u>3</u>	0	0	6
Glenbrook MS	<u>2</u>	7	1	11
Holbrook ES	<u>2</u>	2	0	8
Meadow Homes ES	<u>2</u>	2	0	15
Oak Grove MS	<u>3</u>	2	7	0

<sup>3</sup> Information was provided by program staff, and may not represent actual staff numbers.

Rio Vista ES	<u>2</u>	1	0	16
Riverview MS	<u>2</u>	0	0	7
Shore Acres ES	<u>3</u>	0	0	17
Sun Terrace ES	<u>2</u>	1	0	10
Wren Avenue ES	<u>2</u>	2	0	7
Ygnacio Valley ES	<u>2</u>	3	0	7
<b>Total</b>	<b>34</b>	<b>28</b>	<b>8</b>	<b>141</b>

Thirty-seven percent of the staff members were bilingual. The gender distribution was 46% female, 54% male. A comparison of the ethnicities of program staff and program participants is presented in the figure below. There was a lower representation of Hispanic/Latino and Asian/Pacific Islander staff compared to students and a higher representation of Caucasian, African American, and Mixed Ethnicity/Other staff compared to students.

**Figure 7. Ethnic Composition of Participants and After-School Staff**



**Staff Retention**

Staff retention was high during the 2008-09 school year, with nearly 98% of the Coordinators and fifty-eight percent of staff returning from the last year. Because of this, staff was able to provide critical continuity in programming, stronger relationships with school and district staff, and management expertise.

Of the 177 staff for whom data was available, most staff tended to stay at programs once hired, with almost eighty percent of staff working for the entire program year. Only a few of the after-school programs experienced issues surrounding staffing and retention this year. Two of the 15 sites reported not having enough staff to run their program and three of the sites reported having problems with staff turnover.

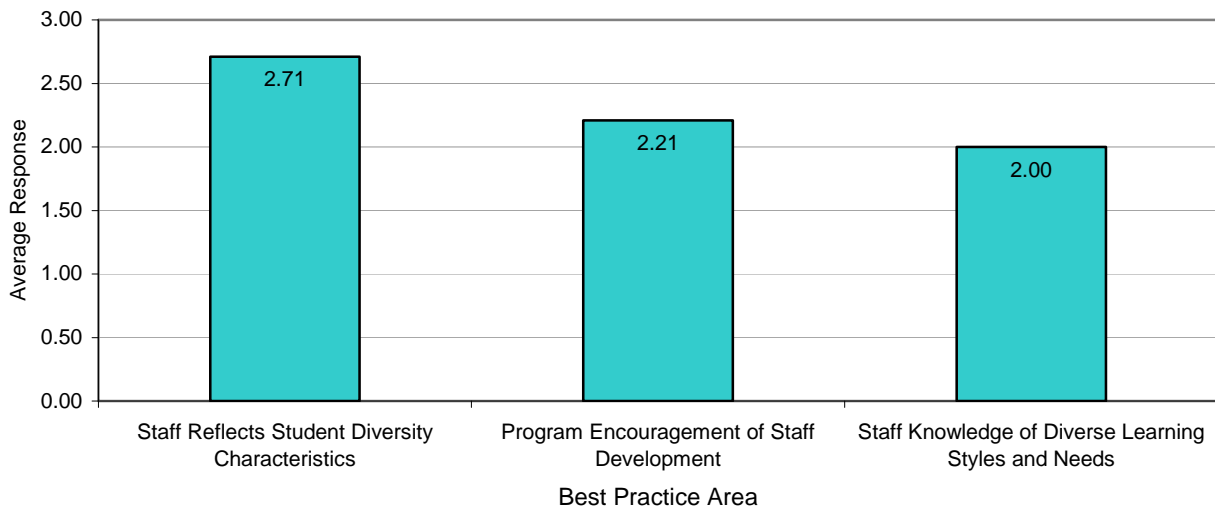
### **Staff Support and Development**

Staff development opportunities are provided through a number of sources, including partner agencies, Region 4, CalSac, and other trainings developed specifically for the A4A Collaborative. In addition, Site Leads provide on-site mentoring and professional development opportunities, which most often include placing a staff person in charge of the program for a day and assigning key tasks to especially qualified staff. Site Leads reported the following staff development activities at their programs during the school year: orientation (roles and responsibilities), team building, CNYD, program and playground safety, life skills, behavior management, new games for the golf program, indoor games, nutrition, homework training, MOCHA, and SPARKS.

In addition to the district and site-specific training activities listed above, the A4A Collaborative also hosted two large cross-district trainings. The first, held in October 2008, covered multiple program topics, including: arts & crafts, classroom management, cooking, garden and nutrition, homework help, KidTribe, LA All-Stars, outside games and cultural competence. The Collaborative-wide training held in February 2009 was another multi-session workshop focused primarily on gardening, planning clubs, arts & crafts, youth workers as a profession, communication, SPARKS and service learning.

Site Leads were asked the extent to which their programs were implementing best practices in staff development. Responses were received from 14 Leads. According to Site Lead interview protocol, MDUSD A4A after-school programs were strongest in the areas of having staff that reflect the diverse characteristics of the students and least strong in having staff that is knowledgeable about the different learning styles and special needs of the students.

**Figure 8. Mean Responses of Site Leads to Best Practices in Staff Development**



When asked about concerns regarding staff development, Site Leads shared the following:

- Staff needs training in classroom management and professionalism.
- We need a better understanding of program goals, and more enthusiasm and agreement between staff members.
- We have a difficulty retaining good staff members year to year.
- We need to have more emergency and first aid training.
- We need more bilingual staff and more support for ESL students.
- Need more communication between staff members, and training on different learning styles for communicating with students.
- Staff needs to develop subject matter/tutoring skills for homework help.

When asked the question, what kinds of training would help you and your staff improve the program at your site next year, over half responded that they would like staff to have more training in behavior management. Many Site Leads also feel that increasing staff subject matter expertise in math, and developing formal communication strategies with parents would be a benefit to the program.

#### **D. Collaborative**

##### **History**

The Afterschool 4 All collaborative was formed through the leadership of the Contra Costa County Administrator's Office in response to a pressing need for safe and educationally enriching after-school programs in the county. In the spring of 2002, the Collaborative successfully applied for Before and After-school Learning and Safe Neighborhoods Partnership (BASLSNP) funding on behalf of four districts and ten school sites. Initial district partners included Antioch, Pittsburg, West Contra Costa, and Mt. Diablo.

##### **Structure**

In each of the four participating districts, a lead staff person – usually the manager of after-school programs for her/his district – serves as the primary point of contact for the A4A Collaborative. One part-time staff person coordinates Collaborative-wide meetings and trainings. A representative from the Contra Costa County Board of Supervisors regularly attends meetings, as do members of the evaluation team. Decisions are made through consensus.

The Collaborative meets monthly for approximately three hours to keep one another up-to-date on events in member districts and to attend to the business of the Collaborative. Additional communication among members takes place primarily through e-mail and phone; additional working meetings are scheduled when needed.

Forty agencies in the Collaborative provided support services. Community groups that contributed to and participated in the program include those detailed in Table below. A4A's partner organizations primarily provide staff support, programming services, materials and training services.

**Table 4. Partners and Their Contributions to the Program**

Organization	Primary Contribution	Estimated Value Paid Through Grant/District Funds	Estimated Value of In-Kind Contribution
Ambrose Parks & Recreation Department	Paid staffing, materials, programming and activity services, and facilities		\$48,800
Mount Diablo Unified	Paid staff support, materials, programming and activity services, snack, and facilities	\$118,000 (Title I \$)	\$364,600
City of Concord	Paid staffing, materials, programming and activity services, and facilities		\$96,000
Bay Area Partnership	Training, outreach, and sustainability support, Paid staff	\$325,000	\$800
Network for a Healthy California	Training, outreach, curriculum, materials, volunteer staffing	\$348,000	
California School Age Consortium (CalSac)	Training		\$7,000
Center for Human Development	Materials, programming and activity services		\$12,000
Contra Costa County Futures Fund	Staff, training and program development	\$100,000	
Contra Costa County Community Development Block Grant	Enrichment services for students at 12 schools.	\$86,000	
City of Concord First Tee Golf Program	Materials, training, volunteer staff		\$15,000
Newspapers in Education	Materials and training		\$25,200
CCC Sheriff Department	Paid staffing		\$5,000
Diablo Valley College	Volunteer staff		\$6,720
St. Mary's College	Volunteer staff		\$6,720
Los Medanos College	Volunteer staff		\$1,000
Contra Costa County Keller Mitigation Grant	Staffing, training, materials, transportation for enrichment services	\$17,800	
Kaiser	Volunteer staff and training		\$10,000
Junior Achievement	Materials, programming and activity services		\$5,000
Mt. Diablo Unified Adult Services	Volunteer staff and training		\$5,000
Newspapers in Education	Goods and program materials		\$15,200
Pittsburg Unified Adult Education	Volunteer and paid staff		\$2,500
R E A C H	Volunteer staff		\$2,000
UC Cooperative Extension	Materials, programming and activity services, and training		\$4,000
Mt. Diablo Region YMCA	Programming and activity related services, paid and volunteer staff, goods and materials	\$76,000	\$1,000
Antioch Leisure Services	Programming and activity related services, paid staff, goods and materials	\$300,00	

Antioch Unified School District	Facilities and snack		\$80,000
Contra Costa Fire Prevention	Materials and program related services		\$500
Contra Costa Food Bank	Materials and program related services		\$48,000
Pittsburg Police Department	Materials and program related services		\$500
City of Pittsburg Parks and Recreation	Paid staff	\$200,000	\$10,000
East County Boys and Girls Club	Programming and activity related services, paid staff, facilities	\$657,000	\$25,000
Pittsburg Unified	Facilities and snack		\$160,000
Contra Costa County Department of Health	Programming and activity related services, paid staff	\$10,000	\$15,000
City of San Pablo Department of Recreation	Programming and activity related services, paid staff		\$20,000
City of El Cerrito Recreation Center	Programming and activity related services, paid staff, goods and materials	\$75,000	\$20,000
Sports for Kids	Programming and activity related services, paid staff	\$75,000	
DaVida Youth Development	Staff resources, leadership training and support for program development	\$6,000	\$500
Community Network for Youth Development	Staff resources, leadership training and support for program development	\$65,000	
After School All Stars	Programming and activity related services	\$6,000	
Little Kids Rock	Programming and activity related services	\$20,000	

### **Stage of Collaborative Development**

Now completing its 8<sup>th</sup> year, the A4A collaborative has continued its steady development as an organization. In its first few years, members' time was spent on administrative details and logistical issues, leaving little time for discussion about longer-term goals or reflection on the Collaborative's performance. By contrast, the Collaborative members are able to extend beyond operational needs to focus on sharing best practices, coordinating professional development conferences and sustainability.

In the spring 2009, the evaluation team administered a survey to collaborative members to assess their opinions about the organization. Four surveys were returned to evaluators.

Collaborative members report consistent levels of agreement regarding the effectiveness of the group: meetings are productive and well structured; administrative functions such as billing and evaluation reports were handled well; and members were provided with an environment in which they felt able to express themselves openly. The greatest successes of the group mentioned by the members included building partnerships with community programs; sharing best practices with one another; bringing new members to the collaborative; the addition of new funding; ongoing training opportunities; and the productiveness of collaborative meetings.

On the other hand, some members expressed concern about budget limitations, questionable sustainability, and difficulties orienting new people to the program due to a challenging economic climate.

### **Progress toward Collaborative Objectives**

In the fall of 2002, Collaborative members generated six expectations of the A4A Collaborative, which were to be used as benchmarks for the group's performance. Specifically, members sought to create an organization that could accomplish the following:

1. Share best practices and effective strategies among districts;
2. Share resources such as staff development, materials, and community assets [e.g., agencies, museums, etc., who can be utilized across multiple districts];
3. Build political and economic negotiating clout;
4. Facilitate a common evaluation across districts that would yield a countywide report on the efficacy of the program, and raise the profile and credibility of the work;
5. Strengthen connections to the larger system of school-linked services and integrated services countywide; and
6. Secure a long-term commitment by the Board of Supervisors and the County Administrator's Office to leverage funding and sustain "what works" in the county. This commitment would require demonstrated results and accountability from the schools and agencies of the county.

Collaborative members consider that the most progress has been made in the following areas:

- ✓ Sharing best practices.
- ✓ Facilitating a common evaluation across districts.
- ✓ Sharing resources.

### **E. Integration with Regular School Day Programming**

MDUSD A4A after-school programs are integrated with the regular school program in several ways:

- academic instructional components are staffed by certificated teachers from the regular school day program and/or by qualified substitute teachers;
- the academic component and educational aspects of the enrichment component have been devised to meet the CDE Content Standards;
- each site provides a Homework Club, where students' work from the regular day is reinforced and supported;
- at most sites, students referred for academic intervention in the regular school day program are enrolled automatically in the after-school program;
- enrichment activities that meet the interests of participating students are often thematically aligned to the regular school day instructional program;
- Academic Coaches build relationships with regular school day personnel.

Most Site Leads or Academic Coaches meet with their site administrators at least monthly, if not more often. These meetings are used to address specific issues, coordinate communication between the after-school program and regular school staff, and to ensure that the after-school program is integrated with the regular school day program. Initial reports suggest that these meetings have met their goals, though a few Site Leads have indicated that their principals are not as enthusiastic about the after-school programs as they would like.

As described above, certificated teachers from the regular school day program staff many of the after-school programs. In addition, at many sites, the Site Lead attends faculty meetings and makes intermittent presentations regarding the after-school program. For students who are struggling academically, the after-school program staff consult with classroom teachers to ensure that areas of specific need are addressed by the after-school program. Finally, many sites use homework logs to ensure that homework assistance is provided whenever students attend the after-school program.

In coordination with the site administrator, information about the after-school program is distributed to all staff at each of the school sites, usually through memos and flyers in teachers' boxes. The Site Lead works directly with the school site classified staff, particularly in terms of communications with parents, planning and implementation of family events, and reservation of rooms when needed (e.g., the library) for specific activities.

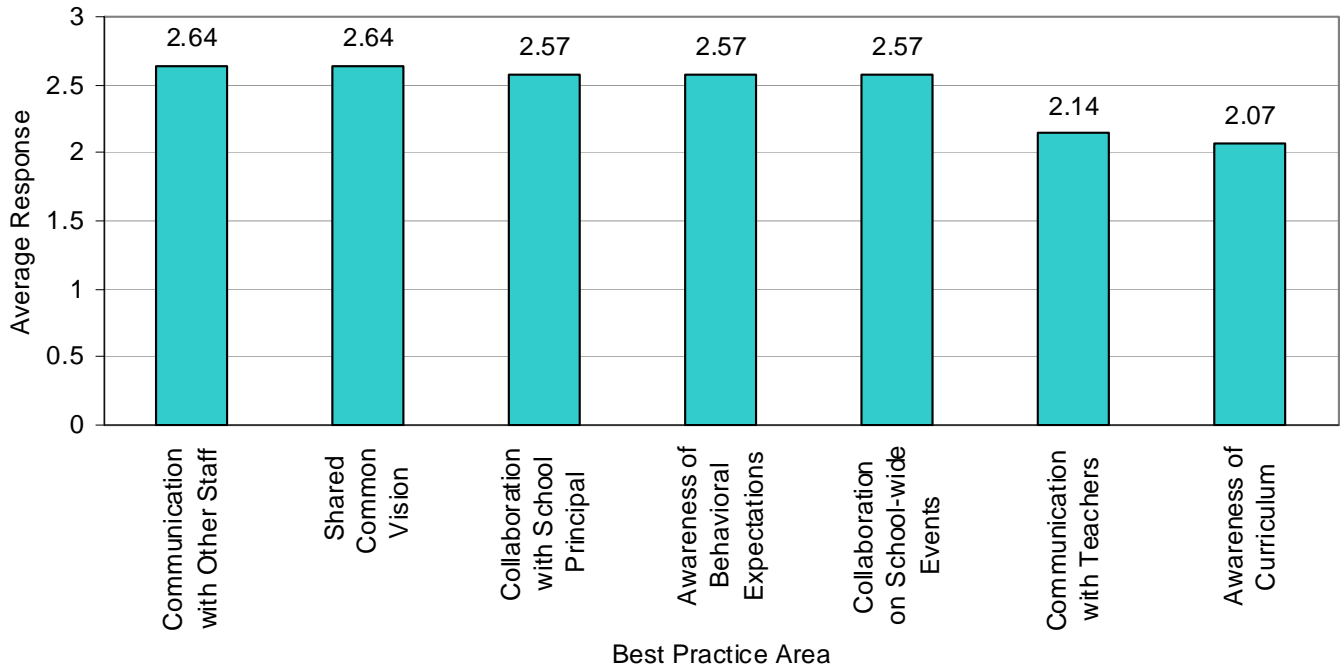
Site Leads also conduct ongoing communication with custodial staff to ensure the security of after-school program materials, and to address any issues of concern regarding maintenance and wear and tear on the facility.

To further assess the extent to which after-school programs are integrated with their host schools, the evaluators asked Site Leads, classroom teachers, and principals to complete surveys in spring 2009. In addition, Site Leads were interviewed and provided information about program practices that facilitate strong relationships with host schools.

### **Site Leads**

Figure 9 provides summarized results of Site Lead interviews in areas of collaboration, communication, after-school staff awareness, and shared vision. Site Leads reported that they have an awareness of behavior expectations and expressed confidence that they have a shared common vision and used best practices in their collaboration with the principal and collaboration on school-wide events. Sites Leads expressed the least amount of confidence in their awareness of school day curriculum.

**Figure 9. Mean Responses of Site Leads to Best Practices Related to Integration with the School Day**



According to the Site Leads, the effort to integrate after-school programs into regular school-day activities was most successfully demonstrated by their ability to recruit school day teachers and report program announcements through school communications. Site Leads reported the least success in training staff in academic content standards and providing them with auxiliary resources.

**Table 5. Site Leads' Responses to Linkages Between School and After-School**

Linkages between School and After-School Program	Yes	No	N/A
Do you have regular meetings with the principal?	64%	29%	7%
Do you attend meetings with school day staff (faculty meetings, SSC, SST, trainings)?	71%	29%	0%
Do you or any of your program staff work during the school day?	79%	21%	0%
Do any school day teachers work in the after-school program?	86%	7%	7%
Have you or your staff been trained in understanding the academic content standards?	57%	21%	22%
Do they have access to related materials?	57%	0%	43%

Linkages between School and After-School Program	Yes	No	N/A
Do you and/or your staff receive packets or information about students' homework assignments?	79%	21%	0%
Is there a system in place to share information about students' progress and areas of concern?	72%	21%	7%
Is your program represented in school-day communications (newsletters, bulletin boards, letters home, announcements, etc.)?	86%	14%	0%

Coordinators were also asked to comment on the program's strengths and areas where the program could improve:

**Strengths:**

- There is a good relationship between program staff and office staff/teachers. Communication with teachers is strong.
- Staff fill out homework completion sheets and share them with teachers.
- Collaboration has increased between A4A and other school groups including the PTA, adult ESL, and the library.

**Areas to Improve:**

- Increasing program staff's knowledge of student behavioral outcomes.
- Training staff in academic standards and class curriculum.
- Establishing more formal lines of communication with teachers and school administrators.
- Acknowledging after/before school programs during school-wide events.
- Encouraging teachers to share classroom space and materials.
- Ensuring that staff and students clean up after themselves.

**Classroom Teachers**

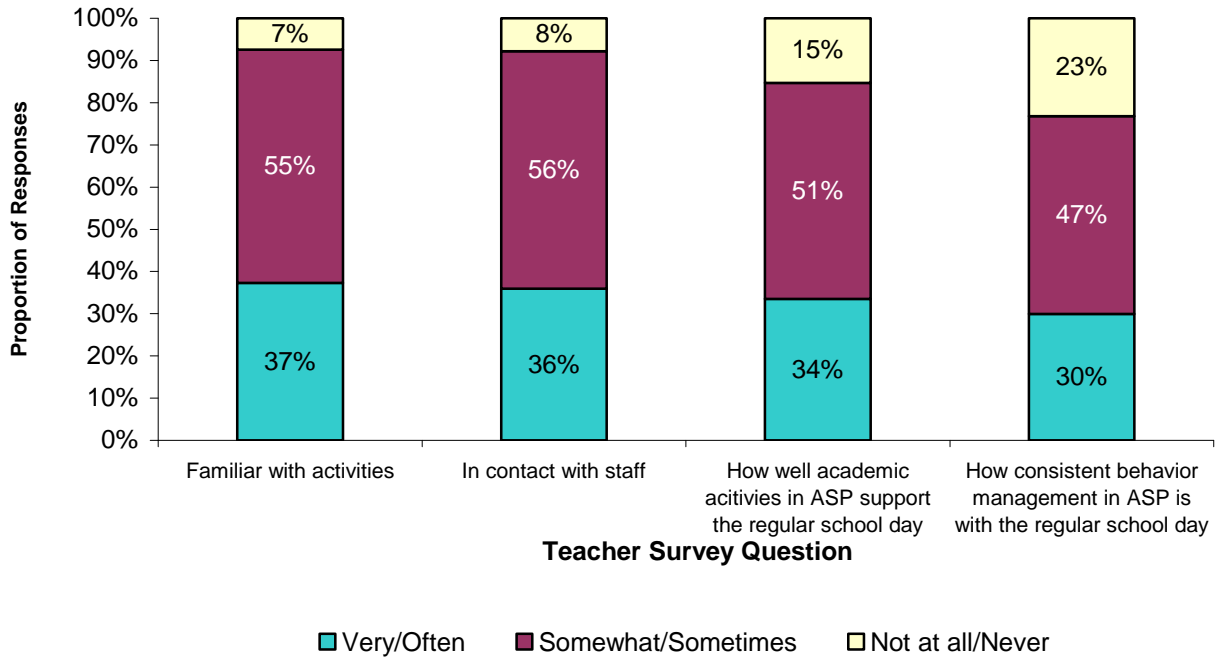
Classroom teachers at participating sites were asked to complete a survey regarding their opinions of the after-school program at their site. Teachers were asked the following questions regarding their familiarity with the program and their views on the program's ability to integrate with the regular school day:

- How familiar are you with the activities offered in the after/before-school program?
- How often are you in contact with the after/before-school program staff?
- How well do the academic activities in the after/before-school program support the regular school day?
- How consistent is the after/before-school program discipline/behavior management with the regular school day?

As Figure 10 shows, 92% of teacher respondents reported that they were familiar with the after-school programs at least "somewhat" and 92% also reported that they were in contact with the after-school program staff at least "sometimes." This demonstrates that teachers are quite familiar with the A4A program and have some level of ongoing contact with the staff of their A4A program.

Additionally, 85% of respondents reported that the academic activities offered after-school at least “somewhat” supported the regular school day. A slightly lower 77% of teachers agreed that the after school programs had at least “somewhat” consistent program discipline/behavior management with the regular school day.

**Figure 10. Teachers' Familiarity and Views on Program Integration**



**Principals**

Principals at participating sites were asked to respond to a parallel set of questions regarding how they felt about the integration between the A4A programs and the school. Figures 11 and 12 illustrate the responses (n=15). The results show that over 94% of the principals who responded felt that the A4A program at their site supported regular school day academic activities “very well” or “somewhat well”.

**Figure 11. How well does the program support regular school day academic activities?**

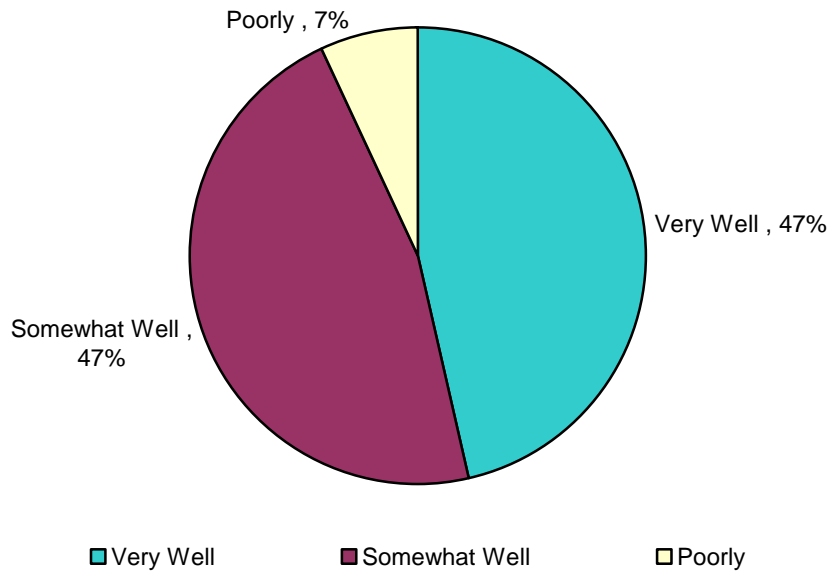
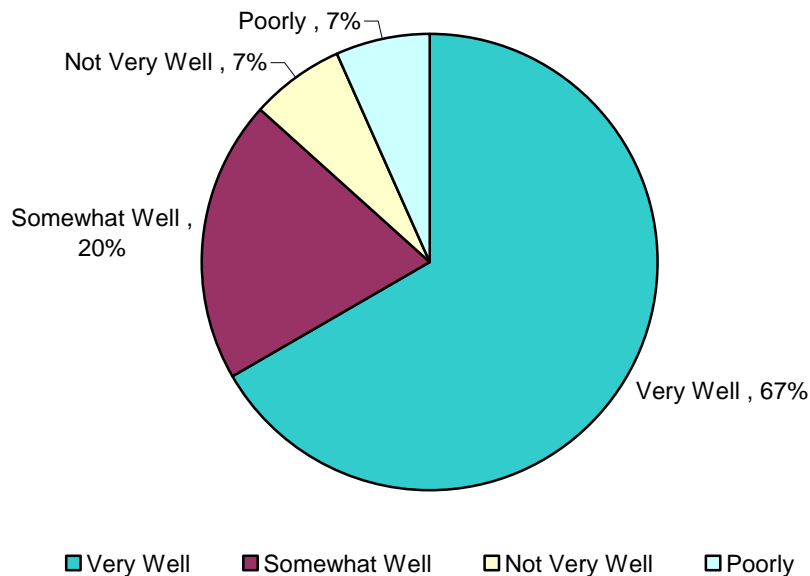


Figure 12 illustrates the principals' observations about behavioral expectations at the A4A program at their sites. Over eighty-seven percent of the MDUSD principals that responded that they felt the program supported the behavior policies of the regular school day "Very Well" or "Somewhat Well".

**Figure 12. How well does the program support behavior policies of the regular school day?**



## F. Site Observation Results

Site observations were conducted at all 15 sites in MDUSD A4A to gain a more accurate view of program implementation and quality. These observations provided evaluators an opportunity to talk directly with program staff and informed the recommendations presented later in this report. In addition, Site Lead interviews and staff focus groups were conducted for staff members at all 15 sites. Of the 15 of sites, 13 were fully staffed at the time of the visit.

Site observations revealed some implementation patterns common to sites. Generally, the daily schedule included snack provided by the USDA program, academics, enrichment, and recreation. At the time of observation, activities included academic support, enrichment, and recreation.

At each site, the evaluator observed program activities and took note of how frequently best practices were used. Specifically, 21 items were assessed within the following seven categories: Youth Interactions; Staff to Youth Interactions; Engagement; Organization; Behavior Management; Space/Location; and Safety/Supervision. Evaluators analyzed this data and reported back to Site Leads about strengths and areas for improvement, as shown in the following table. MDUSD A4A programs are strongest in providing sufficient space, equipment and materials, and providing safety and supervision. Programs could improve youth interactions and in staff use of behavior management strategies.

**Table 6. Site Observation Results - Common Implementation Patterns for Program Sites**

Category	% of Observations Rated as “Strength” Across All Sites	Examples of Strengths	Areas for Improvement
<b>Youth Interactions</b> <i>How often do youth demonstrate enjoyment, cooperation, and ability to self-mediate?</i>	51.8%	<ul style="list-style-type: none"> <li>-Students are mostly working together and helping each other.</li> <li>-Student’s are developing friendships with their groups/teammates</li> <li>-Youth are sharing books and homework supplies</li> <li>-Kids are listening to teacher and participating in parts of the story the teacher is reading</li> <li>-Check in and snack time are well organized, students are quiet and prepared to begin group interaction</li> </ul>	<ul style="list-style-type: none"> <li>-Some students are sitting away from group, contributing to high noise level</li> <li>-A few kids are roughhousing, lacking direction from staff</li> </ul>

Category	% of Observations Rated as “Strength” Across All Sites	Examples of Strengths	Areas for Improvement
<p><b>Staff to Youth Interactions</b> <i>How often do staff and youth interact in a mutually respectful manner?</i></p>	67.7%	<ul style="list-style-type: none"> <li>-Staff is quiet and firm with children, and walk around the room to encourage interaction with students</li> <li>-Students are respectful and comfortable with staff</li> <li>-Staff teaches team building to kids</li> <li>-Staff members address kids by name, kids respond right away</li> <li>-Many examples of staff providing clear instructions and reinforcing concepts</li> </ul>	<ul style="list-style-type: none"> <li>-Not all staff interacting with students, some quietly off to the side observing</li> <li>-Need more staff development and training</li> <li>-Students are noisy and yell for teachers across the room</li> <li>-One staff member eating sandwich while students do nothing</li> <li>-Students walk in and out of class</li> </ul>
<p><b>Engagement</b> <i>How often do youth appear to be positively engaged?</i></p>	71.0%	<ul style="list-style-type: none"> <li>-Students mostly knew what to do and work together</li> <li>-All kids participating in gardening</li> <li>-Students are mostly well behaved and work quietly</li> <li>-Kids are very orderly and have many opportunities to participate by distributing snacks, handing out and cleaning up after activities</li> <li>-Students are concentrating on homework, asking questions</li> </ul>	<ul style="list-style-type: none"> <li>-Not all activities are appropriate for age group</li> <li>-Not enough resources for all students, only a few can utilize at a time</li> <li>-Some students not participating unless staff is monitoring them</li> </ul>
<p><b>Organization</b> <i>How often do activities appear to be well-organized?</i></p>	65.6%	<ul style="list-style-type: none"> <li>-Staff organize multiple activities for students to keep them engaged</li> <li>-Homework help is well prepared and run, teacher has list of all work students are missing</li> <li>-Staff encourages kids to take on more complicated tasks in areas they are excelling</li> <li>-5<sup>th</sup> and 6<sup>th</sup> grade helpers are really good</li> <li>-The program is well structured, assign different tasks to students</li> </ul>	<ul style="list-style-type: none"> <li>-A few staff do not seem interested in activity</li> <li>-Expectations have not been sufficiently set/communicated</li> <li>-Fifteen minute transition between activities is too long</li> <li>-Activities do not allow for enough group work and student participation</li> <li>-Directions are not clear enough and activities are slow to start</li> </ul>

Category	% of Observations Rated as “Strength” Across All Sites	Examples of Strengths	Areas for Improvement
<b>Behavior Management</b> <i>How often do program staff use informed behavior management strategies?</i>	59.0%	<ul style="list-style-type: none"> <li>-Staff is respectful to students, students are respectful and listen to each other</li> <li>-Staff points out examples of good behavior</li> <li>-Coordinator has many behavior management techniques- works with individuals and groups</li> <li>-Groups penalized and given time for reflection on inappropriate behavior</li> <li>-Coordinator uses incentive programs to manage behavior: sports program is treated as a privilege, gardening is a reward for good conduct</li> </ul>	<ul style="list-style-type: none"> <li>-Could use more positive reinforcement</li> <li>-Not all staff have good behavior management skills</li> <li>-Need consistent strategies and language for dealing with misbehavior</li> <li>-Need help dealing with kids that demand a lot of attention</li> <li>-Kids talking out of turn, not participating</li> </ul>
<b>Space/Location</b> <i>How often do the physical space, type of equipment, and supply of materials match the needs of the activity?</i>	91.2%	<ul style="list-style-type: none"> <li>-Space is clean, warm and bright</li> <li>-Supplies are provided for kids who didn’t bring them</li> <li>-Lots of games, lots of books to choose from</li> <li>- Nice computer room - everyone has headphones and computers</li> </ul>	<ul style="list-style-type: none"> <li>-Multi-Use room is not appropriate for homework and reading activities</li> <li>-Often not enough sports equipment</li> </ul>
<b>Safety/Supervision</b> <i>How regularly are practices to maintain safety, supervision, and control observed?</i>	84.9%	<ul style="list-style-type: none"> <li>-Program staff are aware of kids’ whereabouts</li> <li>-Gardening gloves are available to everyone</li> <li>-Staff wear easily identifiable vests and use walkie-talkies</li> <li>-Staff are in control of room</li> </ul>	<ul style="list-style-type: none"> <li>-Space is not regulated and students wander in and out</li> <li>-Not enough staff to adequately monitor number of students</li> <li>-Many kids not participating in anything and are unsupervised</li> <li>-There is no system for storing backpacks and other possessions</li> </ul>

### III. Program Outcomes

#### A. Status of Program Goals and Objectives

At the onset of the after-school initiative, participating sites developed a set of goals and objectives by which all program sites would be evaluated. The following table describes the goals, measurable objectives, and the Collaborative’s progress in reaching these goals.

**Table 7. Status of Program Goals and Objectives**

<b>Goal 1: A4A participants will improve their academic performance.</b>	
Objective	Status
<p><b>1.1 Of A4A students with a math CST scaled score below 350 (below Proficient) in the baseline year, 33% will improve their scaled score in the follow-up year by at least 30 points; of students with a math CST scaled score at or above 350 in the baseline year, 75% will maintain a scaled score above 350 in the follow-up year.</b></p>	<p><b>Objective progressed.</b> Of the 1,053 MDUSD A4A regular participants in 2007-08 with a math CST scaled score below 350, 14% (n=149) improved their scaled score in 2008-09 by at least 30 points. Of the 544 MDUSD A4A regular participants in 2007-08 with a math CST scaled score at or above 350, 73% (n=396) maintained a scaled score at or above 350 in the follow-up year.</p>
<p><b>1.2 Of A4A students with an ELA CST scaled score below 350 (below Proficient) in the baseline year, 50% will improve their scaled score in the follow-up year by at least 24 points; of students with an ELA CST scaled score at or above 350 in the baseline year, 75% will maintain a scaled score above 350 in the follow-up year.</b></p>	<p><b>Objective progressed.</b> Of the 1,195 MDUSD A4A regular participants in 2007-08 with a ELA CST scaled score below 350, 33% (n=394) improved their scaled score in 2008-09 by at least 24 points. Of the 390 MDUSD A4A regular participants in 2007-08 with an ELA CST scaled score at or above 350, 77% (n=302) maintained a scaled score at or above 350 in the follow-up year.</p>
<p><b>1.3 The achievement gap between English Language Learner (ELL) participants and non-ELL participants will be reduced, as indicated by a greater improvement among ELL participants in their CST ELA and math mean scaled scores between baseline and follow-up years.</b></p>	<p><b>Objective achieved.</b> The average scaled scores of the 939 non-ELL MDUSD A4A regular participants on the ELA CST slightly increased from 338 in 2008 to 342 in 2009, a 1% increase. The average scaled scores of the 646 ELL A4A regular participants on the ELA CST increased from 284 in 2008 to 291 in 2009, a 2% increase.  The average scaled scores of the 944 non-ELL A4A regular participants on the math CST slightly decreased from 347 in 2008 to 344 in 2009, a 1% decrease. The average scaled scores of the 653 ELL A4A regular participants on the math CST slightly increased from 301 in 2008 to 305 in 2009, a 1% increase.</p>

<p><b>1.4 A4A students will improve their homework completion rate as measured by teacher records.</b></p>	<p><b>Objective achieved.</b> In 2008-09, teacher surveys indicated that 84% of the 1142 A4A participants<sup>4</sup> improved their homework completion rate.</p>
<p><b>1.5 At least 90% of all A4A participants will successfully complete the academic school year and be promoted to the next grade level.</b></p>	<p><b>Objective achieved.</b> Ninety-eight percent of the regular participants (n=2231) were promoted to the next grade level.</p>
<p><b>1.6 At least 50% of teachers responding to the teacher satisfaction survey respond favorably to items that ask about articulation between the school day and the after-school program.</b></p>	<p><b>Objective achieved.</b> Of the 203 teachers who returned surveys in spring 2009, 87% indicated that their site's academic activities support the regular school day "very" or "somewhat well".</p>

**Goal 2: A4A participants will be provided with a safe, healthy and nurturing environment.**

Objective	Status
<p><b>2.1 A4A participants with school-day ADA of 94% or less will show yearly improvement in their regular school-day attendance.</b></p>	<p><b>Objective achieved.</b> Of the 422 MDUSD A4A participants with school-day ADA of 94% or less in 2007-08, 75% (n=315) improved their school day attendance rate in 2008-09.  In the 2008-09 school year, MDUSD A4A participants had school day attendance rates of 96%.<sup>5</sup></p>
<p><b>2.2 At least 75% of all A4A students and their parents will respond favorably to survey items regarding feeling safe and respected.</b></p>	<p><b>Objective achieved.</b> Eighty-six percent of the 1,375 students surveyed responded that they felt safe "all the time" or "most of the time" at the program. Ninety-nine percent of the 1,335 parents who responded indicated that their child's after-school program is a "somewhat" or "very" safe place.  One hundred percent of the 1,337 parents who responded agreed that the A4A staff treat their child(ren) with respect. Ninety-nine of the 1,337 parents who responded agreed that the A4A staff treat them with respect.</p>

<sup>4</sup> A4A participants only include students who teachers deemed as needing an improvement in their homework completion rate.

<sup>5</sup> For the participating schools in this cluster, school day attendance rates were calculated based on the estimated number of days enrolled for each student, less absences. (Days enrolled-absences/days enrolled)

<p><b>2.3 At least 75% of all A4A students, their parents and the teachers in the A4A will respond favorably to survey items regarding satisfaction with the program.</b></p>	<p><b>Objective achieved.</b> Sixty-six percent of the 1,377 students who responded reported being happy at the after/before school program at least most of the time.</p> <p>Of the 1,309 parents who responded, 99% reported being satisfied with the after/before school program.</p> <p>Of the 208 teachers who responded, 93% reported being satisfied with the after/before school program.</p>
<p><b>2.4 At least 75% of all A4A students, their parents and teachers with students in the A4A will respond favorably to survey items regarding positive behavioral changes in the classroom and with their peers.</b></p>	<p><b>Objective achieved.</b> Seventy-nine percent of the 1,370 students surveyed responded that the after/before school program helped them get into less trouble at school. Of the 1,103 students assessed by their teacher, 82% responded that their students have improved in behaving well in class.</p> <p>Seventy-eight percent of the 1,357 students surveyed responded that the after/before school program helped them get along with others. Ninety-nine percent of the 1,314 parents who responded reported that the after/before school program had helped their child(ren) get along with other students. Of the 1,877 students assessed by their teacher, 78% have improved in getting along well with others.</p>

**Goal 3: ASP students will develop life skills, including leadership and appreciation of cultural and ethnic diversity.**

Objective	Status
<p><b>3.1 At least 90% of all A4A students will participate in a community service or youth leadership activity each year.</b></p>	<p><b>Objective achieved.</b>                      Community service and leadership development opportunities are incorporated into MDUSD A4A programs in a variety of ways, ranging from formal means (Service learning, leadership groups, Junior JDLC, life skills classes, safety patrol) to informal means (assisting site directors, student choice, peer tutoring, etc.).</p> <p>All fifteen of the Site Leads reported that their program helped participants develop leadership skills at least somewhat well.                      Thirteen of the fifteen Site Leads who responded reported that their program encouraged students to participate in community service at least somewhat well.</p> <p>Of the 139 staff who responded, 98% agreed that the after-school program has been valuable for students in developing leadership skills. Additionally, of the 134 staff who responded, 93% reported that the after-school program has been valuable for students in increasing community involvement.</p>
<p><b>3.2 At least 75% of all A4A students will respond favorably to survey items regarding:</b></p> <ul style="list-style-type: none"> <li>• <b>Healthy choices (e.g., drugs, tobacco, conflict resolution)</b></li> <li>• <b>Understanding and appreciation of cultures and heritages of their own and/or others.</b></li> </ul>	<p><b>Objective achieved.</b>                      Seventy-nine percent of the 1,370 students surveyed responded that the after/before school program helped them get into less trouble at school.                      Seventy-six percent of the 1,362 students who responded indicated that the after/before school program has helped them make new friends.                      Seventy-five percent of the 1,366 students who responded indicated that the after/before school program has helped them hang out with people who are different from them.</p>

**Goal 4: A4A participants will successfully engage in nutrition, fitness, and enrichment activities.**

Objective	Status
<p>4.1 At least 75% of all A4A students participating in recreation, nutrition and/ or physical activities, i.e. fitness cards, sports, etc. will demonstrate an increased level of physical activity.</p>	<p><b>Objective achieved.</b> Ninety-nine percent of the 1,324 parents who responded reported that the after-school program helped their child(ren) learn about physical activity.</p> <p>Of the 140 staff who responded, 100% agreed that the after-school program has been valuable for students in improving physical fitness.</p>
<p>4.2 At least 75% of all A4A students who participate in nutrition education will respond favorably to survey items regarding:</p> <ul style="list-style-type: none"> <li>• Making healthy eating choices</li> <li>• Their participation in at least one enrichment activity each year</li> </ul>	<p><b>Objective achieved.</b> Of the 1,310 students who responded, 89% agreed that they have learned to eat more nutritious food.</p> <p>100% of A4A students participate in enrichment activities as part of their regular participation in the program.</p>

**Goal 5: Families of A4A participants will have multiple opportunities to participate in literacy and educational development opportunities.**

Objective	Status
<p>5.1 Family members for at least 50% of all A4A students will attend at least one family event each year.</p>	<p><b>Objective achieved.</b> Eighty-three percent of the 1,330 parents who responded shared that they had attended at least one family event in 2007-08.</p> <p>Site Leads described a multitude of school-wide events, including multi-cultural events, community service events, back-to-school festivals, talent shows, family literacy events, parenting skills classes, family nights, movie nights, and holiday celebrations. They estimate that 4,504 students and 2,383 parents attended one or more school-wide events in 2008-09.<sup>6</sup></p>

<sup>6</sup> These estimates are not unduplicated.

**5.2 15-25% of A4A student families will participate in a Family Literacy and/or Educational Development activities.**

**Objective achieved.**

Forty-one percent of the 1,309 parents who responded shared that they had attended at least one family educational workshop in 2007-08.

Site Leads identified a number of Family Literacy and Educational Development events in 2008-09. They estimate that 715 students and 335 parents attended one or more family educational events in 2008-09<sup>7</sup>.

**B. Student Academic Performance**

**English Language Arts**

**Course Grades:** Teachers were asked to report on participants’ English Language Arts (ELA) performance during the school year by recording students’ fall and spring course grades.

Figure 13 presents the proportion of students whose ELA grades improved, decreased, or stayed the same. Available surveys (n=1228) indicate that 97% of participants improved or maintained their ELA grades during the school year. The percentage of students who improved (48%) is significantly greater than the percentage of students who declined (3%), indicating that students were more likely to demonstrate improvements than declines in ELA.<sup>8</sup>

**Figure 13. Participants' ELA Course Grades**

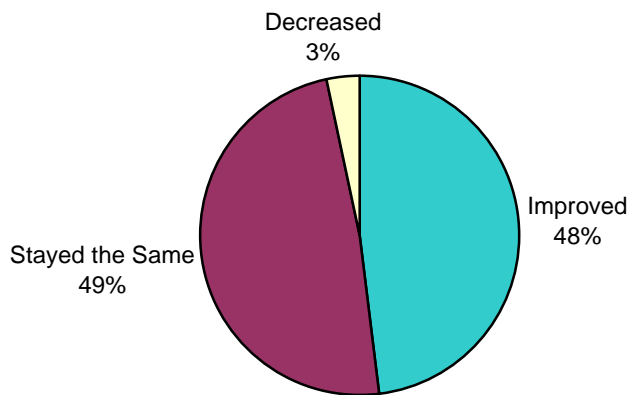


Table 8 highlights changes in course performance for students who had a grade of C or lower in the fall, and those who had a grade of B or better in the fall. Overall,

- 45% of the lower performing students demonstrated higher ELA course performance in the spring.
- 97% of higher performing students maintained their performance level in the spring.

<sup>7</sup> These estimates are not unduplicated.

<sup>8</sup> A sign test was used to test the likelihood that the proportion of students demonstrating improvement was greater than 50% of all students who exhibited some change (decreased or improved);  $p < .05$ ;  $p = .000$

The rate of improvement is significantly greater than the rate of decline, indicating that students were more likely to demonstrate improvements than declines in mathematics course performance.<sup>9</sup>

**Table 8. Changes in ELA Course Performance**

		2008 Performance Level (Follow-Up)	
		C or Lower	B or Better
<b>2007 Performance Level (Baseline)</b>	C or Lower (n=780)	55%	45%
	B or Better (n=568)	3%	97%

**California Standards Test:** We examined participant performance on the ELA portion of the California Standards Test. Student performance is classified into five groups: Far Below Basic, Below Basic, Basic, Proficient, and Advanced. Since the expressed goals of the State of California and No Child Left Behind Act (NCLB) are to ensure that all students perform at Proficient or Advanced, A4A target levels include Proficient and above. All results pertain to participants with both 2008 and 2009 CST information. More detail on specific group test score performance can be found in the Appendix to this report.

Figure 14 shows the proportion of regular participants by CST proficiency level in the baseline and follow-up years. The proportion of students who scored proficient and above in ELA increased from 25% in 2008 to 30% in 2009.

<sup>9</sup> A sign test was used to test the likelihood that the proportion of students demonstrating improvement was greater than 50% of all students who exhibited some change (decreased or improved);  $p < .05$ ;  $p = .000$

**Figure 14. Participants' CST ELA Performance (n=1,585)**

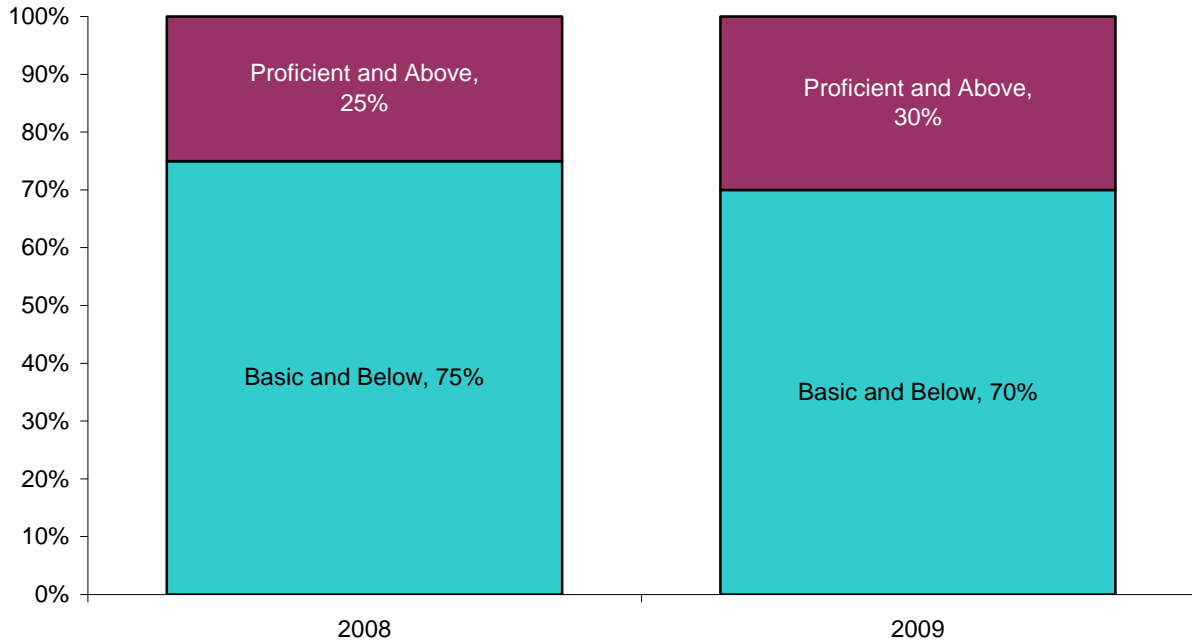


Table 9 highlights the change in ELA levels for participants who initially performed at Basic and Below in 2008 (top row) and participants who performed at Proficient and Above in 2008 (bottom row). Overall,

- 14% of students who initially performed at Basic and Below performed at Proficient and Above in spring 2009, and
- 77% of students who initially performed at Proficient and Above maintained this performance level between spring 2008 and spring 2009.

The rate of improvement is significantly greater than the rate of decline, indicating that students were more likely to demonstrate improvements than declines in mathematics course performance.<sup>10</sup>

**Table 9. Changes in CST ELA Performance**

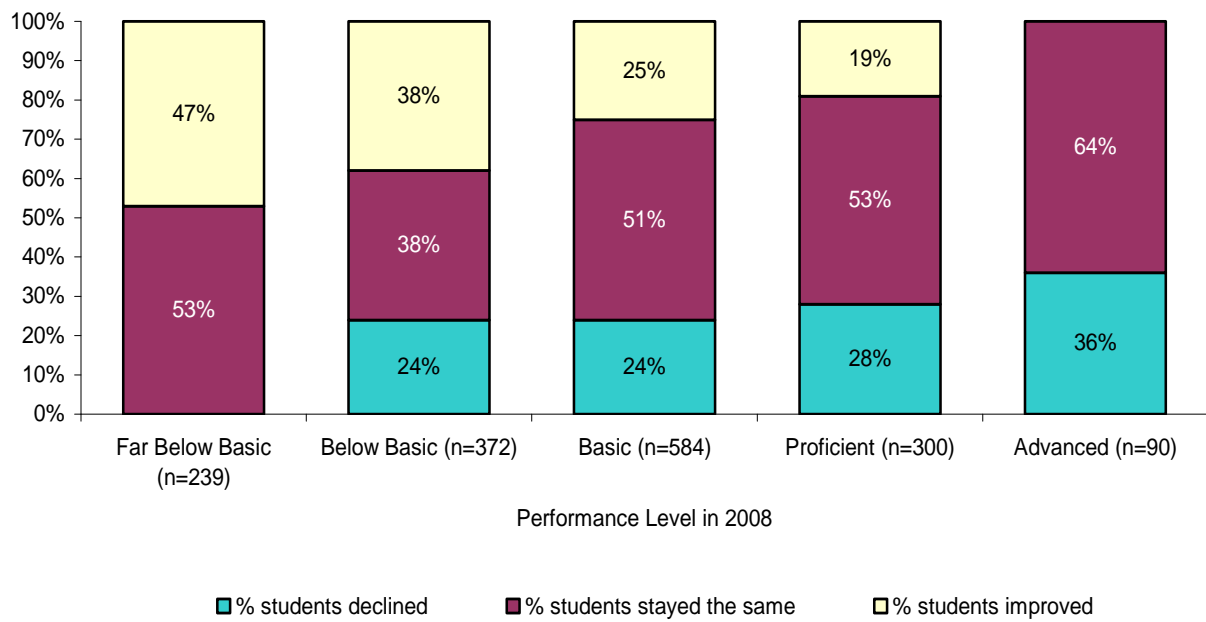
		2009 Performance Level (Follow-Up)	
		Basic and Below	Proficient and Above
2008 Performance Level (Baseline)	Basic and Below (n=1,195)	86%	14%
	Proficient and Above (n=390)	23%	77%

<sup>10</sup> A sign test was used to test the likelihood that the proportion of students demonstrating improvement was greater than 50% of all students who exhibited some change (decreased or improved);  $p < .05$ ;  $p = .000$

The following is a summary of student change for each of the initial five CST ELA levels.

- 47% of students who initially performed Far Below Basic demonstrated some improvement between spring 2008 and spring 2009.
- 38% of students who initially performed Below Basic demonstrated some improvement between spring 2008 and spring 2009.
- 25% of students who initially demonstrated Basic level performance exhibited some improvement between spring 2008 and spring 2009.
- 53% of students who initially demonstrated Proficient performance maintained this level of performance in spring 2009, and 19% exhibited improvement.
- 64% of students who initially demonstrated Advanced performance maintained this level of performance in spring 2009.

**Figure 15. Participants' CST ELA Level Changes**



**Special Populations CST ELA Performance**

Figure 16 shows MDUSD A4A regular participants' ELA CST performance by ethnicity. A4A participant subcategories with more than 75% scoring below Proficient in ELA included: Latino/Hispanics (76%) and Pacific Islanders (81%). Conversely, A4A participant subcategories with more than 25% scoring Proficient and above in the ELA included African-Americans (28%), Native Americans (40%), Asian (41%), and Whites (46%). Filipino participants scored the highest with over half (66%) scoring Proficient and above, and achieved the largest increase from last year's performance (46%).

**Figure 16. A4A Participants' ELA CST Proficiency Level, by Ethnicity**

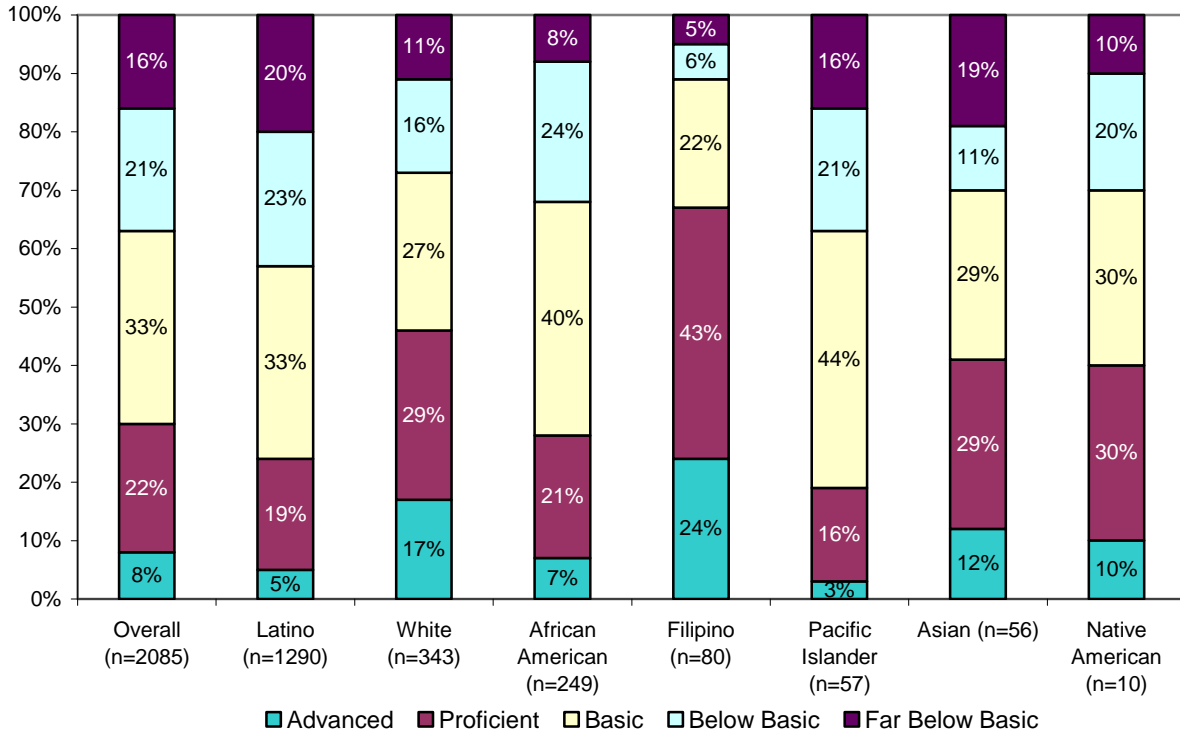
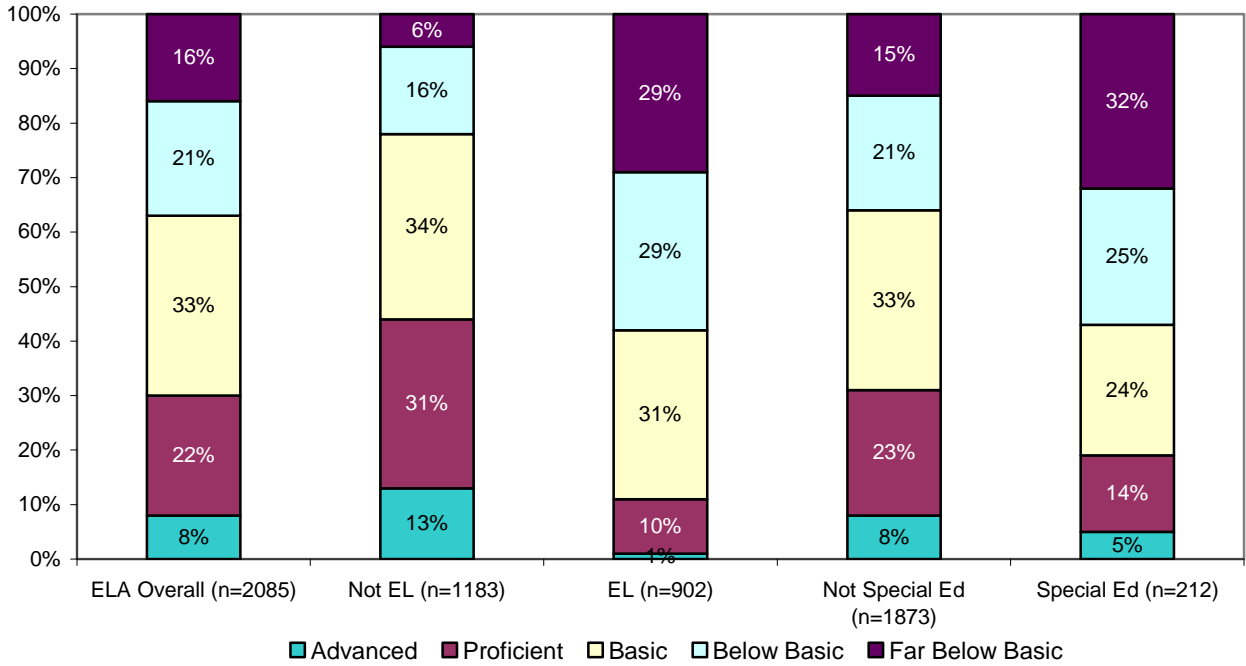


Figure 17 shows MDUSD A4A regular participants' ELA CST performance by English Language Learner (EL) and Special Education status. EL students' performance on the ELA CST is substantially below that of non-EL students. Specifically, 44% of non-EL students had proficiency levels of Proficient or above in 2008, while only 11% of EL students had equivalent scores. Similarly, students with Special Education status performed substantially below that of students without the Special Education status on the ELA CST. When compared to last year's performance, the percentage of EL students who scored proficient or above declined by 24% while the percentage of Special Education students increased by 14%.

**Figure 17. EL & Special Education Students' ELA CST Performance**



**Mathematics**

**Course Grades:** Teachers were asked to report on participants' mathematics performance during the school year by recording students' fall and spring course grades.

Figure 18 presents students' grades for mathematics courses. As noted below, 98% of participants for whom data were available (n=1228) improved or maintained their math grades during the school year. The percentage of students who improved (49%) is significantly greater than the percentage of students who declined (2%), indicating that students were more likely to demonstrate improvements than declines in mathematics.<sup>11</sup>

<sup>11</sup> A sign test was used to test the likelihood that the proportion of students demonstrating improvement was greater than 50% of all students who exhibited some change (decreased or improved); p<.05; p=.000

**Figure 18. Participants' Mathematics Course Grades**

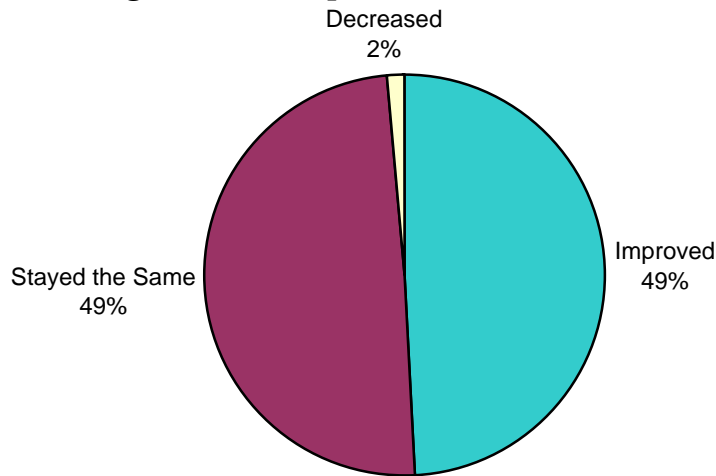


Table 10 highlights the changes in course performance for students who had a grade of C or lower in the fall, and those who had a grade of B or better in the fall. Overall:

- 48% of the lower performing students demonstrated higher mathematics course performance in the spring.
- 97% of higher performing students maintained their performance level in the spring.

The rate of improvement is significantly greater than the rate of decline, indicating that students were more likely to demonstrate improvements than declines in mathematics course performance.<sup>12</sup>

**Table 10. Changes in Mathematics Course Performance**

		2008 Performance Level (Follow-Up)	
		C or Lower	B or Better
2007 Performance Level (Baseline)	C or Lower (n=676)	52%	48%
	B or Better (n=552)	3%	97%

<sup>12</sup> A sign test was used to test the likelihood that the proportion of students demonstrating improvement was greater than 50% of all students who exhibited some change (decreased or improved);  $p < .05$ ;  $p = .000$

**California Standards Test:** We examine participant performance on the mathematics portion of the CST. Student performance is classified into five groups, ranging from very poor to very high: Far Below Basic, Below Basic, Basic, Proficient, and Advanced. As with ELA, we focus primarily on Proficient and above as the target level.<sup>13</sup>

Figure 19 shows the proportion of regular participants by CST proficiency level in the baseline and follow-up years. The proportion of students who scored below proficient in mathematics remained 66% in 2008 and 2009.

**Figure 19. Participants' CST Mathematics Performance (n=1,597)**

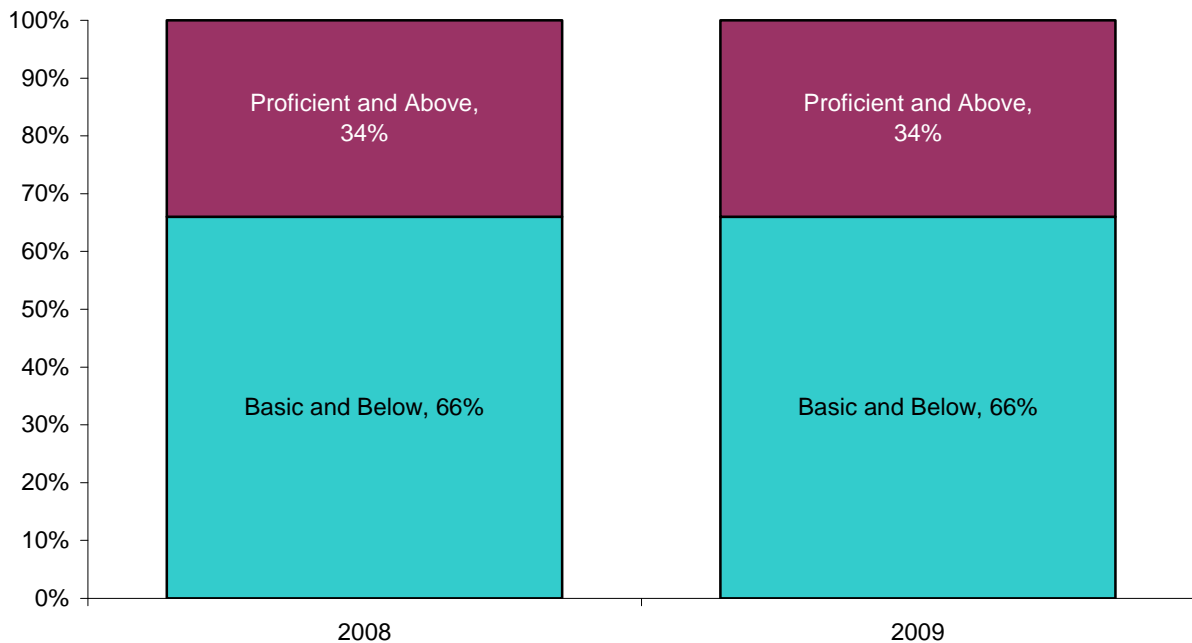


Table 11 highlights the change in mathematics levels for participants who initially performed at Basic and Below in 2008 (top row) and participants who performed at Proficient and Above in 2008 (bottom row). Overall:

- 14% of students who initially performed at Basic and Below performed at Proficient or Above in spring 2009.
- 73% of students who initially performed at Proficient and Above maintained this performance level between spring 2008 and spring 2009.

The rate of decline is significantly greater than the rate of improvement, indicating that students were more likely to demonstrate declines than improvements on the mathematics portion of the CST.<sup>14</sup>

<sup>13</sup> More detail on specific group breakdown can be found in the Appendix to this report.

<sup>14</sup> A sign test was used to test the likelihood that the proportion of students demonstrating improvement was greater than 50% of all students who exhibited some change (decreased or improved);  $p > .05$ ;  $p = .002$

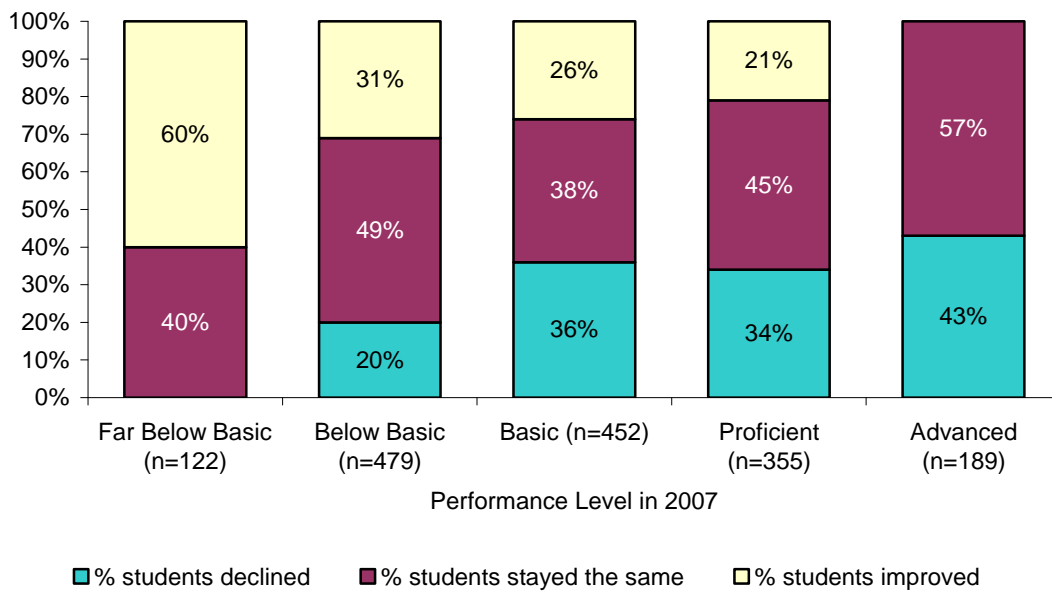
**Table 11. Changes in CST Mathematics Performance**

		2009 Performance Level (Follow-Up)	
		Basic and Below	Proficient and Above
2008 Performance Level (Baseline)	Basic and Below (n=1,053)	86%	14%
	Proficient and Above (n=544)	27%	73%

The following is a summary of student change for each of the initial five CST mathematics levels.

- 60% of students who initially performed Far Below Basic demonstrated some improvement between spring 2008 and spring 2009.
- 31% of students who initially performed Below Basic demonstrated some improvement between spring 2008 and spring 2009.
- 26% of students who initially demonstrated Basic level performance exhibited some improvement between spring 2008 and spring 2009.
- 45% of students who initially demonstrated Proficient performance maintained this level of performance in spring 2009, and 21% exhibited improvement.
- 57% of students who initially demonstrated Advanced performance maintained this level of performance in spring 2009.

**Figure 20. Participants' CST Mathematics Level Changes**



**Special Populations CST Math Performance**

Figure 21 shows MDUSD A4A regular participants’ math CST performance by ethnicity. A4A participant subcategories with the most students scoring below Proficient in math included: Native Americans (80%), African Americans (67%), and Hispanics/Latinos (67%). Conversely, A4A participant subcategories with the most students scoring Proficient and above in mathematics included Pacific Islanders (63%), Whites (61%), Asians (53%), and Filipinos (40%).

**Figure 21. A4A Participants’ Math CST Proficiency Level, by Ethnicity**

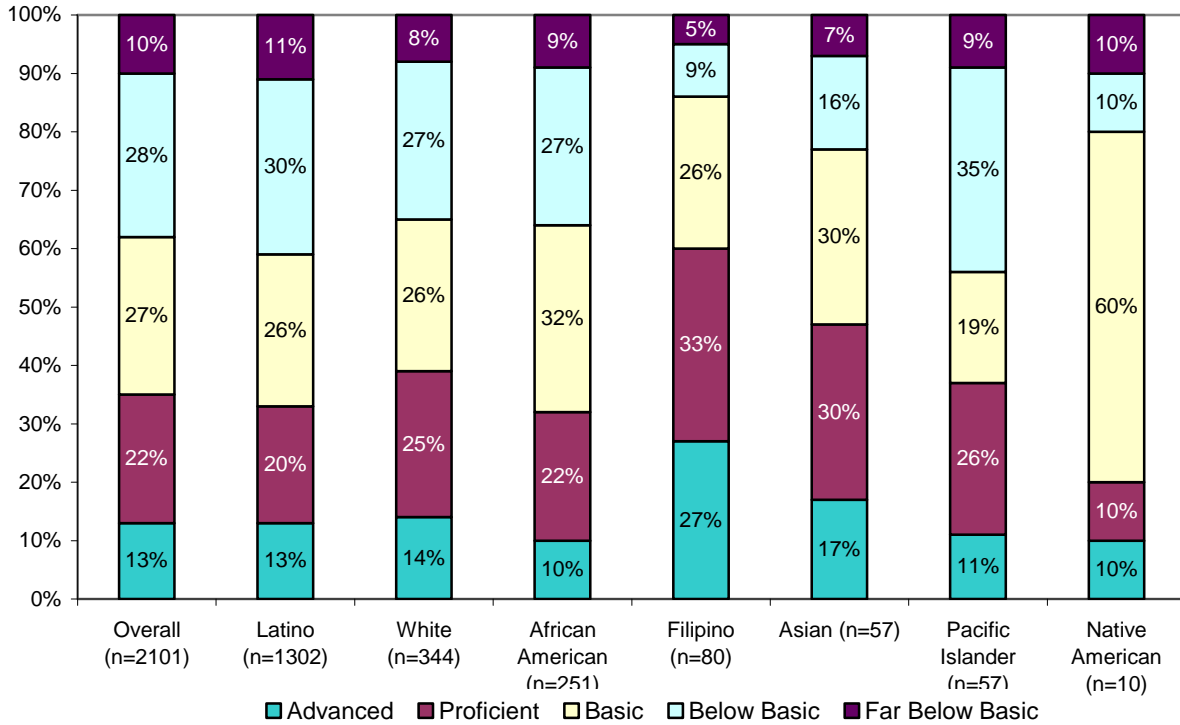
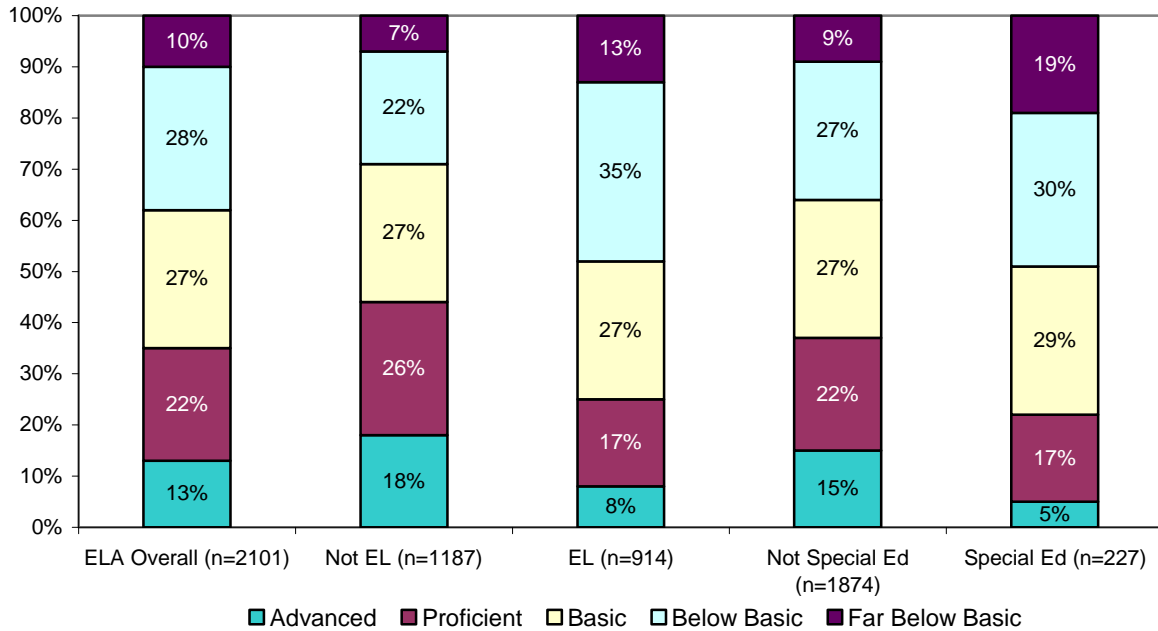


Figure 22 shows MDUSD A4A regular participants' math CST performance by English Language Learner (EL) and Special Education status. EL students' performance on the math CST is substantially below that of non-EL students. Specifically, 44% of non-EL students had proficiency levels of Proficient or above in 2009, while only 25% of EL students had equivalent scores. Students with Special Education status performed substantially below that of students without the Special Education status on the math CST.

**Figure 22. EL & Special Education Students' Math CST Performance**



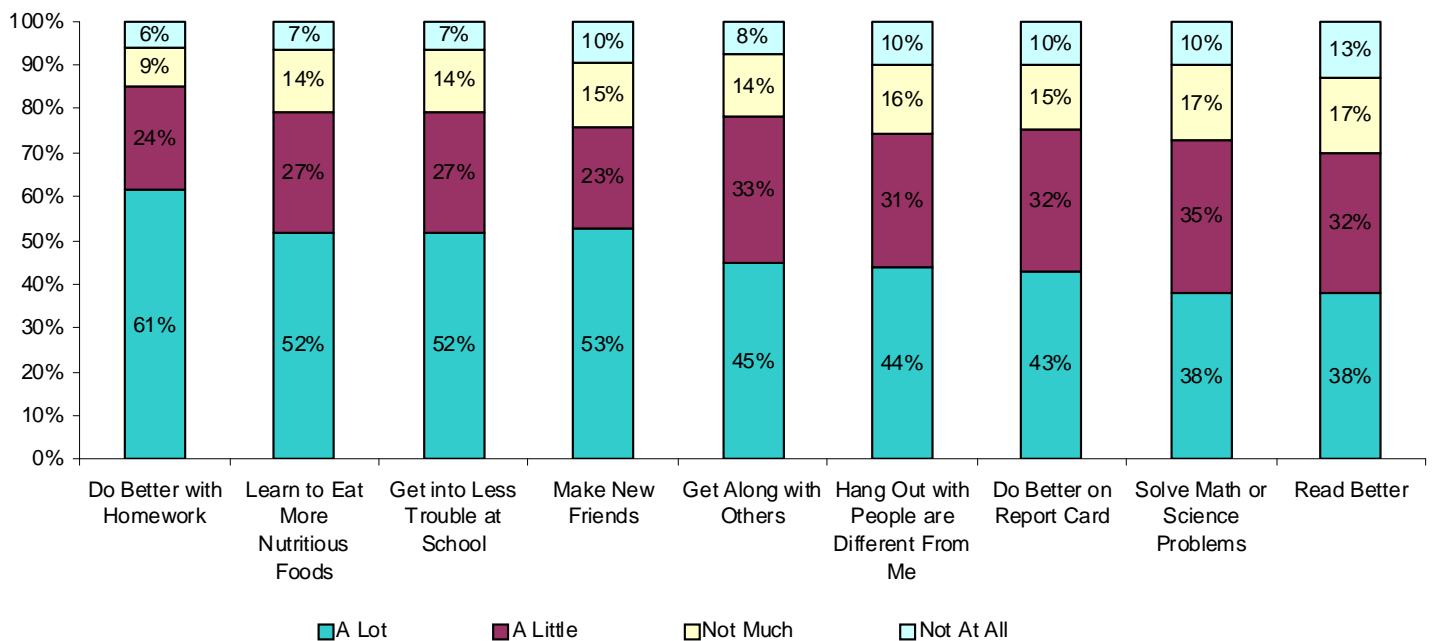
## C. Student Behavioral Outcomes

### Student Self-Assessment

Students in the after-school program were given a self-assessment survey in May 2008. Surveys asked students about program impacts in several academic and behavioral areas. Overall, MDUSD A4A students reported the program helped them the most in learning how do better with their homework and eat more nutritious foods. The program was least successful at helping students improve their reading and solve math or science problems. Results are presented in the figure below.

**Figure 23. Student Self-assessment Surveys: Academic and Behavioral Impacts**

**Question: How much has the after/before-school program helped you with the following things?**

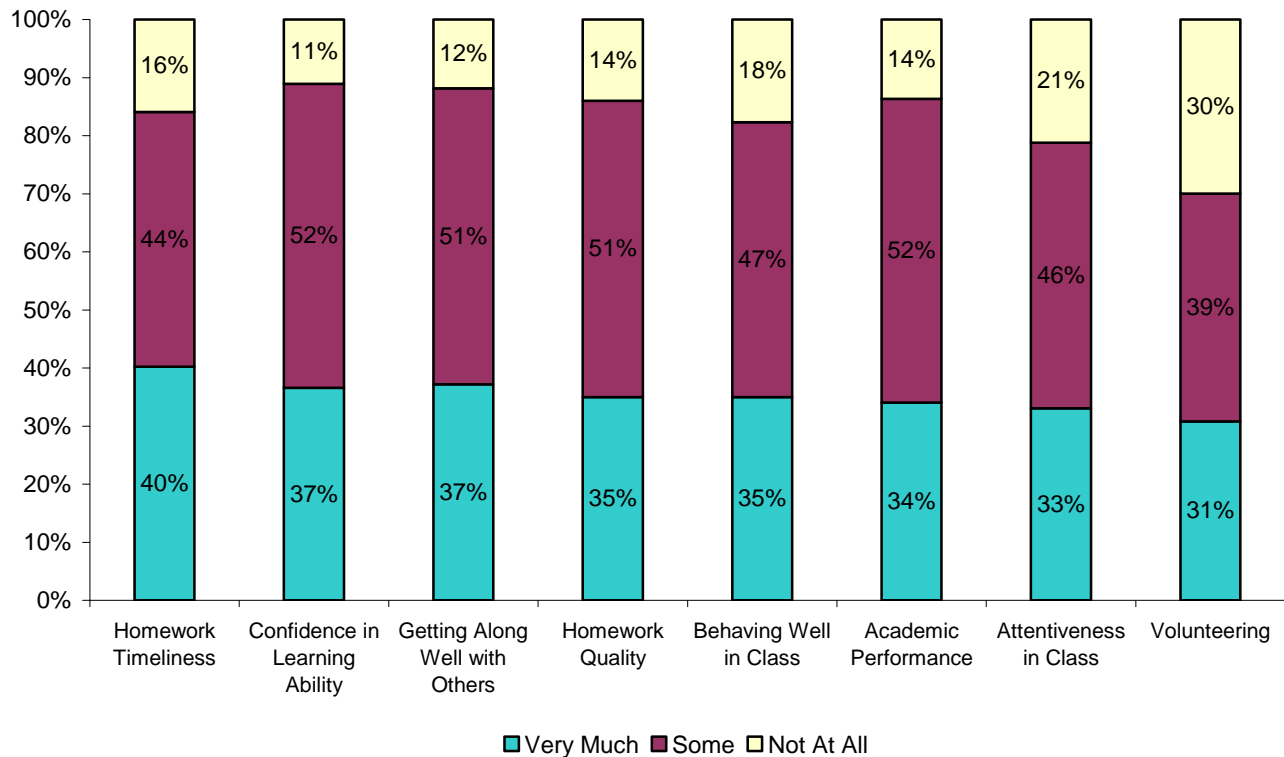


## Teacher Assessment of Students

Teachers completed surveys that asked them to assess participants' improvement in eight areas related to classroom and school behavior, including: timeliness and quality of homework completion; volunteering for extra responsibilities; being attentive in class; behaving well in class; academic performance in class; confidence in learning ability; and getting along with others.

Completed surveys were received from school site teachers for 1,439 participants. A large proportion of participants were found to have made improvements in all areas assessed. Teachers noted the highest percentages of participant improvement in the areas of confidence in learning ability, and homework quality and timeliness. Teachers found the least improvement in student attentiveness in class and volunteering. Results of the teacher surveys are presented in Figure 24 below.<sup>15</sup>

**Figure 24. Teacher Perceptions of Participant Academic and Behavioral Improvements**

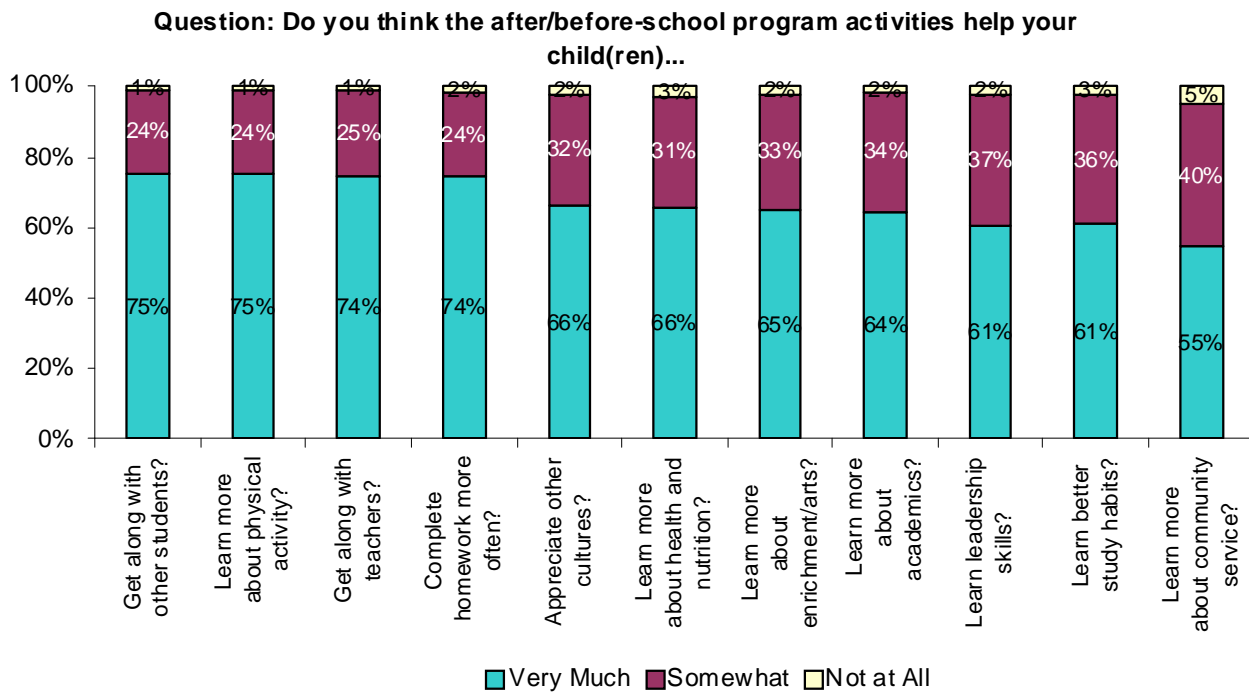


<sup>15</sup> Results are reported only for students who were deemed to need improvements in academic and/or behavioral areas.

### Parent Assessment of Students

Feedback about participant academic and behavioral progress was also received from a sample of 1,332 parents. A majority of parents (almost 75%) very much agreed that the after-school program contributed to improvements in academic and social areas, particularly in the areas of completing homework more often, getting along with teachers and other students, and learning about physical activity.<sup>16</sup> See Figure 25 for results of parent surveys.

**Figure 25. Parent Perceptions of Program Contributions to Students' Social and Academic Development**

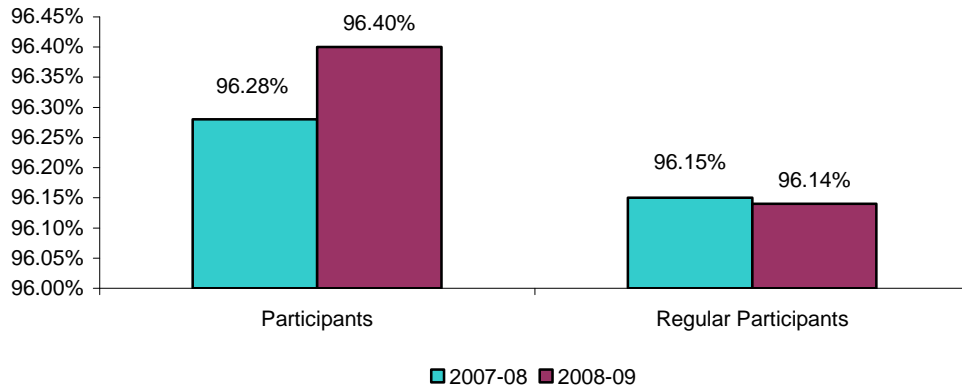


### School Day Attendance

Participants' school day attendance data was also analyzed to assess attitudinal and behavioral change. Attendance rates were derived from a sample of 2,618 program attendees that had both baseline and follow-up data. Figure 26 shows a year-to-year comparison of school day attendance rates for the participant population and for regular attendees (n=1,978). Attendance rates increased very slightly between 2007-08 and 2008-09 for the total participant population and remained relatively the same for regular attendees; the figure does highlight that in comparison to the overall participant population, regular attendees demonstrated slightly lower attendance rates during both years.

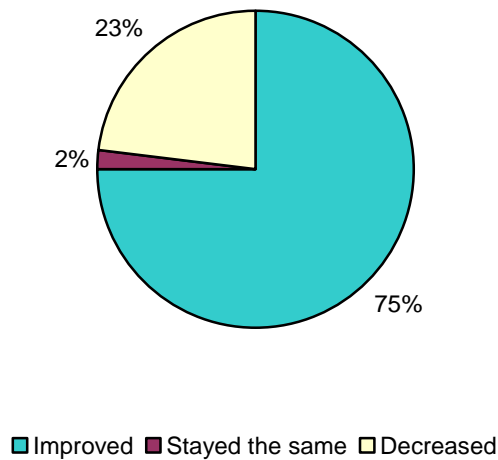
<sup>16</sup> Results are reported only for students who were deemed to need improvements in academic and/or social areas.

**Figure 26. Participants' and Regular Participants' Average School Day Attendance Rate 2007-08 and 2008-09**



Changes in school day attendance were further analyzed for regular participants with Average Daily Attendance (ADA) of 94% or less in 2007-08 (n=422) and are presented in Figure 27. The vast majority of program participants (75%) who had low attendance rates improved their school-day attendance in the 2008-2009 school year.

**Figure 27. Changes in School Day Attendance for Regular Participants with ADA of 94% or Less**



## D. Success Stories

Success stories about individual participants' academic and behavioral progress were also received from Site Leads at fourteen (14) of the fifteen (15) MDUSD schools. The majority of them provided examples of behavioral progress as a result of the encouragement and support of the ASP staff, the safe environment, enrichment programs and the homework help. Samples of their observations are included below.

### Examples of Individual Participant Behavioral Changes:

- One of our students is in first grade, 5 years old, and Latino. When he first came to the program he used to curse at the other students and his behavior was inappropriate. We worked with his family members, helped him to switch classes and created a behavior contract with him. He is now doing much better. He has stopped cursing and saying things that were not appropriate. His family is very pleased with his progress.
- We have a third grader who is eight years old, and African American. At the beginning of the year he was sent to the Site Coordinator's office nearly every day for behavioral issues. It was common for him to yell, throw objects, push people and storm out of the classroom when asked to participate during Homework Zone. We decided to pair him with a staff member to act as his mentor. By working with his mentor he was able to discuss a behavior plan, and alternative options for expressing himself when he was upset or angry. His mentor was also able to get in contact with the student's father, who had been out of the picture, and the father began to provide support. Regular school day staff used our program as a resource and also got began communicating with his father. The student is now only sent to the office for rewards. He is even participating with three other students in our program's talent show. This year he was really able to shine!
- This student was quiet, and had a tendency to cry when he didn't want to participate. He would say no to everything including fitness, homework, and cooking; and refused to eat any fruits or vegetables. We were very encouraging but firm with him, and made sure to reward any participation or good behavior. He is now more involved with the program and comes out of his shell a little bit more each day. He also eats fruits and vegetables now and his mother is thrilled.
- At the beginning of the year we enrolled a fifth grader, 11 years old, and African American. I have known this student for four years and was aware that his behavior record was not positive. I suggested to his grandmother that he joined the program and she agreed that it might be good for him. He came to the program with a lot of anger, and he was easily set off by the other students. He was what we call a "runner," He would run every time he thought he was in trouble, even if he was not at fault. He did not trust adults or his peers, and had few friends. Academically he was suffering. After he joined the CARES program he became engaged in different activities and now is Chairman of the Student Council, he is a group leader assistant in our new kindergarten class, and a Jr. Site Coordinator. We gave him options, a choice to participate, and now he is thriving, responsible, and really proud of what he has achieved. He smiles all the time, and his grandmother couldn't be more pleased.

### **Social Changes:**

- We have one female student who was very shy when she first came to us; she was isolated socially and felt that the other children hated her because she was dumb. After a few months we discovered that she was extremely smart, and so the other children perceived her as a geek. We offered her a position as a TA and now she assists other kids with math and reading. We gave her a place to be herself and she now talks and makes friends with the other students. Her family is very happy with the change they have seen in her.
- There was one student, who came to the program as a third grader, without much support from his family. He was new to the school and was known to bully the other students. He had a lot of behavior and communication issues, but his family was not receptive to our concerns. We introduced him to the ASP soccer team and through that he learned how to build trust, and contribute to a team. We also started a gardening program and that really helped him become closer to the school, his classmates and community by understanding nutrition and health facts. He has transformed from a third grade bully to a fifth grade leader who is intelligent, full of life, respectful and responsible. His academic performance has completely changed and he was awarded MVP for this year's undefeated soccer season. His parents have also become involved in the program and he has a sibling who will enter the program next fall.
- We enrolled a second grade girl in the program who was very shy, and not engaged with the other children. She spoke only Spanish and lacked both social and academic skills. She now participates in Aspire, Intervention, and Homework Zone, as well as a lot of enrichment activities. She talks a lot more now, and smiles and interacts with other kids. She is doing much better on her class work now too!

### **Academic Changes:**

- We have one young man who was not getting his homework done. He had very little support at home, and was very outgoing but aggressive. The other kids were fearful of him, and that caused him to be very frustrated. He now has a mentor who works with him continuously on academic and social goals. We also work with his regular day teacher and have established communication with his family. He now brings us his finished homework without us asking for it. He is also learning self-control, and his parents are becoming more consistently involved.
- There is a girl in second grade, who is nine years old, and Latino. When she started in the program she couldn't read or write, or even spell her own name. We worked with her one on one during the afterschool program and she has shown a great deal of improvement. Her mother is very grateful to us because she is unable to help with the girl's homework due to the language barrier.
- This student was failing a majority of her classes because she was not completing her homework. We provide her with close support from ASP teachers and staff, who constantly communicate with her parents. This student is now turning in all of her assignments, and passing all her classes with a "C" average.

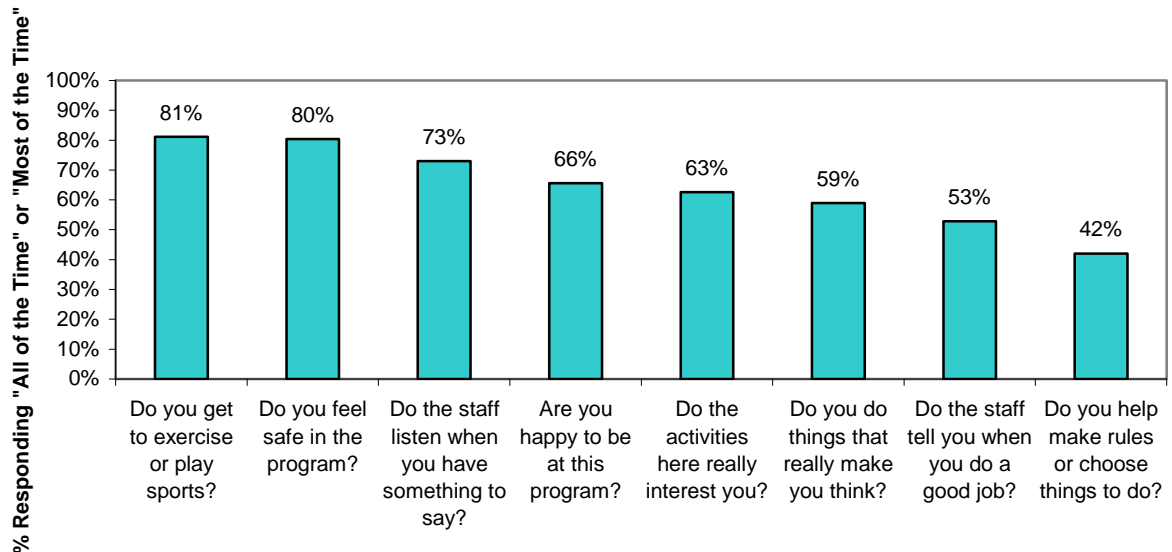
## IV. Stakeholder Views of the Program

Students, parents, program staff, school day teachers, and principals were surveyed to assess their satisfaction with the after-school program. Surveys provided input about program contributions as well as feedback for suggested program improvements. Overall, the feedback received was positive and indicated that MDUSD A4A stakeholders support the program and look forward to its continued growth. Parents, students, staff, teachers and principals agreed that the after/before-school programs were strongest in providing a safe, structured environment for the children. Parents, staff, students and principals also strongly valued the enrichment and recreation opportunities offered by the program. In general, all the stakeholders concurred the after/before-school programs provide an essential service to the communities they serve.

### A. Student Views

In addition to self assessment of academic and behavioral assets, student surveys also asked for students' opinions about various after-school program components.<sup>17</sup> One thousand three hundred seventy-seven students completed the survey; the results are presented below. Over 80% of the MDUSD A4A students reported that they felt safe and that they were physically active while participating in the program. However, only 53% of the students reported that staff tells them when they do a good job; and less than 50% feel that they help make rules or choose the activities they do "All" or "Most" of the time, suggesting the need for additional recognition and incorporation of the youth voice into the program.

Figure 28. Student Surveys: Program Satisfaction

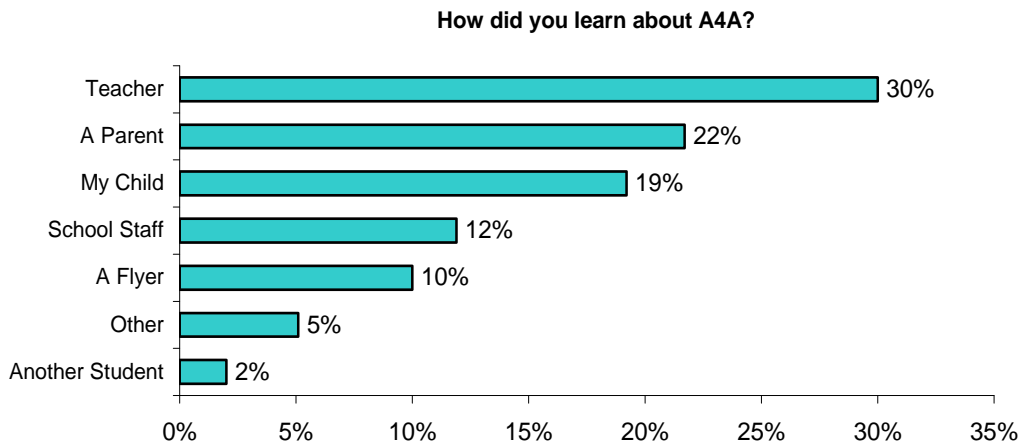


<sup>17</sup> Students responded according to the following scale: All of the Time; Most of the Time; Sometimes; Never.

## B. Parent Views

Similarly, parent surveys (n=1337) asked a number of questions regarding parent engagement and satisfaction with the after-school program. Figures 29 and 30 below summarize how parents first heard about the program and their level of familiarity with it. Almost half of the parents who responded learned about A4A from a teacher or from their child, and another fifth learned about the program from another parent. This indicates that MDUSD A4A programs tend to be successful in using word-of-mouth advertising. Ninety-eight percent of the parents reported being “very much” or “somewhat” familiar with the different activities offered at the program.

**Figure 29. Parent Survey Results: Recruitment**



**Figure 30. Parent Survey Results: Familiarity**

**How familiar are you with the different activities offered in the after/before-school program?**

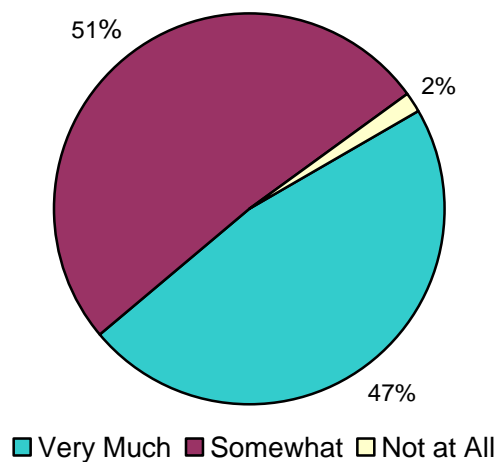
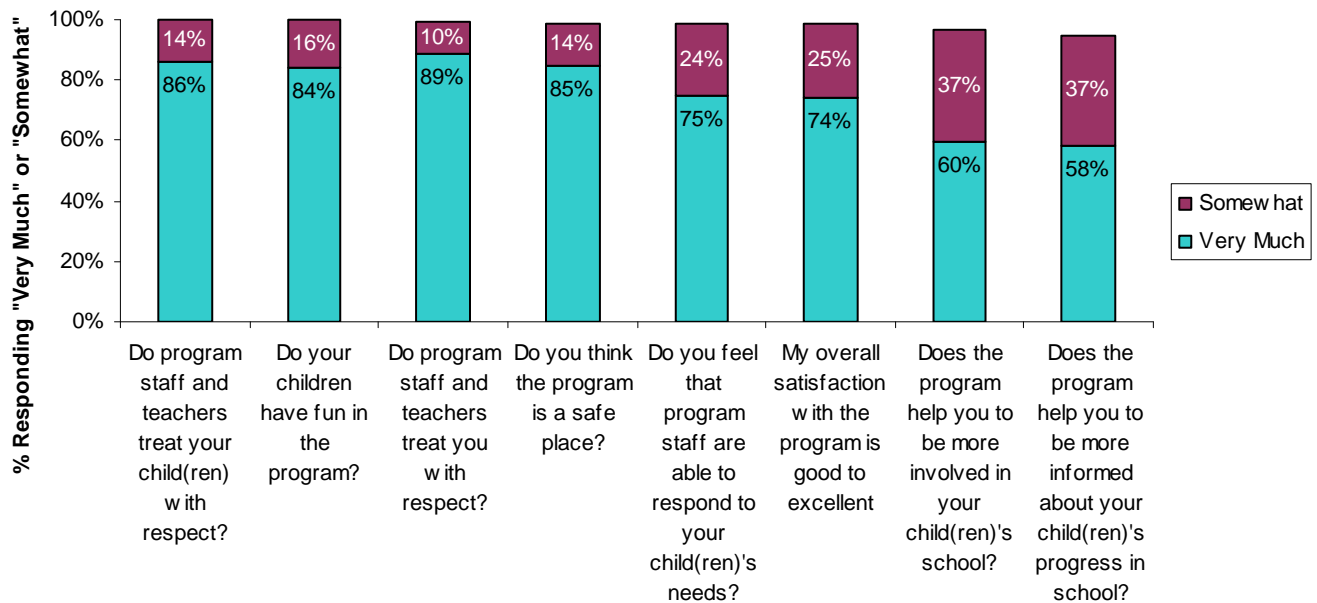


Figure 31 presents parents' level of satisfaction with various program components.<sup>18</sup> Overall, parents reported very high levels of satisfaction with the after-school program.<sup>19</sup> Of the parents who responded, over 99% were "very much" or "somewhat" satisfied that staff and teachers treated their child(ren) with respect, and were able to respond to their child(ren)'s needs. In addition, 99% of parents felt as strongly that the program provided a safe environment in which their child(ren) were having fun and felt that their overall satisfaction with the program was good to excellent. Parents reported their least satisfaction with how the program helps them stay informed and involved with their child(ren)'s school.

**Figure 31. Parent Surveys: Program Satisfaction**



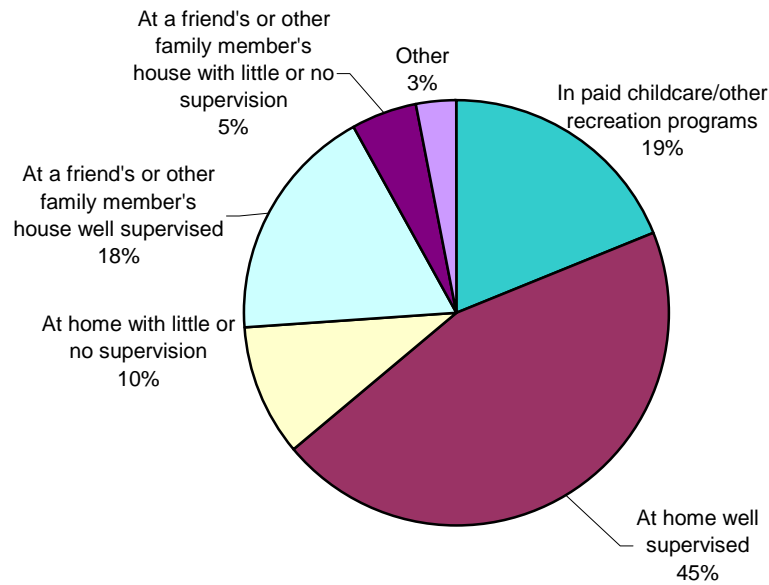
Parents were also asked where their child(ren) would be if they were not in the after-school program. Two-thirds of the parents reported that their children would most likely be at their home or at a family member or friend's home with supervision if they were not at the after-school program. Almost 20% reported that their children would be in paid childcare or in other recreation programs. Less than one-fifth of parents said their children would be at home with little or no supervision or that their children would be unsupervised at a family member or friend's home.

<sup>18</sup> Parents rated their satisfaction according to the following scale: Very Much; Somewhat; Not At All; and Not Applicable.

<sup>19</sup> Results are reported only for outcomes that parents marked as applicable.

**Figure 32. Parent Survey Results: Alternative Placement**

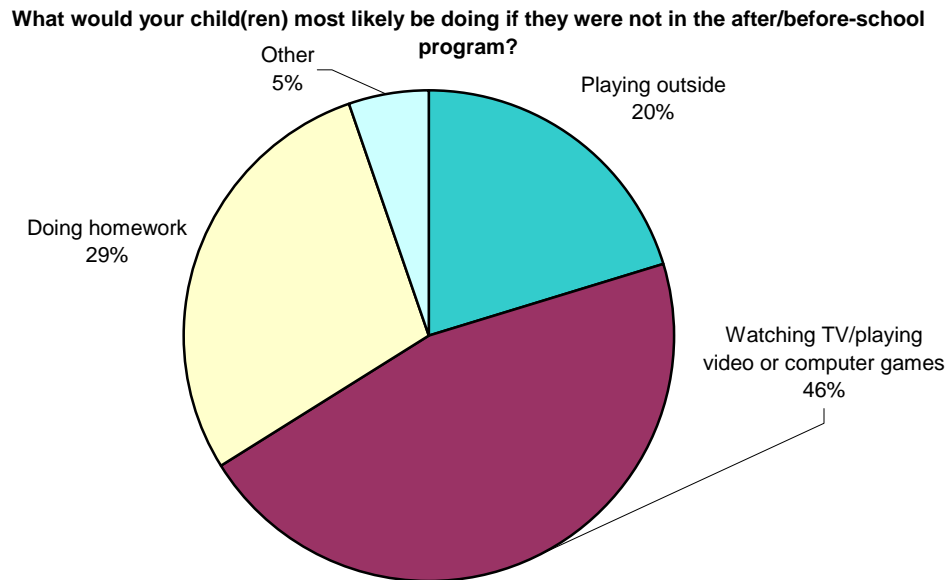
**Where would your child(ren) most likely be if they were not in the after/before-school program?**



Parents were able to offer more detailed information regarding the activities their child(ren) would be involved in if they were not participating in the after-school program. Forty-six percent of the parents responding reported that if they were not attending the after-school program, their child(ren) would most often be watching TV or playing video games. Less than 30% of parents said that their child(ren) would be engaged in doing their homework if they were not in the after-school program.

The results represented in Figures 32 and 33 indicate that even if the child(ren) are in a well-supervised environment, but not participating in an after-school program, the likelihood that they would complete their homework is substantially diminished.

**Figure 33. Parent Survey Results: Alternative Activities**



Finally, when asked what comments or suggestions parents had for the MDUSD A4A programs, parents predominantly expressed their satisfaction while offering few suggestions for program improvement. Overall, parents reported satisfaction that the before/afterschool programs provided a safe environment and academic assistance to their child.

- “I need this for my children. This helps them stay out of trouble and succeed in school. My son has a 3.6 GPA and I know it has a lot to do with the afterschool program. I feel at ease at work knowing he is well taken care of until I pick him up.”
- “This is a very good program for parents who can not afford child care.”
- “I have to give thanks for helping us. Many of these families are in crisis.” (Spanish)
- “Keep the program going!”

Additionally, parents offered comments and suggestions in the following areas:

**Security and safety:**

- “There should be a phone so we can get in touch [with our children].”
- “It is only somewhat safe, a kid could easily leave unnoticed. I have witnessed a couple of girls sneak out to the ice cream truck.”

**Academic Support:**

- “Thank you for helping me with my son’s education.” (Spanish)
- “I believe this program has been excellent for children and their ability to do better in school, academically.”
- “The children should get additional help with literature homework.” (Spanish)
- “Needs more help in mathematics and to have more communication with teachers.”

**Nutrition, Fitness and Enrichment Activities:**

- “Some snacks that they receive could be healthier.”
- “My kids have become more social and aware of different cultures and new activities.”
- “I would like to get a scheduled progress report, and would like information sent home and returned with a signature to make sure I received them, re: sports and activities.”
- “I would like some type of music program. More arts and crafts with products that won’t damage children’s clothing.”

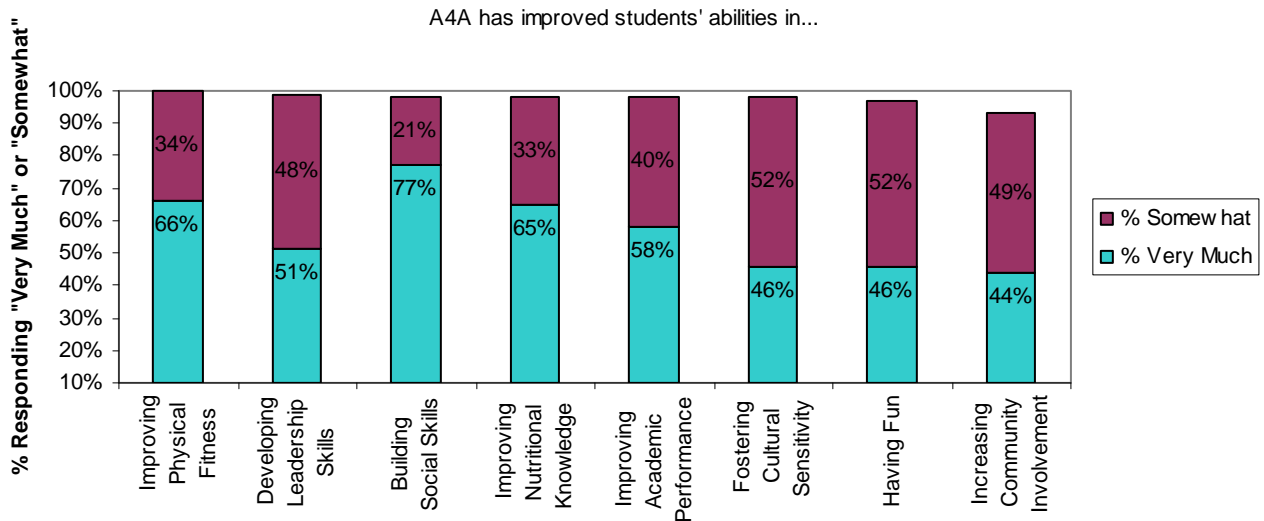
**Staff and staff training:**

- “...My child has speaking difficulties and (staff) treat her very well.”
- “The program is stronger when staff is the same throughout the year.”
- “Train the staff better.”

**C. Program Staff Views**

Feedback from staff in participating programs was gathered through semi-structured interviews or focus groups during site visits and through paper-based surveys. Overall, staff reported that the after-school program activities provide a great deal of value to the students.<sup>20</sup> One hundred percent of staff agreed that programs “very much” or “somewhat” improved students’ physical fitness. Almost 98% percent of staff thought the program activities helped students develop leadership skills, increased social skills, fostered students’ knowledge of nutrition, and were valuable in increasing community involvement. These results are captured in Figure 34 below.

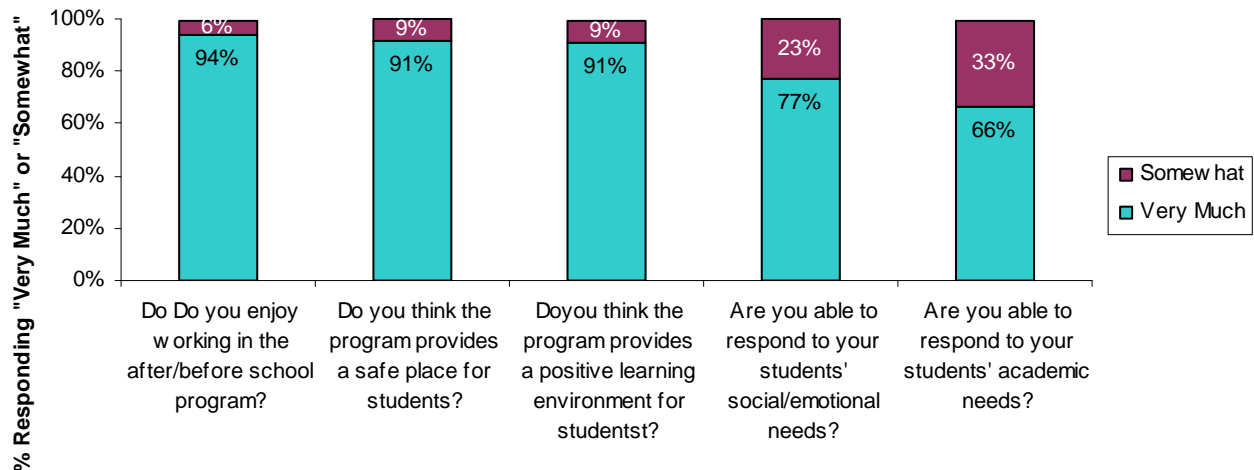
**Figure 34. Staff Survey Results: Benefit for Students**



<sup>20</sup> Results are reported only for outcomes that staff marked as applicable.

When asked about their overall job and program satisfaction, 100% of the staff that responded reported that they enjoy working in the after-school programs and that they find the program provides a safe, positive learning environment for the students.<sup>21</sup> The results also show that staff feels able to respond to students' academic and social needs.

**Figure 35. Staff Survey Results: Job and Program Satisfaction**



When asked about what parts of the after/before school program are working best, almost 90% of staff responded that the program was most successful in providing students with homework help. Additionally, nearly 70% of staff reported that programs were well structured and had good management which contributed to the program's positive outcomes.

When asked which areas of the program needed improvement, 92% staff indicated that there is a need for more physical activity through recreation and sports, while nearly 90% reported that there was an overall need for greater program development including more staff, more enrichment activities, better running of program activities, and other needs not specifically mentioned in the survey.

During focus groups, staff reported that program strengths lay in the variety of activities they used to engage students and encourage participation. Many also indicated that maintaining good communication and teamwork between staff members were instrumental in the success of the program.

Some of the barriers to success included the lack of supplies, the inconsistent scheduling of activities, and staffing issues such as low pay and need for additional trainings.

Overall, staff expressed that they enjoyed working in the program and that it offered a safe and enriching environment to students. Staff also provided feedback on ways the program could be improved.

<sup>21</sup> Findings are reported only for outcomes that staff marked as applicable.

**Involvement:**

- “I would just involve more teaching staff during the regular school day... and also more of the parents and families of the children through activities and events.”
- “I believe we should really get the parents involved in the program. I also believe that most of the parents just use us as a way to babysit and are not aware of what we really have to offer.”

**Staff Development:**

- “More training for new people; and more training for those who can’t control the children.”
- “More training for academics such as math.”
- “Supervisors should review each worker each month and see what they are doing well and what needs improvement. That way staff knows what areas they need to improve on.”
- “More hours, sick days, some employees should be put on salary rate.”
- “I believe that pay raises should be given to staff who have worked with the program for years, and some kind of recognition to notice staff.”
- “I would like to see more male staff.”

**Program Activities and Organization:**

- “We should try to improve our approach to ASP scheduling – making activities more consistent so that the different aspects we incorporate can be fully completed and take effect.”
- “The schedule/program should be worked around the biological needs of the children (especially the younger ones) as opposed to just focusing on academics. Studies show that this creates stronger students.”
- “I would like to see more educational field trips and community trips.”

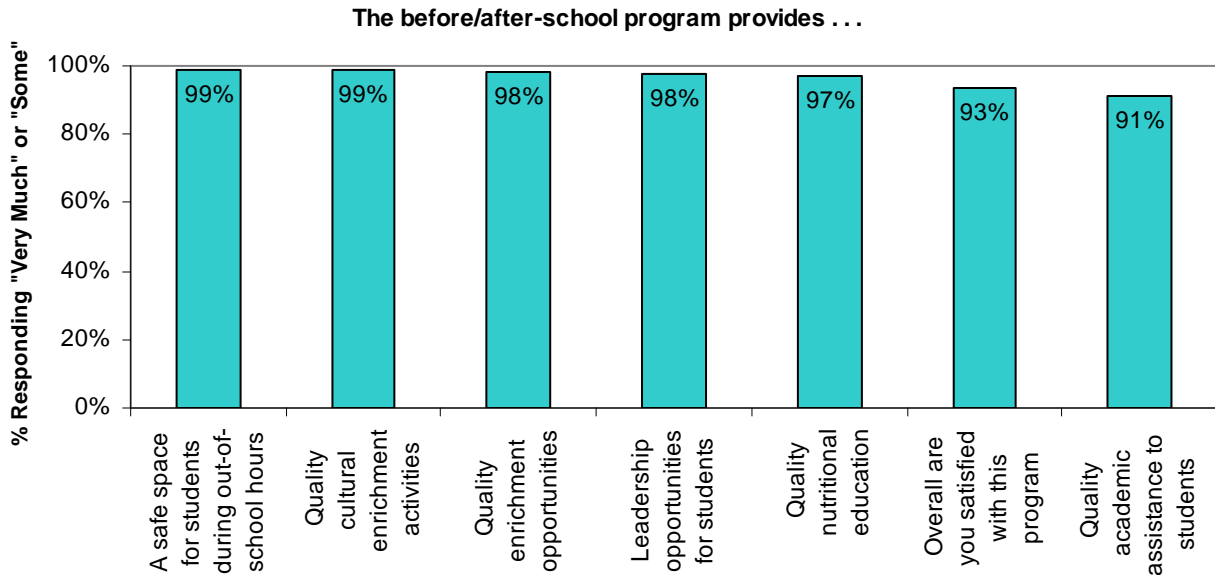
**D. Teacher Views**

Surveys administered to school day teachers in spring 2009 asked teachers for their opinion about specific components of the after-school program. Two hundred and seventeen teachers from all 15 schools returned the survey. As noted earlier, in the section on integration with the regular school day, 93% of teacher respondents reported that they were familiar with the after-school programs at least “somewhat” and 92% reported that they were in contact with the after/before-school program staff at least “sometimes.” Findings regarding teachers’ perception of the after-school programs are presented in Figure 36 below.<sup>22</sup> Almost 100% of the teachers responding felt strongly that the program provides quality nutritional education and enrichment activities in a safe environment to its students. The teachers reported least satisfaction with the academic assistance provided to students.

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<sup>22</sup> Findings are only for teachers who selected a response other than “I don’t know”.

**Figure 36. Teacher Survey: Program Satisfaction**



When asked for specific suggestions about improving the MDUSD A4A programs, teachers responded in a positive manner offering a wide range of ideas. Many of the teachers surveyed commented that the program had improved compared to previous years, and indicated they were supportive of the staff and program. The majority of suggested improvements focused on classroom use and clean-up.

**Integration with Regular School Day:**

- “A little more communication about activities, discipline and weekly contact with teachers who have students so that I know more.”

**Academic Support:**

- “Additional programs/skills practice on My Skills tutor. Language arts program for computers, and thirty minute sessions at the computer lab. Parent education.”
- “Somehow motivate students who need academic support. Students who are doing badly continue to do so.”
- “Place students by grade level instead of multi-level to focus on their curriculum. Have teachers from staff as ASP teachers.”
- “Homework completion should be the primary focus of the academic segment of ASP. Many of my students in ASP do not turn in completed homework.”

**Staffing:**

- “Stop hiring teenagers! Hire people with some educational experience.”
- The ASP classroom staff are young people without teach experience. They wouldn’t know how to help students academically. They should invite people from teacher’s ed. Programs to assist.”

**Behavior Management:**

- “Train program workers on classroom management techniques to alleviate students’ misbehavior and adult yelling.”
- “Students continue to misuse/trash the rooms that they occupy after school. The afterschool teachers don’t have the training or understanding of how to manage students respectfully and positively.”
- “More discipline and rule enforcement during playground activities. The children are expected to follow during the school day are not enforced afterschool.”

**Program Activities:**

- “Have enrichment and intervention based upon grades and weekly reports for everyone, not just athletes.”
- “Please turn down the rap and other loud music on Friday. Parents have complained it is inappropriate.
- “More field trips”

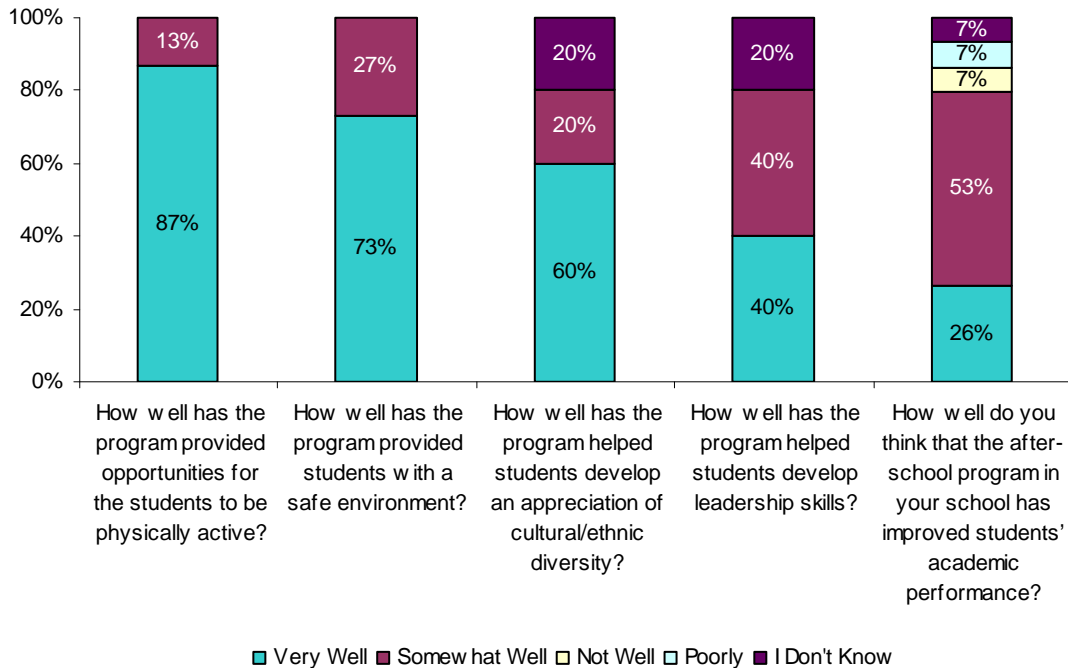
**E. Principal Views**

In spring 2009, school principals were asked to complete a survey regarding their views of the after-school program. Principals rated programs’ progress toward major goal areas and provided feedback regarding program strengths and areas for improvement. All fifteen principals completed the survey.<sup>23</sup> Overall, the reporting principals felt that MDUSD A4A programs were especially successful in providing a safe, physically active environment for youth. Additionally, principals noted they felt the after-school program was least effective in improving students’ academic performance. In general, fewer principals rated programs progressed “not well” or “poorly” towards goal areas than in the previous year.

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<sup>23</sup> Principals rated their satisfaction according to the following scale: Very Well; Somewhat Well; Not Very Well; Poorly; and I don’t know.

**Figure 37. Principal Perceptions of A4A Participant Improvement**



Principals were also asked to assess the strengths and challenges of the after-school program at their site. Most of the principals were in agreement that both the commitment and enthusiasm of the program coordinator and the variety of offered activities factored into the strength and success of the program.

Their comments about the **strengths of the programs** at their schools were varied:

- “The program provides a valuable service for families who otherwise might not be able to afford child care. Students benefit from opportunity for social interaction and physical activities.”
- “The variety of activities is awesome and the CARES staff is outstanding. Communication between CARES and (our school) is also excellent.”
- “District leadership and support, CARES goals are aligned to district and site goal for student achievement. Dedicated and well trained staff who plan appropriate enrichment activities for students. Accessible to students and families who truly need a free afterschool program. The wonderful crab feed that raises money for all sites.
- “Our site program works very closely with the day staff. This year there was no talk about ‘that program’.”

The principals also highlighted some areas for improvement:

**To achieve effective communication between after-school program administration and schools:**

- “I’m still concerned about the communication from the program administration. I can call three different administrators and get three different answers to my question. There should be a way for administration to communicate to me about things happening on my campus. There has been little change since the beginning of the year.”

**To improve staff supervision of students:**

- “Supervision of students inside and outside, should be active and participatory. Too often supervisors are sitting, sometimes chatting with other supervisors.”

**To promote quality academics:**

- “Academics is a major weak point. “Homework Zone” is often not a quiet time - homework is often not done. Lots of complaints from parents and teachers. Academic coach should work with the school to address academic needs. Rec specialists need strategies for student management. Procedures we have worked hard to establish during the day should be consistently enforced in ASP. Rec specialists need more training in professionalism and behavior management. Classrooms are not taken care of during ASP use.”
- “Provide reading or math intervention program for students. Continue to maintain, monitor and supervise a well trained staff. Continue to provide weekly schedules to site administrators. Continue to align program goals with site goals for student achievement.”

## V. Conclusion and Recommendations

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The **goals** of this ASES program are:

1. A4A students will improve their academic performance.
2. A4A students will be provided with a safe, healthy and nurturing environment.
3. A4A students will develop life skills, including leadership and appreciation of cultural and ethnic diversity.
4. A4A students will successfully engage in nutrition, fitness and enrichment activities.
5. Families of A4A students will have multiple opportunities to participate in literacy and educational development activities.

The following **observations** can be made in light of the modified objectives outlined in this report: In the past program year, MDUSD A4A sites have been successful in meeting 13 of their 16 objectives and have made solid progress towards the other two objectives. The A4A objectives that have been achieved in 2007-08 include:

- ✓ The achievement gap between English Language Learner participants and non-ELL participants will be reduced.
- ✓ Participants will improve their homework completion rate.
- ✓ At least 50% of teachers will agree that A4A programs are well-articulated with the school day.
- ✓ At least 90% of A4A participants will be promoted to the next grade level.
- ✓ A4A participants with school-day attendance rates of 94% or less will show yearly improvement in their school-day attendance.
- ✓ At least 75% of A4A students and their parents will respond positively to feeling safe and respected.
- ✓ At least 75% of all A4A students, their parents and the teachers will respond favorably regarding satisfaction with the program.
- ✓ At least 75% of all A4A students, their parents and teachers with students in the A4A will respond favorably regarding positive behavioral changes in the classroom and with their peers.
- ✓ At least 90% of all A4A students will participate in a community service or youth leadership activity each year.
- ✓ At least 75% of A4A participants will respond that they've learned about making healthy lifestyle choices and that they've improved their understanding of other cultures.
- ✓ At least 75% of A4A students will demonstrate an increased level of physical activity.
- ✓ At least 75% of all A4A students who participate in nutrition education will respond favorably to making healthy eating choices and their participation in at least one enrichment activity each year.
- ✓ Family members for at least 50% of A4A kids will attend a family event.
- ✓ 15-25% of A4A families will participate in a Family Literacy or Educational Development workshop.

The objectives that the A4A programs have made progress towards include:

- Of A4A students with a math CST scaled score below 350 (below Proficient) in the baseline year, 33% will improve their scaled score in the follow-up year by at least 30 points; of students with a math CST scaled score above 350 in the baseline year, 75% will maintain a scaled score above 350 in the follow-up year.
- Of A4A students with an ELA CST scaled score below 350 (below Proficient) in the baseline year, 50% will improve their scaled score in the follow-up year by at least 30 points; of students with an ELA CST scaled score above 350 in the baseline year, 75% will maintain a scaled score above 350 in the follow-up year.

In light of the findings presented in this report, we make the following **recommendations**:

**1. Provide staff with training in academic content standards and school curriculum.**

During the 2008-09 school year, program participants showed an improvement in both English and math grades, as well as an overall increase in CST scores compared to last year. Furthermore, students, parents and school and program staff all credited the program with aiding in this change.

Despite this progress and a general consensus among stakeholders that the main strengths of the before/after school program lay in helping students complete their homework, many stakeholders expressed a need for program staff to have more knowledge of regular school day subject matter and curriculum. Site Leads, principals, teachers and even program staff all voiced concern that staff was not trained in the appropriate tutoring skills to adequately serve the needs of students, and as a result those who needed the most help were not progressing as they should be. Site Leads also expressed the least confidence that best practices were being implemented in staff's awareness of classroom curriculum, and staff's knowledge of program goals.

Continuing to review best practice procedures and providing trainings both during new staff orientation and regularly scheduled in-service meetings would greatly increase staff's capacity for providing appropriate assistance to students across a variety of learning styles. Staff themselves reported least confidence in their knowledge of relevant subject matter, and suggested that they institute regular performance reviews with supervisors, as well as incentives for growth and participation in trainings.

By continuing to formalize communication between staff and teachers, and encouraging teachers to work in the program, continuity between program goals and classroom academic goals would be enhanced. Teachers also recommended that staff should observe classroom activities to better integrate the academic component of the program with regular school-day activities.

**2. Align behavior management objectives better with regular school-day expectations.**

Staff, teachers and principals all agreed upon the need for greater continuity between regular school-day and A4A behavioral expectations. Staff especially expressed frustration in

classroom management and the need to learn more consistent and effective techniques for controlling student behavior. Participants' poor treatment of classroom facilities and materials was noted by teachers, as well as complaints regarding the high noise level during after-school activities.

Of the participants surveyed, only 53% responded that staff tells them when they are doing a good job "most of the time". This indicates that students may not know when they are doing well, or feel that good behavior is not sufficiently acknowledged.

Clear behavioral expectations should be documented, communicated to staff program-wide, and training should be provided in proactive techniques to prevent misbehavior and mitigate its effect on other participants. Staff should also inform participants what is to be expected of them while they are attending program activities; and follow-through when misbehavior occurs. By enforcing consistent strategies for dealing with misbehavior, and providing rewards for students who behave well, staff can reinforce the standards students are held to during school hours. For participants who exhibit ongoing behavioral issues, staff should work with the students to create action plans to address the issues.

**3. Continue to lessen the gap between special populations' and average participants' academic performance.**

As previously stated, both the percentage of students whose grades increased in math and language arts, and who scored proficient or above on CST tests rose in comparison to the 2007-08 school year. The increase in CST scores was mirrored by participants enrolled in the Special Education program, however, with 75% scoring Basic or Below in ELA and 78% with the same scoring in math they remain significantly behind the average participant's academic performance. Similarly, the percentage of ELL students scoring Basic or Below was 23 percentage points less in ELA than the previous evaluation year, and 75% Basic or Below in math CST scores. Additionally, stakeholder requested that a greater effort be made to hire qualified staff that reflects the ethnic and cultural diversity of student participants, as well as recruiting bilingual staff members.

Academic support and intervention for Special populations such as ELL and Special Education students generally require more individual attention, and students should be assessed at regular intervals to measure progress towards concrete academic goals. Program staff and teachers should continue to communicate and collaborate on supporting ELL and Special Education student achievement.

**4. Encourage student engagement by broadening the variety of age-appropriate activities available and more student voice.**

A4A programs provide positive enrichment and recreation opportunities that students may not have the opportunity for during the regular school day. These programs help build self-esteem and social skills, integrate fun and learning, and allow students to apply their learned knowledge.

In addition, after-school enrichment activities can provide youth with a unique opportunity to engage with their communities and gain leadership skills. One of the five goals of A4A is

to help students develop life skills, including leadership and appreciation of cultural and ethnic diversity.

Of the students surveyed, only 33% responded that the program activities interest them at least “most of the time,” and even fewer responded that activities made them think. 68% Students surveyed did not feel that they were given the opportunity to help in making rules or choosing activities that they would like to participate in. Many stakeholders also commented on the need to increase the variety of activities offered, and specific suggestions included more fieldtrips, weekend events, and a music program.

Best practices indicate that including youth voice in the planning and running of daily activities is beneficial to both encouraging student attendance rates, and in teaching skills such as self-reliance to youth. Every reasonable effort should be made to structure and organize A4A to include participants in this aspect of the program.

**5. Develop a community outreach program. Strengthen connections to the County and Board of Supervisors to support long-term sustainability.**

The most successful after-school programs draw support and participation from family members as well as from the community at large. MDUSD A4A programs are continuing to include parents in events-- holiday celebrations, educational events, open houses, and carnivals. Parents, in general, reported very positive levels of satisfaction; A4A should capitalize on this support by continuing to keep parents informed (including families that don't speak English). A4A programs should consider providing more occasions for parents to participate in the program and leveraging the high parent turnout at events as opportunities to communicate with them about their children through informal conversations. A4A programs could create a voluntary after-school parent group to help keep other parents informed and act as advocates for the program.

While parents report high levels of satisfaction with A4A, their support has not been communicated successfully enough to the community's elected officials. Collaborative members reported that they have had trouble securing a long-term commitment from the County Board of Supervisors and building political and economic negotiating clout. In the following year, A4A should develop a public education campaign, utilizing the support from parents, students and schools, to inform the public and community leaders about the academic and social benefits of after-school enrichment programs.

## VI. Appendix

**Ethnic Composition of A4A Participants**

School	African American	Asian	Latino/ Hispanic	White	Other
Bel Air Elementary (n=229)	35.8%	5.2%	48.5%	10.0%	0.4%
Cambridge Elementary (n=314)	3.2%	4.7%	89.5%	2.5%	0.0%
Delta View Elementary (n=165)	30.9%	17.0%	44.2%	7.3%	0.6%
El Dorado Middle (n=316)	6.6%	12.0%	35.1%	45.6%	0.6%
Fair Oaks Elementary (n=170)	24.1%	13.6%	40.6%	21.2%	0.6%
Glenbrook Middle (n=245)	8.2%	15.5%	59.2%	17.1%	0.0%
Holbrook Elementary (n=175)	8.0%	9.7%	57.1%	24.0%	1.1%
Meadow Homes Elementary (n=345)	4.1%	3.8%	86.7%	4.9%	0.6%
Oak Grove Middle (n=282)	7.8%	8.6%	68.8%	14.9%	0.0%
Rio Vista Elementary (n=211)	19.9%	7.1%	64.9%	8.1%	0.0%
Riverview Middle School (n=316)	19.6%	6.3%	59.8%	13.9%	0.3%
Shore Acres Elementary (n=295)	2.0%	2.4%	87.8%	7.8%	0.0%
Sun Terrace Elementary (n=231)	10.0%	12.6%	52.8%	22.9%	1.7%
Wren Avenue Elementary (n=165)	6.7%	10.6%	53.3%	29.1%	0.3%
Ygnacio Valley Elementary (n=189)	12.7%	4.7%	73.0%	9.0%	0.5%
<b>A4A Total (n=3,648)</b>	<b>12.1%</b>	<b>8.4%</b>	<b>63.5%</b>	<b>15.6%</b>	<b>0.4%</b>

**A4A Participants' ELL and Special Education Status**

School	% ELL in School	% ELL in Site's A4A Program	% Special Education in School	% Special Education in Site's A4A Program
Bel Air Elementary (n=229)	42.4%	38.9%	N/A	12.7%
Cambridge Elementary (n=314)	79.2%	80.6%	N/A	11.8%
Delta View Elementary (n=165)	36.7%	35.2%	N/A	11.5%
El Dorado Middle (n=316)	14.3%	18.0%	N/A	16.5%
Fair Oaks Elementary (n=170)	44.1%	38.2%	N/A	17.1%
Glenbrook Middle (n=245)	34.6%	37.1%	N/A	21.2%
Holbrook Elementary (n=175)	38.1%	39.4%	N/A	12.6%
Meadow Homes Elementary (n=345)	77.6%	73.3%	N/A	5.8%
Oak Grove Middle (n=282)	47.9%	47.5%	N/A	17.4%
Rio Vista Elementary (n=211)	49.9%	49.8%	N/A	10.0%
Riverview Middle School (n=316)	28.4%	36.1%	N/A	13.9%
Shore Acres Elementary (n=295)	73.3%	72.9%	N/A	6.8%
Sun Terrace Elementary (n=231)	33.5%	33.3%	N/A	13.9%
Wren Avenue Elementary (n=165)	43.2%	35.8%	N/A	10.9%
Ygnacio Valley Elementary (n=189)	52.2%	50.8%	N/A	11.1%
<b>A4A Total (n=3,648)</b>	<b>46%</b>	<b>48%</b>	<b>N/A</b>	<b>13%</b>

### A4A Program Attendance

School	Target ADA*	Actual ADA	% Target Achieved	Total students served**	School Enrollment	% School enrollment served
Bel Air Elementary	180	150.01	83%	229	470	48.7%
Cambridge Elementary	214	213.94	100%	314	682	46.0%
Delta View Elementary	120	109.34	91%	165	607	27.1%
El Dorado Middle	140	134.54	96%	316	931	33.9%
Fair Oaks Elementary	114	117.51	103%	170	329	51.7%
Glenbrook Middle	132	120.92	92%	245	587	41.7%
Holbrook Elementary	114	115.77	102%	175	472	37.1%
Meadow Homes Elementary	240	208.89	87%	345	876	39.4%
Oak Grove Middle	122	90.96	75%	282	634	44.5%
Rio Vista Elementary	180	128.73	72%	211	429	49.2%
Riverview Middle School	118	98.61	84%	316	806	39.2%
Shore Acres Elementary	220	182.57	83%	295	540	54.6%
Sun Terrace Elementary	160	140.19	88%	231	555	41.6%
Wren Avenue Elementary	114	105.54	93%	165	359	46.0%
Ygnacio Valley Elementary	128	120.50	94%	189	534	35.4%
<b>A4A Total</b>	<b>2,296</b>	<b>2,038.0</b>	<b>89%</b>	<b>3,648</b>	<b>8,811</b>	<b>41.4%</b>

\*\*Individual students who attended at least once throughout the 2008-09 school year.

**A4A Participants’  
Math CST Performance\***

School	Proportion of Students									
	Far Below Basic		Below Basic		Basic		Proficient		Advanced	
	<i>Baseline</i>	<i>Follow-Up</i>	<i>Baseline</i>	<i>Follow-Up</i>	<i>Baseline</i>	<i>Follow-Up</i>	<i>Baseline</i>	<i>Follow-Up</i>	<i>Baseline</i>	<i>Follow-Up</i>
Bel Air Elementary (n=87)	8.0%	6.9%	35.6%	31.0%	32.2%	23.0%	18.4%	25.3%	5.7%	13.8%
Cambridge Elementary (n=115)	6.1%	7.8%	24.3%	28.7%	23.5%	24.3%	27.8%	21.7%	18.3%	17.4%
Delta View Elementary (n=63)	3.2%	3.2%	27.0%	12.7%	20.6%	33.3%	31.7%	30.2%	17.5%	20.6%
El Dorado Middle (n=191)	7.9%	17.8%	23.6%	30.9%						
Fair Oaks Elementary (n=67)	9.0%	4.5%	31.3%	17.9%	26.9%	34.3%	17.9%	22.4%	14.9%	20.9%
Glenbrook Middle (n=172)	15.1%	20.9%	36.6%	45.3%	29.7%	26.2%	14.5%	7.6%	4.1%	0.0%
Holbrook Elementary (n=88)	4.5%	5.7%	20.5%	19.3%	17.0%	18.2%	28.4%	28.4%	29.5%	28.4%
Meadow Homes Elementary (n=143)	5.6%	4.9%	28.0%	26.6%	28.0%	25.2%	28.7%	25.9%	9.8%	17.5%
Oak Grove Middle (n=101)	11.9%	14.9%	38.6%	38.6%	29.7%	23.8%	13.9%	17.8%	5.9%	5.0%
Rio Vista Elementary (n=88)	6.8%	8.0%	29.5%	23.9%	33.0%	26.1%	20.5%	27.3%	10.2%	14.8%
Riverview Middle School (n=129)	13.2%	19.4%	48.8%	41.9%						
Shore Acres Elementary (n=122)	4.9%	10.7%	38.5%	27.9%	27.0%	27.9%	21.3%	23.0%	8.2%	10.7%
Sun Terrace Elementary (n=98)	1.0%	2.0%	20.4%	16.3%	22.4%	20.4%	29.6%	32.7%	26.5%	28.6%
Wren Avenue Elementary (n=68)	1.5%	4.4%	14.7%	19.1%	30.9%	19.1%	32.4%	35.3%	20.6%	22.1%
Ygnacio Valley Elementary (n=65)	6.2%	7.7%	16.9%	23.1%	30.8%	21.5%	35.4%	30.8%	10.8%	16.9%
<b>A4A Total (n=1,597)</b>	<b>7.6%</b>	<b>10.8%</b>	<b>30.0%</b>	<b>29.1%</b>	<b>28.3%</b>	<b>26.0%</b>	<b>22.2%</b>	<b>21.5%</b>	<b>11.8%</b>	<b>12.6%</b>

\*Reported for those students for whom baseline and follow-up information is available and who attended the program for 30 days or more.

**A4A Participants’  
ELA CST Performance\***

School	Proportion of Students									
	Far Below Basic		Below Basic		Basic		Proficient		Advanced	
	<i>Baseline</i>	<i>Follow-Up</i>	<i>Baseline</i>	<i>Follow-Up</i>	<i>Baseline</i>	<i>Follow-Up</i>	<i>Baseline</i>	<i>Follow-Up</i>	<i>Baseline</i>	<i>Follow-Up</i>
Bel Air Elementary (n=86)	18.6%	18.6%	24.4%	27.9%	41.9%	33.7%	10.5%	12.8%	4.7%	7.0%
Cambridge Elementary (n=116)	23.3%	31.9%	28.4%	19.0%	27.6%	29.3%	19.0%	12.1%	1.7%	7.8%
Delta View Elementary (n=62)	8.1%	6.50%	29.0%	21.0%	45.2%	41.9%	17.7%	25.8%	0.0%	4.8%
El Dorado Middle (n=198)	8.6%	14.1%	15.7%	15.7	36.4%	26.8%	30.8%	30.8%	8.6%	12.6%
Fair Oaks Elementary (n=64)	12.5%	12.5%	28.1%	21.9%	37.5%	35.9%	15.6%	20.3%	6.3%	9.4%
Glenbrook Middle (n=162)	14.8%	8.0%	24.7%	27.8%	43.8%	37.7%	14.2%	22.2%	2.5%	4.3%
Holbrook Elementary (n=87)	18.4%	11.5%	6.9%	18.4%	42.5%	33.3%	25.3%	21.8%	6.9%	14.9%
Meadow Homes Elementary (n=142)	24.6%	21.8%	28.9%	20.4%	30.3%	33.1%	10.6%	20.4%	5.6%	4.2%
Oak Grove Middle (n=101)	12.9%	15.8%	24.8%	25.7%	40.6%	35.6%	15.8%	16.8%	5.9%	5.9%
Rio Vista Elementary (n=88)	14.8%	15.9%	28.4%	23.9%	34.1%	30.7%	18.2%	22.7%	4.5%	6.8%
Riverview Middle School (n=127)	11.8%	13.4%	30.7%	26.0%	39.4%	41.7%	14.2%	16.5%	4.5%	6.8%
Shore Acres Elementary (n=122)	22.1%	22.1%	34.4%	23.0%	27.9%	37.7%	14.2%	15.6%	3.9%	2.4%
Sun Terrace Elementary (n=96)	9.4%	10.4%	11.5%	14.6%	36.5%	28.1%	29.2%	30.2%	13.5%	16.7%
Wren Avenue Elementary (n=69)	7.2%	5.8%	17.4%	11.6%	30.4%	27.5%	29.0%	36.2%	15.9%	18.8%
Ygnacio Valley Elementary (n=65)	13.8%	16.9%	15.4%	21.5%	46.2%	32.3%	20.0%	16.9%	4.6%	12.3%
<b>A4A Total (n=1,585)</b>	<b>15.1%</b>	<b>15.5%</b>	<b>23.5%</b>	<b>21.3%</b>	<b>36.8%</b>	<b>33.5%</b>	<b>18.9%</b>	<b>21.5%</b>	<b>5.7%</b>	<b>8.1%</b>

\*Reported for those students for whom baseline and follow-up information is available and who attended the program for 30 days or more.