

Ceres Unified School District

**After School Education and Safety (ASES)
AFTER SCHOOL PROGRAMS
K-8**

***Outcome Measures and Evaluation
Report***

Sep 2019



Introduction:

As a grantee of state after school program funding under the After School Education and Safety Program (ASES), the Ceres Unified School District submits required annual 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) 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 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) - California After-School Program Quality Self-Assessment Tool
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 - SBAC scores (English Language Arts and 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) - SBAC summary data (annual)
Other Agencies &/or Regional Collaborative	<ul style="list-style-type: none"> - Regional data 	<ul style="list-style-type: none"> - CSSA data &/or suspension and absenteeism records (annual)

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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), SBAC testing data (CAASPP 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)

During the time of CST's and API's Ceres Unified schools 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 showed that individual student scores increased, of course resulting in the overall API increasing over time.

Historical student participation data reflects that of the students who attended the Academic Intervention portion of the ASES program for 90% or more of the days offered, 51.1% **increased** a level on the California Standards Test (CST) English/Language Arts test, while 51.4% increased a level on the CST mathematics assessment.

In 2013, the final year for API rankings, of the fourteen ASES funded schools in Ceres Unified, 9 of these schools scored above 800, with an additional four sites just under the 800 mark, resulting in 12 of the 14 schools meeting or exceeding goals for student achievement.

Since 2013, the California Department of Education discontinued the CST's and introduced the SBAC as a measurement of student achievement in English Language Arts and mathematics. Additionally, API rankings have now been replaced with the California School Dashboard the new accountability and continuous improvement system that provides information about how local educational agencies and schools are meeting the needs of California's diverse student population.

In addition, the California Department of Education mandated that all programs receiving before and after school funding must participate in a Continuous Quality Improvement (CQI) process. The plan that addresses Ceres Unified's CQI process is included as an addendum to the ASES Program Plan, available for download from Ceres Unified's ASES After School Program webpage.

Data Outcomes:

Attendance/Participation:

Table 2 (below) provides information on the attendance of students in the after school program during the 2018-2019 year. As can be seen, more students are served than the grant funding pays for. Ceres Unified utilizes LCAP funding to expand ASES services to all students/families seeking to participate.

Table 2: Students served in after school programs K-12

		Grant Funded Amount 2018-2019	Average Served Per Day Oct 2018
ASES/21 st (K-8)	Mon –Fri	1,091 students per day	3,183 students
AIP & ELD (1-6)	Tues –Thurs	0	1,793 students
ASP (7-8)	Tues-Thurs	0	819 students
AED (9-12)	Mon- Thurs	0	336 students

Certificated Teaching Staff

Table 3 (below) provides information on the percentage of the types of teachers who worked in the After School Program's Academic Intervention component for the reporting period.

Table 3: Academic Intervention Teachers 2018-2019

Regular Day Certificated	
K-6	76%
7-8	100%
Out –of – District	
K-6	24%
7-8	0%
Classified Tutors	
K-6	0%
7-8	0%

As can be seen, a large percentage of Ceres Unified regular day teachers, provide academic intervention services to students during the after school program, thereby increasing the continuity to regular day instruction and engagements strategies.

SBAC Academic Performance Assessment Data

Table 4 below shows the district-wide California Dashboard indicators.

Table 4: California Dashboard Indicators

	2017-2018	2016-2017
English Language Arts	Yellow Level 25.4 points below standard Increased 6.3 points	Orange Level 34.7 points below standard Declined 4.7 points
Mathematics	Yellow Level 67.5 points below standard Increased 4.4 points	Orange Level 68.5 points below standard Declined 3.7 points
English Learner Progress	26% Level 4 38% Level 3 22% Level 2 14% Level 1	Yellow Level 71,5% Making progress Maintained 1.1%

The SBAC assessments and the California School Dashboard could be described as in its beginning stages of implementation, as such districts and schools are still navigating the levels of outcomes and how those outcomes represent student learning achievement. This data shows us that Ceres Unified has room for growth in these areas. The ASES program, including academic intervention seeks to support student achievement growth in these areas through targeted Educeri curriculum, in addition to providing recreation and enrichment activities.

Staff Training

In the 2018-2019 in-district academic intervention teaching staff received two hours of training on the Educeri curriculum, while also receiving multiple hours of professional development opportunities provided by the Educational Services Division of Ceres Unified, in areas such as student engagement, social emotional learning, direct instruction, active learning, etc. Out-of-district AIP teachers received the same training related to Educeri.

Also in 2018-2019, recreational staff received an intensive two-day training before school began, on a variety of topics that included behavior management, attendance and check out procedures, active engagement, the 12 tools for discipline and student self-reflection of behavior and so much more. Recreation staff also received opportunities for continued training throughout the year, in areas such as CPR, first aide, emergency protocols, site norms for leadership and accountability, mandated reporting, etc.

School Discipline

Incidents of student behavior have decreased with the implementation of staff learning how to utilize the 12 tools for interacting with students and addressing behavior issues.

Suspension data

Table 5 below provides information on the suspension and absenteeism rates for Ceres Unified according to the California School Dashboard.

Table 5: Suspension and Absenteeism

	2017-2018	2016-2017
Suspension	Yellow Level 7.4% of all students were suspended at least once Declined 3.3%	Red Level 10% of all students suspended at least once Increased 2%
Absenteeism	Orange Level 9% Chronically Absent Increased 0.6 points	No data available

Surveys of Stakeholders

At the beginning and end of each year, students, parents and community members are given the opportunity to complete an ASES program survey.

Below are the results of these surveys. Don Pero Elementary School results are depicted in the student and parent survey results tables below.

Table 6: Don Pedro Elementary Student Pre- Survey Results of ASES 2018-2019

Survey Item	Yes	No	Sometimes	Total
I am able to work on my homework in the after school program	98	7	19	124
I feel the program activities are interesting	92	13	19	124
I feel the program staff is respectful of me.	104	5	15	124
I feel I do better in school because of the after school program	92	12	20	124
I feel safe in the after school program.	106	5	13	124
I know the rules and behavior policies in the ASES program.	119	5	N/A	124
We have many fun activities in the ASES program.	112	12	N/A	124
My Rec. Leader is considerate and fair.	118	6	N/A	124
I enjoy coming to the after school program.	96	10	18	124

Table 7: Don Pedro Elementary Student Post - Survey Results of ASES 2018-2019

Survey Item	Yes	No	Sometimes	Total
I am able to work on my homework in the after school program	126	12	28	166
I feel the program activities are interesting	122	15	29	166
I feel the program staff is respectful of me.	150	6	10	166
I feel I do better in school because of the after school program	129	18	19	166
I feel safe in the after school program.	146	5	15	166
I know the rules and behavior policies in the ASES program.	160	6	N/A	166
We have many fun activities in the ASES program.	155	11	N/A	166
My Rec. Leader is considerate and fair.	153	13	N/A	166
I enjoy coming to the after school program.	133	8	25	166

The majority of students responded with “yes” to the survey statements. Yet a few students indicated “no” and “sometimes”.

Table 8: Don Pedro Elementary Parent Pre - Survey Results of ASES 2018-2019

Survey Item	Yes	No	Sometimes	Total
I feel that I have a clear understanding of the ASES program goals and objectives.	55	0	0	55
The ASES program is a safe place for my child to learn and have fun.	55	0	0	55
The ASES program is a safe place for my child to learn and have fun.	53	1	1	55
The program Recreation Leader helps my child understand his/her homework.	55	0	0	55
There is adequate supervision of students provided by ASES program staff	55	0	0	55
The ASES program has helped my child do better in school	53	1	1	55
Do you feel your child has a voice and is valued in the ASES program?	54	0	1	55
The school administrators at my child's school support the ASES program.	55	0	0	55
The site staff at my child's school support the ASES program.	55	0	0	55
The site ASES supervisor and recreation leaders maintain good discipline among the students during the program.	54	0	1	55
My child usually enjoys the time he/she spends in the ASES program.	55	0	0	55
Do you feel the program provides a healthy and nutritious snack each day?	55	0	0	55

Table 9: Don Pedro Elementary Parent Post - Survey Results of ASES 2018-2019

Survey Item	Yes	No	Sometimes	Total
I feel that I have a clear understanding of the ASES program goals and objectives.	71	1	1	73
The ASES program is a safe place for my child to learn and have fun.	73	0	0	73

The ASES program is a safe place for my child to learn and have fun.	70	1	2	73
The program Recreation Leader helps my child understand his/her homework.	68	2	3	73
There is adequate supervision of students provided by ASES program staff	69	2	2	73
The ASES program has helped my child do better in school	68	1	4	73
Do you feel your child has a voice and is valued in the ASES program?	62	1	10	73
The school administrators at my child's school support the ASES program.	62	0	11	73
The site staff at my child's school support the ASES program.	62	0	11	73
The site ASES supervisor and recreation leaders maintain good discipline among the students during the program.	61	0	12	73
My child usually enjoys the time he/she spends in the ASES program.	60	2	11	73
Do you feel the program provides a healthy and nutritious snack each day?	61	0	12	73

The parent survey results were overwhelmingly positive with the majority of respondents indicating “yes” to the survey items.

The following tables represent the pre- and post- survey results from community members who attended the fall 2018 and spring 2019 meetings of the Ceres Community Collaborative.

Table 10 Community Pre - Survey Results of ASES 2018-2019 – Nov 2018

Survey Item	Yes	No	No Opinion	Total
1. Do you feel that the ASES program provides a safe environment?	47	0	3	50
2. Is the purpose of the ASES program including the goals and objectives, clear?	45	2	3	50
3. Do you feel the ASES program offers a variety of enrichment activities?	48	0	2	50
4. The ASES program is well operated.	46	1	3	50
5. I am satisfied with the manner in which the ASES staff interact with students.	43	2	5	50
6. Do you know how to access the ASES program website?	45	3	2	50
7. Do you feel that the ASES program offers assistance to students that relates to what is being taught during the regular school day?	47	0	3	50
8. Would you recommend the ASES program to other families?	50	0	0	50

Table 11 Community Post - Survey Results of ASES 2018-2019 - May 2019

Survey Item	Yes	No	No Opinion	Total
1. Do you feel that the ASES program provides a safe environment?	48	1	1	50
2. Is the purpose of the ASES program including the goals and objectives, clear?	49	0	1	50
3. Do you feel the ASES program offers a variety of enrichment activities?	50	0	0	50
4. The ASES program is well operated.	49	0	1	50
5. I am satisfied with the manner in which the ASES staff interact with students.	50	0	0	50
6. Do you know how to access the ASES program website?	47	3	0	50
7. Do you feel that the ASES program offers assistance to students that relates to what is being taught during the regular school day?	48	1	1	50
8. Would you recommend the ASES program to other families?	50	0	0	50

The majority of community members indicated satisfaction with program services and accessibility.

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/LCAP 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 CUSD teachers, program administration developed alternative recruitment methods to increase the interest of these teachers to participate in the After School Program. One such alternative recruitment method was providing increased professional development training that meets district criteria.

Table 6 (below) provides a summary of how our program responded to the outcomes of the data listed in Tables 2-11 above.

Table 6: After School Program – Response to Outcomes

Program Response and Actions for the 2019-2020 Year
<p><u>Individual Level Data</u></p> <ul style="list-style-type: none"> - Hire additional Recreation Leaders to maintain appropriate adult-to-student ratios
<p><u>Program Level Data</u></p> <ul style="list-style-type: none"> - Maintain academic intervention for core instructional areas (English Language Arts and Mathematics) - Provide in-house trainings to staff, while utilizing regional training opportunities - Ensure structured time for homework and support - Communicate with families the nutrition values of supper and snack - Support ASES and AIP is using the 12 tools for student interactions and behavior management
<p><u>School/District Level Data</u></p> <ul style="list-style-type: none"> - Continue to identify students in need of Academic Intervention - Increase activities that promote positive behaviors - Maintain ASES required attendance minimums
<p><u>Other</u></p> <ul style="list-style-type: none"> - Continue to promote positive behaviors, to minimize suspension and absenteeism rates. -

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 a wait 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 ASES 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/student_support/educational_options/after_school_programs_summary_information/after_school_education_safety_program_ases

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