

Ceres Unified School District

**AFTER SCHOOL PROGRAMS
K-8**

***Outcome Measures and Evaluation
Plan Report***

(Revised Annually)

**2010-2011
Report**

***After School Education and Safety (ASES)
21st Century Community Learning Centers***



Introduction:

As a grantee of state and federal after school program funding, the Ceres Unified School District submits required annual outcome-based data for each participating student to meet state evaluation reporting requirements.

Additionally, the Ceres Unified School District works with the Ceres Community Collaborative to continually refine an evaluation process that meets the needs of all partners: state, county, school sites, program staff, parents and youth, for the After School Education and Safety (ASES) and the 21st Century Community Learning Centers after school programs that serve kindergarten through eighth grade students in Ceres.

The process is streamlined to be implemented efficiently by program staff and is integrated to show results in key priority areas such as improved academic scores in literacy and math and improved student, school, and community safety. Results are used to refine, strengthen, improve and enhance program operations, as well as to ensure sustainability. Results of the evaluation are reported annually to the Ceres Community Collaborative and the Ceres Unified School District Board of Trustees, as scheduled.

The evaluation plan includes the following:

- Identifying appropriate outcome measures for each level for which data will be collected.
- Utilizing the District's Student Information System and Student Assessment Database that captures result indicators.
- Analyzing and producing reports for each level.
- Reviewing and modifying program and evaluation procedures with all levels, including parents and students, and providing feedback for future planning and program improvement.
- Modifying or supplementing program activities to address findings.

Resources have been allocated for ongoing training and technical assistance through the evaluation team and CUSD.

This Program Evaluation Report is organized into three sections for ease of understanding and review by all stakeholders; including parents, students, educators, local community members, collaborative partners and any other interested parties.

The three sections of this Report are as follows:

- 1. A list of the data that is evaluated (what we look at)**
- 2. Outcome of the data (what did it tell us)**
- 3. Response to the outcomes (what did we do with it)**

Section 1

List of data that is evaluated - (What we look at)

The following table summarizes the level of data, the data indicators, and the type of data that is collected.

Table 1: Evaluation Data Indicators

Level of Data Collection	Indicators	How Collected
Individual Level Data (including; students, parents, staff, and administration)	<ul style="list-style-type: none"> - Student program attendance - Student intake data - Behavior problems/ improvements - Program satisfaction 	<ul style="list-style-type: none"> - Program attendance records (biannual) - Student intake forms (biannual) - Discipline records (biannual) - Student, parent, staff, principal surveys (annual)
Program Level Data	<ul style="list-style-type: none"> - Program enrollment and attendance information - Staffing - Program content/curriculum - Staff training and retention 	<ul style="list-style-type: none"> - Attendance records (biannual) - Employment records (annual) - Staff development logs (biannual)
School/District Level Data	<ul style="list-style-type: none"> - School attendance data - STAR (CST) scores (English Language Arts & mathematics) - School discipline data 	<ul style="list-style-type: none"> - School attendance records (biannual) - District assessment database (annual) - District California Safe Schools Assessment (CSSA) data (annual)
Other Agencies &/or Regional Collaborative	<ul style="list-style-type: none"> - Regional crime data 	<ul style="list-style-type: none"> - CSSA data &/or police records (annual)

The ASES Evaluation Team has extensive experience as independent evaluators. The evaluation team assumes primary responsibility for the evaluation design, developing materials and procedures, providing training and monitoring data collection. The evaluation team will be responsible for analyzing and reporting outcome results.

- What required outcome measure(s) pursuant to *EC 8484(a)(2)* have been selected to demonstrate program success?

As noted in Table 1 (above), STAR testing data (CST assessments in English Language Arts and Math) will be used to measure academic goal attainment pursuant to Ed Code 8484(a)(2).

Section 2

Outcome of the Data - (What did the results tell us)

Over the past seven years Ceres Unified schools have maintained a steady growth in the Academic Performance Index scores and Similar Schools rankings. An analysis of the CST scores submitted for each participating ASES student over the same period shows that individual student scores have increased, of course resulting in the overall API increasing over time.

During the 2010-2011 year – of the students that attended the Academic Intervention portion of the ASES Program 90% or more of the days offered, 45% **increased** a level on the California Standards Test (CST) **English/Language Arts** test from the Spring of 2010 to the Spring of 2011. Also noteworthy is the fact that 84% increased or maintained their level on the ELA CST for the same period.

Lastly, of the students that attended the Academic Intervention portion of the ASES Program 90% or more of the days offered, 48% **increased** a level on the California Standards Test (CST) **Math** test from the Spring of 2010 to the Spring of 2011. Also noteworthy is the fact that 81% increased or maintained their level on the Math CST for the same period.

Table 2 (below) summarizes the API scores for the participating ASES school sites since 2008, as well as the most current Similar Schools ranking for each school. Seven of the K-8 schools have scores above 800, with an additional two sites just under the 800 mark. Eleven sites have rankings of 8 and above for Similar Schools (8 is the minimum target).

Table 2: Ceres Unified After School Program K-8 Sites - API Scores & Similar Schools Rank

Ceres Unified School District Academic Performance Index (API) Report					
School	2008	2009	2010	2011	2010 Similar Schools Ranking
Elementary Schools					
Adkison, M. Robert Elementary	731	775	777	788	9
Caswell Elementary	677	712	720	772	7
Don Pedro Elementary	768	779	799	769	10
Fowler, Carroll Elementary	771	777	805	814	9
Hidahl, Joel J. Elementary	731	768	785	819	9
La Rosa Elementary	745	798	798	821	8
Parks, Virginia Elementary	805	805	805	796	8
Sinclear Elementary	768	795	804	804	9
Vaughn, Samuel Elementary	769	796	814	816	8
Westport Elementary	798	852	858	862	10
White, Walter Elementary	689	720	708	725	6
Junior High Schools					
Blaker-Kinser Junior High	710	705	698	714	6
Hensley, Mae Junior High	721	761	743	767	8
Charter Schools					
Whitmore Charter School of Arts and Technology	817	821	#	855	10

Score undetermined by CDE.

Table 3 (below) provides information on the attendance of students in the after school program during the 2010-2011 year. As can be seen more students are served, than the grant funding pays for.

Table 3: Students served on an average daily basis in after school programs – K-8

		Grant Funded Amount	2010-2011	2011-2012 (Anticipated)
ASES/21 st (K-8)	Mon –Fri	1,294	2,546	2,600
AIP & ELD (1-6)	Tues –Thurs	0	1,969	2,100
ASP (7-8)	Tues-Thurs	0	180	200
AED (9-12)	Mon- Thurs	0	188	200

Table 4 (below) provides information on the percentage of the types of teachers that worked in the After School Program’s Academic Intervention component for the reporting period.

Table 4: Academic Intervention Teachers 2010-2011

Regular Day Certificated	
K-6	55%
7-8	55%
Out –of – District	
K-6	42%
7-8	45%
Classified Tutors	
K-6	3%
7-8	0%

Table 5 (below) provides additional information on program outcomes for the 2010-2011 year.

Table 5: After School Program - Outcome Data 2010-2011

Data Indicator Outcomes
<p><u>Individual Level Data</u></p> <ul style="list-style-type: none"> - Student program enrollment and attendance has increased
<p><u>Program Level Data</u></p> <ul style="list-style-type: none"> - Content/curriculum – District focus on moving CELDT 1 & 2 into CELDT 3 levels - Staff training opportunities are continually examined for relevance
<p><u>School/District Level Data</u></p> <ul style="list-style-type: none"> - CST-STAR scores on the rise - School discipline data – incidents decreasing - School attendance data
<p><u>Other Agencies</u></p> <ul style="list-style-type: none"> - Regional/local crime data – youth crime decreasing

Section 3

Response to the Outcomes (What did we do)

The District's commitment to student academic achievement is fully supported by the Board of Trustees as documented in the District's Strategic Plan that prioritizes the goals and objectives of the District and establishes outcomes that are measured and reported on an annual basis.

The monitoring of student academic progress is facilitated by the After School Program administrative lead (Coordinator of Educational Options) in collaboration with the regular day teachers and the ASES Academic Intervention teachers. This collaboration assists the After School Program teachers in tailoring the instruction to meet the identified needs of the students. Standardized benchmark assessments are reviewed with adjustments made to the AIP pacing calendar to ensure students are on track to meet the state standards in the core subject areas.

Given the desire to maintain above 60% of the Academic Intervention teachers as being regular day teachers, program administration is developing alternative recruitment methods to increase the interest of these teachers to participate in the After School Program. One such alternative recruitment method is providing increased professional development training that meets district criteria.

Table 6 (below) provides a summary of how our program responded to the outcome of the data listed in Table 5 (above).

Table 6: After School Program – Response to Outcomes

Program Response and Actions for the 2011-2012 Year
<u>Individual Level Data</u> <ul style="list-style-type: none">- Hired additional Recreation Leaders to maintain appropriate adult-to-student ratios- Hired three additional Lead Recreational Leaders to provide direct onsite support
<u>Program Level Data</u> <ul style="list-style-type: none">- Emphasis on ELD instruction, while maintaining academic intervention for core instructional areas (English Language Arts & Mathematics)- Provide in-house trainings to staff, while utilizing regional training opportunities
<u>School/District Level Data</u> <ul style="list-style-type: none">- Continue to identify students scoring below 350- Increase activities that promote positive behaviors- ADA is being maintained
<u>Other Agencies</u> <ul style="list-style-type: none">- Link with local PD – plan to collaborate on future behavior intervention programs

Data is continually reviewed throughout the year (formative assessment) to provide an ongoing review of how our program is doing. Additionally, data is reviewed annually

(summative assessment) to determine how students are doing over-all in achievement and success.

Additionally, there is an annual review of the program processes, procedures, and activities to ensure compliance with state and federal criteria, as well as school district policies and program goals.

Given the vast numbers of students served on a daily basis, our program staff and administration work very hard to continue to provide high quality services that are enriching and support academic success.

Ceres Unified is the only school district in Stanislaus County that continues to serve every child that walks into our program, never turning a child away. Ceres Unified does not have waiting list for enrollment in the after school program. We serve every student, using a variety of funding sources to afford to serve more than double the amount the state grant provides funding for.

As such, Ceres parents are comfortable and confident in knowing their children are in a safe and supervised after school program that provides extra academic support and recreation until 6:00pm.

Parent Feedback

We encourage input and comments from parents through the Ceres Unified School District website at:

<http://www.ceres.k12.ca.us/StudentServ/educational-options/rec/ases.htm>

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