

SFUSD

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Research, Planning and Accountability Department

Internal  
Evaluation Report

**ExCEL After  
School Program**

2009-2010

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## EXECUTIVE SUMMARY

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As stated in the program’s mission statement, the primary goal of the San Francisco Unified School District’s ExCEL (Expanded Collaboratives for Excellence in Learning) After School Program is to create and sustain “safe havens” at public schools where students and community members can access significant expanded learning opportunities and integrated education, health, social service, recreation, and cultural programs during the out-of-school hours. Following are highlights of findings from the 2009-2010 evaluation.

### ExCEL PARTICIPATION AND ATTENDANCE

- Almost 18,000 SFUSD students participated in ExCEL After School Programs at 94 out of 104 total district school sites in 2009-10. Table 1 shows the breakdown of participants by school level.<sup>1</sup>

**Table 1: ExCEL After School Attendance 2009-10**

<b>ExCEL After School Attendance 2009-10</b>	<b>Number of School Sites</b>	<b>Number of Students</b>
<b>Elementary School</b>	44	6,011
<b>Middle School</b>	13	3,792
<b>K-8</b>	7	1,062
<b>High School</b>	6	6,784
<b>Total</b>	<b>94</b>	<b>17,649</b>

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<sup>1</sup> 2009-10 ExCEL participant data as reported to the California Department of Education’s After School Office. Although CDE funded Child Development Programs at SFUSD, those programs were not officially part of ExCEL and thus their data are not included in this report. Also, note that the number of participants reported here is different from the number of participants as counted in “cumulative” attendance numbers reported to CDE, where attendance is tracked by each day a student attends and ExCEL program.

- In 2009-10, ExCEL grant allocation for after school programs in SFUSD decreased from approximately \$14 million to over \$12 million, a decrease of almost 15%.<sup>2</sup> This decrease in funding mirrors cuts at the federal and state levels for after school programming. For SFUSD, this decrease in funding halts an expansion in growth that saw the number of programs increase from two sites and fewer than 100 students in 1992-93 to 94 sites and close to one-third of SFUSD students participating in the program in 2009-10. Between 2005-06 and 2009-10, the number of sites increased by more than 30%—from 64 to 94 sites.
- In spite of ExCEL programs' funding cuts, overall participation per level and district wide for 2009-10 remained similar to 2008-09. With targeted recruiting and retention efforts at sites with low attendance records, more sites met attendance targets in 2009-10 than in any of the previous two years, with over two-thirds of sites meeting or exceeding preset targets.
- Overall, after school students' attendance patterns in 2009-10 did not vary from 2008-09, in relation to regular day school attendance patterns. Average Daily Attendance (ADA) for regular school students dropped from 91.1% in 2008-09 to 89.6% in 2009-10, while ADA for after school students dropped from 88.9% in 2008-09 to 86.7% in 2009-10. Historically, overall attendance of afterschool students is consistently a few percentage points lower than the attendance of regular day school students. However, for those after school students who attended their after school program for more than 95 days in elementary school, their average daily attendance increased from 95.57% in 2008-09 to 96.40% in 2009-10 at a statistically significant level ( $p = .05$ ). Patterns such as these suggest that students who attend after school regularly may be more motivated to attend regular school than those who don't participate in after school.
- District wide, 31% of ExCEL students are ELL, compared to 25% of regular day students. The percentage of ExCEL students on free/reduced lunch is 64%, compared with 55% for regular school day students. The percentage of male ExCEL students is slightly higher than regular day population, with 53% for ExCEL students and 51% for regular school day population, and, in turn, the female ExCEL population is lower in ExCEL, at 47%, compared with the regular school day, at 49%.
- The most noticeable difference in the ethnic breakdown of ExCEL students is that the percentage of Asian students is lower in ExCEL, at 37%, compared to 47% for the regular school day while the percentage of ExCEL Latino students is higher, at 28%, compared to 23% for the regular school day.

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<sup>2</sup> 2009-10 cumulative grants for elementary and middle school program grants (ASSES grants) and high school program grants (ASSET's grants) as per annual SFUSD's ExCEL Legislative Report.

## ACADEMIC ACHIEVEMENT

From the 2008-09 to 2009-10 school years, the percentage of after school students performing at or above proficient in English language arts increased 5.3%, from 41.6% to 46.9%. In math, the increase was similar, with 46.9% of after school students performing at or above proficient in math in 2009-10 compared to 41.9% in 2008-09, an increase of 5%. This increase in performance is important in two distinct ways. First, it represents a sizeable increase from 2006-08 “at or above proficient percentages” of under 40% in both English language arts and math for after school students. Second, the percent proficiency increase for after school students is larger in both English language arts and math than for regular day students for the same time period, with a percentage change of +2.3% in English language arts and +3.0 in math for regular day students compared to the +5.3% in English language arts and +5.0% in math for after school students.

**Table 2: CST Achievement Change for ExCEL and Regular Day Students, 2009-10**

<b>CST Achievement Change in ELA and Math</b>	<b>2008-09</b>	<b>2009-10</b>	<b>Percentage Difference</b>
ELA Regular Day	53.8%	56.1%	+ 2.3%
ELA Afterschool	41.6%	46.9%	<b>+ 5.3%</b>
Math Regular Day	53.0%	56.0%	+ 3.0%
MATH Afterschool	41.6%	46.9 %	<b>+ 5.0%</b>

- The difference in performance shown in the table above mean that after school participants are increasing their performance at a higher rates than regular school students.
- In spite of this positive trend in both English language arts and math performance among after school students, the positive performance change remains higher for regular day students than for students in after school. For the last two years, 62% of regular school day students made positive performance changes while 55% of after school participants did so. More specifically, the percentage of students moving from Basic to Proficient in

English language arts in the regular school day is 37% while for after school students it is 33.5%. In, math the percentages for the same performance movement is 29.9% for regular school students and 26.7% for after school students.

- Similarly, for the last two years, the percentage of students at or above proficient in English language arts and math is around 62% in the regular school day and around 56% for after school students. Although the percentages have varied somewhat from year to year from data compiled since 2006, the performance trend is consistent.
- In terms of improvement as a result of being in the after school program, three-fourths of middle school students and two-thirds of elementary students report higher self-efficacy and engagement outcomes than regular school day students, as measured by after school surveys and regular school day surveys. Although the surveys don't meet rigorous standards of internal validity or reliability when compared to each other, there are outstanding patterns when comparing percentages of respondents.
- In terms of adult relationships with after school staff, elementary students report that teachers and other grown-ups care about them, believe that they can do a good job and listen when they have something to say. At the middle school level, on average, four-fifths of middle schools student agree that there is an adult who wants them to do their best, who cares about them, who tells them they do a good job, who listens to them, and who believes in their success.
- The top three strengths identified across after school program coordinators were enrichment programming, structured physical activity, and coordination and collaboration with school day staff. Coordinators also identified after school staff, community-based partnerships, and regular school day support as reasons for strengths in after school programming.
- Staff coordinators commended the quality of the after school staff in their commitment and service to the after school program, resulting in high quality, high interest program activities especially with respect to enrichment activities.
- Site coordinators identified school support from principals and teachers as being pivotal in providing a strong academic component, from communication expectations to actual staff development in core content areas.

## **Policy Recommendations**

### **Programmatic Recommendations**

- Continue to work with the city's After School for All to fortify the infrastructure, sustainability, and program development of ExCEL programs, in order to maximize the resources available to participating schools.
- Continue to foster inter-district and community based relationships to strengthen the after school partnerships, which research shows are at the core of successful and sustainable after school programs. Specifically, continue the efforts to create monitoring and program quality accountability tools along with community-based organizations, and statewide after school advocacy organizations.
- Continue to develop sustainable channels to communicate after school best practices year-around; while professional development and other ExCEL gatherings are an important way to share ideas and experiences from sites, online forums provide more robust tools for exchanging practices, which would likely be beneficial to all sites.
- Strengthen family outreach in the design, planning, and implementation of after school programs. Although there are sites that have been able to start and maintain effective forums for families, the majority of programs lack the infrastructure and resources necessary for sustainability.

### **Structural Recommendations**

- Improve attendance tracking at all levels. Historically, attendance tracking of ExCEL participants has been inconsistent and this has affected every level of meaningful evaluation of the program.
- Improve structured, sustainable, and meaningful communication between Community Based Organization partners, regular school day staff, and after school staff in terms of regular day and after school day alignment, primarily as it relates to academic and enrichment programming.
- Actively address transportation needs of after school programs with a systematic assessment of current conditions and a needs assessment. Transportation is known to be a barrier to afterschool access districtwide, but it is not adequately addressed in its current structure.

## **PROGRAM DESIGN**

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### **PROGRAM DESCRIPTION**

ExCEL (Expanded Collaboratives for Excellence in Learning) After School Program at SFUSD is comprised primarily of federal and state grants administered by the California Department of Education under the umbrella of the 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC), The After School Education and Safety Program (ASES) and the 21<sup>st</sup> Century High School After School Safety and Enrichment for Teens Programs (ASSETS). The combined funding offers schools at all levels the opportunity to broaden the base of support for educational interventions in the after and before school day hours through the collaborative efforts of the participating schools, Community Based Organizations (CBOs), the ExCEL After School staff and the school communities at large.

ExCEL started in 1992 at SFUSD with two Healthy Start programs and it has expanded to almost one hundred sites in eight years. This expansion has not been accidental. During this same period of time, the field of after school in the United States has moved from being on the fringes of educational reform efforts to being an integral part of national, state, and local agendas that seek high impact solutions to academic and social needs of students and their communities. Through federal, state, and local initiatives, as well as with philanthropic initiatives, funding has been made available to schools to provide or expand after schools offerings for their students, and the expansion of ExCEL has been mirrored in other urban centers around the country.

The majority of after school programs in SFUSD are funded through ExCEL, but not all. Student in SFUSD have a variety of options for attending programs in out-of-school hours, with some non-ExCEL programs delivering services directly at school sites and many at other sites. Outside of ExCEL, the Department of Children, Youth and their Families (DCYF) and the San Francisco Recreation and Parks Department are the largest providers of services that SFUSD students participate in the out-of-school hours. SFUSD and DCYF partner with approximately 250 community-based organizations (CBOs) and other agencies to provide services for SFUD students in the out-of-school hours.

In 2009-10, ExCEL served close to 18,000 SFUSD K-12 students at 94 schools through partnerships with 35 primary agencies. SFUSD Child Development Centers (CDC) provided 31 after school programs to approximately 3000 K-5 students and an array of other programs offered through license school-age care programs and other non-profit and for profit organizations offered services to a few thousand other SFUSD students throughout the calendar year.



In 2009-2010, 94 out of 116 school sites (56 elementary schools, 13 middle schools, 14 high schools, and 7 K-8 schools) provided students with extended learning opportunities through ExCEL (see Table 3).

**Table 3: Schools that Provided Services Through ExCEL**

<b>56 Elementary Schools</b>		
Alvarado	Guadalupe	Parker
Argonne	Harte	Parks
Bryant	Hillcrest	Peabody
Buena Vista	Key	Redding
Carver	King ES	Sanchez
Chavez	Lafayette	Serra
Chin	Lakeshore	Sheridan
Chinese Ed Center	Lau	Sherman
Chinese Immersion	Longfellow	Sloat
Cleveland	Malcom X	Spring Valley
Cobb	Marshall	Stevenson
Drew	McKinley	Sunnyside
El Dorado	Milk	Sunset
Fairmount	Miraloma	Taylor
Filipino Education Center	Mission Ed Center	Tenderloin
Flynn	Monroe	Ulloa
Garfield	Muir	Vis Valley
Glenn Park	New Traditions	Yick Wo
Grattan	Ortega	
<b>13 Middle Schools</b>		
Aptos	Hoover	Presidio
Denman	King MS	Roosevelt
Everett	Lick	Vis Valley MS
Francisco	Mann	
Giannini	Marina	
<b>14 High Schools</b>		
Balboa	Jordan	Wallenberg
Burton	Lincoln	Washington
Downtown	Marshall	Wells
Galileo	Mission	Newcomer
ISA (9-12)	O'Connell	
<b>7 K-8 Schools</b>		
Brown	Lawton	SF Community
Carmichael	Lilienthal	
ISA (6-8)	Revere	

## PROGRAM ELEMENTS AND OBJECTIVES

ExCEL's After School Program's primary goal is to create and sustain "safe havens" at public schools where students and community members can access significant expanded learning opportunities and integrated education, health, social service, recreation, and cultural programs in the out-of-school hours. ExCEL grants fund the establishment of academic and enrichment programs through partnerships between schools and local community resources.

ExCEL funding requires that "programs must be aligned with, and not be a repeat of, the content of regular school day and other extended learning opportunities." It also requires that program leaders work closely with school site principals and staff to integrate both elements (academic and enrichment) within the school's curriculum, instruction, and learning support activities. Specifically, the current language of the program's grant requires the following elements:

1. Educational and Literacy Element: Programs must provide tutoring and/or homework assistance designed to help students meet state standards in one or more of the following core academic subjects: reading/English language arts, mathematics, history and social studies, or science. A broad range of activities may be implemented based on local student needs and interests.
2. Enrichment Element: Programs must offer an array of additional services, programs, and activities that reinforce and complement the school's academic program. Educational enrichment may include but is not limited to, positive youth development strategies, recreation and prevention activities. Such activities might involve the visual and performing arts, music, physical activity, health/nutrition promotion, and general recreation; career awareness and work preparation activities; community service-learning; and other youth development activities based on student needs and interests. Enrichment activities may be designed to enhance the core curriculum.

The specific objectives of ExCEL have changed in focus from previous years. In terms of the required elements, in previous years the program was defined as "1/3, 1/3, 1/3" with one-third being academic, one-third enrichment, and one-third recreational. As of last year, however, the enrichment and recreational elements were combined. This is largely due to the fact that, in practice, enrichment and recreation activities often overlap. In terms of objectives, the grant language is more focused on access to quality complimentary academic activities in after schools than in specific gains in standardized achievement of after school students in the regular school day. As discussed earlier, this change in outcome expectations is largely due to the fact that participation in after school has a weak correlational value as an intervention to increase achievement in standardized achievement tests.

## EVALUATION DESIGN

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### EVALUATION METHODOLOGY

At SFUSD, the Department of Program Evaluation and Research employs an approach to evaluation that is participatory (Cousins & Earl, 1992), utilization-focused (Patton, 1986, 1994), and integrated with processes of continuous improvement and program planning (Fetterman, Kaftarian & Wandersman, 1996). The Department's evaluation approach is based on the idea that participation of program managers and coordinators in the evaluation process is key to ensuring that program planners and managers use evaluation data to support decision-making. The involvement of program managers and coordinators has the potential to encourage program staff to think more systematically about the relationship between program activities and objectives. Such systematic reflection is aimed at building a "culture of learning" (Patton, 1997, p. 147) to lead to continuous program improvement.

Evaluations are designed to address both program implementation (formative evaluation) and outcomes (summative evaluation). Evaluators and program staff collaborate to develop evaluation objectives that are linked to the program's goals and activities, and to the interests of all program stakeholders. In addition, research on the best practices in the project's domain of activity informs the evaluation framework. The evaluation design involves a mix of qualitative and quantitative data collection and analysis methods, such as standardized measures and tests, focus groups, surveys, and on-site observation. Each evaluation design involves the triangulation of multiple sources of data brought to bear on crucial evaluation objectives.

### EVALUATION OBJECTIVES

This evaluation is guided by the stated goal of ExCEL After School Program, which is to create and sustain "safe havens" at public schools where students and community members can access significant expanded learning opportunities and integrated education, health, social service, recreation, and cultural programs in the out-of-school hours and by the specific elements required for all the funded programs. The specific objectives as aligned with stated goal are as follows:

1. Provide resources aimed to increase academic achievement in core academic subjects such as reading and mathematics.
2. Improve access to quality enrichment and recreation programs and promote positive school climate with a focus on building high expectations, meaningful participation, and caring relationships.
3. Serve as a resource for parents and other community members.

## **PROGRAM STRUCTURE**

In 2005, San Francisco's Mayor Gavin Newsom and then Superintendent of Schools Gwen Chan pledged to work together to support the creation of a citywide afterschool system that would address existing challenges and provide quality afterschool options for all elementary and middle school children in the city by 2010. The resulting collaboration became known as the Afterschool for All Initiative.

Until 2009, ExCEL was managed under the umbrella of the SFUSD School Health Department. In fall 2009, ExCEL became part of SFUSD's Afterschool for All, a unit under the Families, Communities, and Out-of-School Time Partnerships—one of three main branches of SFUSD's Student Support Services Department. This new external structure was meant, in part, to allow ExCEL to be more integrated and aligned with the city's Afterschool for All initiative. Since 2007, an Afterschool for All Initiative Advisory Council began to meet with representatives from SFUSD, DCYF, other city departments, CBOs, faith-based organizations, funders and other city partners and in 2008 the council adopted a workgroup structure to make recommendations to the various stakeholder groups on actions they could take to enhance the citywide infrastructure supporting out-of-school time programs. The recommendations from this workgroup affected both the program structure and programmatic priorities of ExCEL during the 2009-10 school-year.

### **ExCEL Site Structure**

Because of funding restructuring, the internal structure of ExCEL also changed significantly in 2009-10. In 2008-09, there were two program managers who dealt with programmatic, funding, and structural issues, and ten District Coordinators, who oversaw from eight to ten afterschool sites each. In 2009-10 those program manager positions were eliminated and during different parts of the year there were from six to eight District Coordinators.

Each ExCEL site is managed by a Site Coordinator, who oversees an average program staff of ten and coordinates the programs with the CBO partner for that site. Each Site Coordinator is also responsible for working with the Lead Teacher, the Principal, and other school staff to strengthen the links between afterschool and the regular school day. Most Site Coordinators are part of the CBO staff and some are hired directly by ExCEL.

The program at each site is determined in large part by the services and expertise that each CBO brings and the specific programming that the CBOs, the school administration, and ExCEL agree that will serve best a particular site.

## **Programmatic Requirements**

Programs funded through ExCEL must comply with minimum grant requirements as such:

### **K-8 (ASES Grants)**

K-5: Programs are required to operate a minimum of 15 hours per week and at least until 6:00 p.m., beginning immediately after the end of the regular school day, every regular school day of the regular school year. In practice, this means that every afterschool program must operate for a minimum of 3 hours every school day and that each participant must be in the program for a minimum of 15 hours per week.

6-8: Programs are also required to operate for a minimum of 15 hours per week but students are only required to participate for a minimum of 9 hours a week, or 3 days a week. The rationale for the fewer hours required, according to the program's grant, is to provide a more flexible schedule to meet student needs and interests.

### **9-12 (ASSETS Grants)**

Programs are also required to operate for a minimum of 15 hours per week but students are only required to participate for a minimum of 9 hours a week, or 3 days a week. The high school grant is intended to provide even more flexibility for the students than the middle school grant in terms of both participation and programmatic requirements, so that, for example, some programs can be strictly academic.

## **DATA COLLECTION METHODS**

Multiple sources of data were gathered to help address the evaluation objectives.

### **Program Documentation**

Program documents were reviewed by the evaluator to gain a more detailed understanding of the preparation and continued professional development of coordinators, lead teachers, and mentors. The review of documents from various sites was done throughout the year with the primary aim at looking at promising and best practices that could be replicated at other sites.

### **Professional Development Sessions**

ExCEL provided continuous professional development for their managing staff, afterschool staff, school staff, and community based organizations staff; the evaluator attended and participated in numerous professional development sessions and also presented on program monitoring and evaluation methods to build internal capacity at sites.

### **After School Staff Satisfaction Surveys**

In the spring of 2010, Staff Satisfaction Surveys were administered at all after school sites. The survey was designed to align with the District's strategic plan goals, as well as with ExCEL's goals and SFUSD's Balanced Score Card.

### **After School Student Satisfaction Surveys**

Student Satisfaction Surveys were administered to 4<sup>th</sup>, 7<sup>th</sup>, and 10<sup>th</sup> graders at all sites. This selection of grades per school level is considered representative and gives insight into the levels of student satisfaction with ExCEL across the District. This survey was also designed to align with District's and ExCEL objectives and goals.

### **After School Monitoring Log**

The monitoring log is filled out by school staff on a monthly basis and provides attendance, programmatic, and professional development information. The monitoring log has been an evolving tool that went through an update in 2009 and, with feedback from end-users, is going through another update to make it more user-friendly and relevant to sites.

### **School Visits, Focus Groups, and Interviews**

As part of the monitoring and evaluation process, the evaluator conducted visits to after school sites, as well as formal and informal interviews and focus groups with school and ExCEL managing staff.

## **Academic Attendance, Achievement, and Behavior Data**

To analyze the key outcomes of improved student academic performance, state and district measures were used. The state measures included the performance on the California Standards Test (CST) from Spring 2009 to Spring 2010. District measures included the grade point average as well as student attendance rates for 2009-10. To further understand the impact of ExCEL, student performance is compared to non-ExCEL students on state and district measures.

## **Limitations of the Data**

The after school program at each site is unique and the factors that influence the evaluation indicators and the outcomes at each site are multifaceted and complex. This uniqueness allows for flexibility in program design and allows for programs that are tailored to the needs of each school and surrounding community. Such uniqueness, however, poses intrinsic challenges with the validity and reliability of the data across sites or even along school levels. It is the case for this evaluation, that the qualitative data provides deeper insights into the program's effectiveness than the student performance data presented. Performance and gains on the CST and GPA are the indicators used to assess academic achievement. Since many factors influence standardized test scores and grades, any gains in student academic performance cannot be attributed with a high degree of confidence to a single intervention.

## EVALUATION FINDINGS

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The evaluation findings section of this report is organized according to ExCEL’s primary objectives. Each objective presented is followed by the findings.<sup>3</sup> Supports and barriers to implementation of the program are further discussed in the next section of this report under “Issues to Consider for Continuous Improvement”.

**Table 4: ExCEL 2009-10 Participation by School Level and Demographic Characteristics**

GRADE	ENROLLMEN T	GENDER		ELL	GATE	SPED	LUNCH
		F	M				
<b>ES (1-5)</b>	6,011 (28%)*	48%	52%	42%	16%	13%	71%
<b>MS (6-8)</b>	3,792 (39%)*	46%	44%	25%	32%	13%	66%
<b>HS (9-12)</b>	6,784 (38%)*	46%	54%	26%	22%	10%	57%
<b>K-8</b>	1,062 (23%)	50%	50%	24%	24%	13%	62%
<b>TOTALS</b>	<b>17,649 (32%)*</b>	<b>47%</b>	<b>53%</b>	<b>31%</b>	<b>22%</b>	<b>12%</b>	<b>64%</b>

Enrollment data comes from ExCEL After School data as reported to CDE.

\*These are the percentages of students enrolled in after school in relation to the total number of students enrolled in regular school, per school level and at the district level.

The overall participation and demographic composition of ExCEL after school participants did not vary in any significant way from 2008-09 to 2009-10. In previous years, there had been a steady increase in after school enrollment as more sites received federal and state after school grants. Because of budget constraints at the federal and state levels, in 2009-10 no new sites received grants and the participation remained steady across the board. While after school participants’ gender, ELL, GATE, and SPED percentages are proportionally similar to those of the regular school percentages district wide, the percentage of students receiving free and reduced lunch is noticeably higher in after school (64%) compared to the regular school (55%). In fact, in elementary school, the percentage of regular day school students receiving free and reduced lunch was 71% compared to 61% for regular day students. In Middle School the percentages for free and reduced lunch are similar (62% for regular school participants and 66% for after school participants).

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<sup>3</sup> Objectives are aligned with the evaluation questions in the “Before and After School Programs Evaluation Guide.”



The percentage of participants in after school in relation to the general student population at SFUSD has also remained steady, with participation in Grades 1-5 hovering around 30%, in 6-8 and 9-12 around 40%, and K-8 around 25% over the last few years. ExCEL has set attendance targets to increase to the 40% participation level across the district for all levels, but achieving that overall target depends on a variety of complex variables that are not easily managed at a district level. There are many sites that have waiting lists for participation year after year and some sites that are chronically under-attended. Some sites meet participant targets but fall short of minimum attendance targets. Based on regular school attendance, CDE sets targets per site and gives sites a two-year window to meet attendance targets. The majority of sites (almost 90%) consistently meet CDE attendance targets. When a site does not meet CDE's target, ExCEL staff works with the sites to establish recruitment and retention strategies. Although total after school percent participation is higher in Middle School than in Elementary School, proportionally more Middle School sites consistently fall short of meeting participation and attendance targets than Elementary Schools, but with recruitment and retention interventions all sites have eventually complied with CDE participation and attendance requirements.

## **OBJECTIVE 1:**

### **PROVIDE RESOURCES AIMED TO INCREASE ACADEMIC ACHIEVEMENT IN CORE ACADEMIC SUBJECTS SUCH AS READING AND MATHEMATICS.**

In 2009-10 ExCEL increased its resources provided to support the academic achievement of its students in core academic areas. ExCEL employed a variety of strategies to promote this increased support, including:

- As part of an effort to increase alignment between the regular school day and after school, after school sites were asked to submit an After School Academic Intervention Plan with a focus on math and reading/literacy interventions. Forty-two sites submitted a plan this first year. Sites were also asked to track the number Reading/Literacy and Math specific “group” activities (sessions, clubs, workshops) and in aggregate sites reported 279 Reading/Literacy and 90 Math group interventions. These baseline data will be helpful in planning interventions for the upcoming school year.
- Targeted Professional Development training and workshops both at a district level and at a site level to introduce the core math curriculum to staff. ExCEL staff reported a total of 22 professional development interventions to site coordinators by level where Reading/Literacy and Math were part of the agenda.
- Scheduled meetings between the Lead Teachers and after school staff to align the school curriculum with after school homework help and math activities. At many sites, these meetings were scheduled weekly and at other sites less frequently, but the majority of sites report having regular meetings to address core academic alignment.
- Targeted help for EL students in after school at various elementary school sites. Some sites have intensive EL tutoring but it varies depending mostly on each school population. Provided grant-writing workshops to access funds for specific literacy and math curriculum interventions in after school.

#### **Academic Performance Trend of Afterschool Students**

As an indicator of the effects of additional academic resources provided to after school sites, the tables below show aggregate afterschool program participant performance movement in California Standard Tests (CST) scores from 2009 to 2010 in both English language arts and mathematics.

## SFUSD Afterschool Participants (2009-10): 18437

### Year 2009-10 Afterschool Program Participants 2-Year CST Movement Charts

Achievement Change in English Language Arts in Spring 2009 to 2010								
2009 CST ELA Proficient and above: 47.8%	2010 CST ELA Proficient and above: 46.9%						# Positive Change	% Positive Change
	Total	Far Below Basic	Below Basic	Basic	Prof.	Adv.		
Far Below Basic	1,105 9.8%	383 34.7%	421 38.1%	166 15.0%	92 8.3%	43 3.9%	722	65.3%
Below Basic	1,563 13.8%	396 25.3%	556 35.6%	336 21.5%	200 12.8%	75 4.8%	611	39.1%
Basic	3,235 28.6%	344 10.6%	907 28.0%	899 27.8%	713 22.0%	372 11.5%	1,085	33.5%
Proficient	3,110 27.5%	108 3.5%	384 12.3%	759 24.4%	1,048 33.7%	811 26.1%	1,859	59.8%
Advanced	2,303 20.4%	14 0.6%	82 3.6%	255 11.1%	642 27.9%	1,310 56.9%	1,952	84.8%
<b>TOTAL</b>	<b>11,316</b> <b>100.0%</b>	<b>1,245</b> <b>11.0%</b>	<b>2,350</b> <b>20.8%</b>	<b>2,415</b> <b>21.3%</b>	<b>2,695</b> <b>23.8%</b>	<b>2,611</b> <b>23.1%</b>	<b>6,229</b>	<b>55.0%</b>

% At or Above Proficient, 2010

46.9%

% Making Positive Change

55.0%

Achievement Change in Mathematics in Spring 2009 to 2010								
2009 CST Math Proficient and above: 50.1%	2010 CST Math Proficient and above: 46.9%						# Positive Change	% Positive Change
	Total	Far Below Basic	Below Basic	Basic	Prof.	Adv.		
Far Below Basic	946 8.3%	457 48.3%	415 43.9%	63 6.7%	10 1.1%	1 0.1%	489	51.7%
Below Basic	2,262 20.0%	572 25.3%	1,047 46.3%	498 22.0%	123 5.4%	22 1.0%	643	28.4%
Basic	2,447 21.6%	177 7.2%	640 26.2%	976 39.9%	566 23.1%	88 3.6%	654	26.7%
Proficient	2,853 25.2%	22 0.8%	230 8.1%	753 26.4%	1,273 44.6%	575 20.2%	1,848	64.8%
Advanced	2,827 24.9%	3 0.1%	27 1.0%	139 4.9%	731 25.9%	1,927 68.2%	2,658	94.0%
<b>TOTAL</b>	<b>11,335</b> <b>100.0%</b>	<b>1,231</b> <b>10.9%</b>	<b>2,359</b> <b>20.8%</b>	<b>2,429</b> <b>21.4%</b>	<b>2,703</b> <b>23.8%</b>	<b>2,613</b> <b>23.1%</b>	<b>6,292</b>	<b>55.5%</b>

% At or Above Proficient, 2010

46.9%

% Making Positive Change

55.5%

The table above shows movement in the proficiency levels, from Far Below Basic to Advanced, with the number and percentage of students who stayed at their proficiency level (in red) and those who made positive change (in green). Students who remain in the Proficient or Advanced categories are considered to have made positive change. The % At or Above Proficient is calculated by adding the percentage of students who scored in the Proficient and Advanced categories, and the % Making Positive Change by averaging the % Positive change in all categories.

- From the 2008-09 to 2009-10 school years, the percentage of after school students performing at or above proficient in English language arts increased 5.3%, from 41.6% to 46.9%. In math, the increase was similar, with 46.9% of after school students performing at or above proficient in math in 2009-10 compared to 41.9% in 2008-09, an increase of 5%. This increase in performance is important in two distinct ways. First, it represents a sizeable increase from 2006-08 “at or above proficient percentages” of under 40% in both English language arts and math for after school students. Second, the percent proficiency increase for after school students is larger in both English language arts and math than for regular day students for the same time period, with a percentage changes of +2.3% in English language arts and +3.0 in math for regular day students compared to the +5.3% in English language arts and +5.0% in math for after school students.
- In spite of this positive trend in both language arts and math performance amongst after school students, the positive performance change remains higher for regular day students than for students in after school. For the last two years, 62% of regular school day students made positive performance changes while 55% of after school participants did so. More specifically, the percentage of students moving from Basic to Proficient in English language arts in the regular school day is 37% while for after school students it is 33.5%. In, math the percentages for the same performance movement is 29.9% for regular school students and 26.7% for after school students.
- Similarly, for the last two years, the percentage of students at or above proficient in English language arts and math is around 62% in the regular school day and around 56% for after school students. Although the percentages have varied somewhat from year to year from data compiled since 2006, the performance trend is consistent.
- The lowest percentages in regular day academic performance from after school students compared to regular day students can be largely explained by the fact that there is a higher percentage of lower performing students in after school compared to the regular day population. .
- Although the aggregated CST performance data are used as a measure of academic achievement in this report as it is in state and districtwide reports throughout California, it is widely discussed in the after school literature that

these data ought to be seen and used with caution, since the expected measurable correlations between broad academic components of after school programs and specific regular day curricular performance of students in standardized tests is quite weak. In other words, although homework completion and tutoring specific to regular day academic skills is part of most academic after school programs, expecting a generalized improvement in regular standardized performance because of these limited interventions is not realistic.

Appendix B, at the back end of this report, presents 2-Year CST Movement Charts for all ExCEL programs by operational level and by site.

### **Performance Comparison of Afterschool Students and Regular School Day Students by Operational Level**

The tables below show student performance on CST English language arts and math for afterschool students and regular day students in both 2009 and 2010 broken down by school operational level.

**Table 5: Elementary School (K-5) ExCEL and Regular School Day Student Performance on CST**

<b>Content Area</b>	<b>CST 09 Percent Proficient</b>	<b>CST 10 Percent Proficient</b>
<b>English Language Arts</b>		
ExCEL	47.3% (n = 3235)	62.4 % (n = 3338)
Regular School Day	67.9% (n = 8869)	70.2% (n = 8852)
<b>Mathematics</b>		
All ExCEL	59.0% (n = 3279)	62.2% (n = 3356)
Regular School Day	64.0% (n = 4055)	70.7% (n = 8895)

- The table above shows positive movement in performance for both after school students and regular day school students. The most significant change occurred in the gain of after school students in English language arts performance proficiency of 15.1% from 2009 to 2010, compared to a gain of 2.3% for regular day school students. In mathematics, the gain for regular day school students of 6.7% was larger than the 3.2% gain for afterschool students.

- At the elementary level, after school students attended regular school more in 2009-10 with an Average Daily Attendance (ADA) of 95.19% compared to 2008-09 with an ADA of 94.20%. For those after school students that attended their after school program for more than 120 days, their average daily attendance increased from 95.57% in 2009-10 to 96.40% in 2008-09 at a statistically significant level ( $p = .05$ ).
- With respect to improved attendance, after school students attended regular school more in 2008-09 with an ADA of 95.19% from 2009-10 with an ADA of 94.20%. For those after school students that attended their after school program for more than 120 days, their ADA increased from 95.57% in 2008-09 to 96.40% in 2009-10 at a statistically significant level ( $p = .05$ ).

**Table 6: Middle School (6-8) ExCEL and Regular School Day Student Performance on California Standards Test**

Content Area	CST 09 Percent Proficient	CST 10 Percent Proficient
<b>English Language Arts</b>		
ExCEL	51.8% (n = 3287)	54.2% (n = 3175)
Regular School Day	56.8% (n = 8419)	59.0% (n = 8050)
<b>Mathematics</b>		
ExCEL	52.3% (n = 3335)	54.2% (n = 3191)
Regular School Day	56.3% (n = 8470)	58.9% (n = 8073)

For middle school, the table above also shows positive movement in performance for both after school students and regular day school students. The percentage gains in performance for both after school students and regular day students is similar across the board.

- There was a drop in attendance and overall academic performance as measured by Grade Point Average (GPA) for both after school and non-after school students. For those after school students that attended their after school program for more than 60 days, however, their GPA increased.

**Table 7: High School (9-12) ExCEL and Regular School Day Student Performance on California Standards Test**

Content Area	CST 09 Percent Proficient	CST 10 Percent Proficient
<b>English Language Arts</b>		
All ExCEL	<b>36.1%</b> (n = 3,593)	<b>28.6%</b> (n = 4,032)
Regular School Day	<b>51.9%</b> (n = 11,618)	<b>41.0%</b> (n = 9,761)
<b>Mathematics</b>		
All ExCEL	<b>22.0%</b> (n = 3,488)	<b>28.6%</b> (n = 4,017)
Regular School Day	<b>37.5%</b> (n = 11,232)	<b>41.0%</b> (n = 9744)

- The table above shows negative movement in performance for both after school students and regular day school students in English language arts in high school. For after school students the drop in performance in English language arts between 2009 and 2010 was  $-7.5\%$  while for regular day students was  $-10.9\%$ . On the other hand, in mathematics, there was positive gain for both after school and regular day school students. The gain for after school students was of  $6.6\%$  while for regular day students was  $3.5\%$ .

gh school level in English language arts, an increasing percentage of

- There was a drop in attendance and grade point average for both after school and non-after school students. For those after school students that attended their after school program for more than 120 days, their grade point average increased from 2.50 in 2009 to 2.55 in 2010.





## OBJECTIVE 2

### IMPROVE ACCESS TO QUALITY ENRICHMENT AND RECREATION PROGRAMS

In 2009-10 ExCEL increased its resources provided to support the academic achievement of its students in core academic areas. ExCEL employed a variety of strategies to promote this increased support, including:

As part of an effort to increase alignment between the regular school day and after school, after school sites were asked to submit an After School Academic Intervention Plan with a focus on math and reading/literacy interventions. Forty-two sites submitted a plan this first year. Sites were also asked to track the number Reading/Literacy and Math specific “group” activities (sessions, clubs, workshops) and in aggregate sites reported 279 Reading/Literacy and 90 Math group.

Below is a sample of ExCEL Enrichment and Recreation programs that were offered at sites across the district:

**Project Cohort Learning Communities** Each year, ExCEL establishes cohort learning community projects based on feedback from the sites and funding opportunities. In 2009-10 the six projects cohorts were: Family Literacy, Balanced Programming, Science, Media Production, Service Learning (Chavez Clubs), and Nutrition and Recreation.

**The Emerging Site Support Cohort** This cohort works closely with emerging Site Coordinators to help with initial program development. The Cohort provides coaching and technical assistance to sites in areas such as behavior management, emergency procedures, staff development, and time management.

**The Balanced Programming Cohort** This cohort offers assistance in providing students with meaningful, engaging and fun activities that support academics and build necessary skills. Participants are offered community-learning opportunities via cohort meetings, on-site support and exclusive access to newly developed curriculum and activity kits.

**Leadership and Management Cohort** Participants develop a functional, site specific definition of leadership and management, identify different leadership styles, including their own, and implement effective leadership and management strategies in their after school programs.

**The Family and Community Outreach Cohort** This cohort works with participants to provide literacy/language development techniques to elementary school families. Participants also develop skills to do outreach in their communities with CBOs and FRCs. The goal is to develop leadership within the ExCEL community and strengthen support for our families.

**The Youth Involvement Cohort** Provides resources and strategies to develop opportunities for youth to have meaningful roles in after school program activities. Through the Cohort, participants are provided with steps and sample tools to implement youth roles in after school programs, generate youth planned events, and establish youth advisory groups for their after school programs.

**PEP** Physical Education and Nutrition received funding once again through ExCEL. Through this grant, the program offered SPARK training to sites and nutrition workshops.

Additional yearly ExCEL Enrichment and Recreation Activities include:

**Revolution in Art and Dance (RAD)** RAD takes place in late winter/early spring and 150 performers participated this past year,

**Youth Action Conference (YAC)** Over 40 youth participated in YAC, a student leadership conference where students learn facilitation and organizational skills that they can apply in their afterschool programs.

**Community Service Projects** Amongst the featured projects this past year were Read Across America Day at the beginning of March, Global Youth Service Day at the end of April, and ExCELebration at the end of May, where over 700 families participated in this end-of-year event at Kezar Stadium.

**Lights On After School** ExCEL participated in the country's largest coordinated after school national event, where an estimated 1 million people participate in over 5,000 "rallies" across the country.

## **Staff and Student Surveys**

To measure the impact of the after school program interventions at the school sites, surveys were administered for school staff, and students at grades 4, 7, and 10 at the end of the spring semester.

To obtain a representative sample of staff, 10 surveys were sent to each ExCEL site for a total of 890 of surveys. The estimated number of ExCEL staff at all 89 sites is about 600, or between 5 to 7 staff per site. (ExCEL staff in this context does not include volunteers, parents or non-paid staff). 2008-09 was the first year the survey was administered and 300 staff completed surveys, for an approximate response rate of 50%. In 2009-10, 518 staff surveys were completed for a response rate of over 85%.

Student surveys were administered to obtain a representative sample at all levels. Below are survey counts and return rates.

**Table 8: 2009-10 ExCEL After School Student Survey Counts**

GRADE	Students Enrolled	Surveys Returned	
		Count	Percent
4	1467	977	66%
7	1439	418	29%
10	1562	297	19%

The return rates are significantly higher than in 2008-09 but they continue to be lower than expected, especially in high school. The results obtained still give us a barometer that is useful for our evaluative purposes.

Students were surveyed on their connection to their after school and regular school day program and the improvement as a result of their participation in the after school program.

The descriptive analysis of the surveys below is organized by the specific evaluative objectives of high expectations, meaningful participation, and caring relationships.

- 4 out of every 5 after school students felt safe in their after school program.
- A higher percentage of surveyed students felt closer (4% higher), happier (6% higher), and safer (11% higher) in their after school program than their regular school.
- 3 out of every 4 after school students felt safer and more a part of their school, got along better with others, and did better with their homework.

### **High Expectations**

After school staff report that program expectations are made clear to them and to students and families, and they believe the students perceive them as being highly supportive. Students also report that expectations are made clear to them (although in decreasing percentages as they move up the school levels) and they also report feeling highly supported by their staff at all levels.

**Table 9: 2009-10 ExCEL After School Survey Descriptive Analysis—High Expectations 1**

	Strongly Agree	Agree	Strongly Agree + Agree	Mean
<b>After School Staff</b>				
Expectations in the after school program are clear for students, staff, and families.	46%	42%	<b>88%</b>	<b>3.38</b>
<b>After School Students</b>				
The after school program makes clear what they expect from me.*				
<b>Grade 4</b>	37%	43%	<b>80%</b>	<b>3.30</b>
<b>Grade 7</b>	28%	50%	<b>78%</b>	<b>3.19</b>
<b>Grade 10</b>	23%	42%	<b>65%</b>	<b>3.13</b>

*\*The statement in the fourth grade survey reads, “The people who work in my after school program make clear what they expect from me.”*

**Table 10: 2009-10 ExCEL After School Survey Descriptive Analysis—High Expectations 2**

	Strongly Agree	Agree	Strongly Agree + Agree	Mean
<b>After School Staff</b>				
Students in my after school program perceive staff as supportive of their academic and social advancement.	58%	38%	<b>96%</b>	<b>3.56</b>
<b>After School Students</b>				
The after school staff cares about the success of all the students in the after school program.*				
<b>Grade 4</b>	44%	41%	<b>85%</b>	<b>3.38</b>
<b>Grade 7</b>	36%	48%	<b>84%</b>	<b>3.33</b>
<b>Grade 10</b>	36%	47%	<b>83%</b>	<b>3.32</b>

*\*The statement in the fourth grade survey reads, “The people who work in my after school program care about all the students in the program.”*

## Meaningful Participation

Staff perceive that the activities they offer the students are of high quality, while students' perceptions of program quality is high in elementary school but drop as students move up the grades. (In this survey, quality is measured in terms of how meaningful and joyful students perceive their program's activities to be in all grades, and by how engaging, challenging, and relevant the activities are for middle and high school students.)

**Table 11: 2009-10 ExCEL After School Survey Descriptive Analysis—Meaningful Participation**

	Strongly Agree	Agree	Strongly Agree + Agree	Mean
<b>After School Staff</b>				
Our program offers high quality after school activities.	47%	46%	<b>93%</b>	<b>3.39</b>
<b>After School Students</b>				
The after school staff makes learning meaningful and joyful.*				
<b>Grade 4</b>	42%	39%	<b>81%</b>	<b>3.28</b>
<b>Grade 7</b>	26%	47%	<b>73%</b>	<b>3.08</b>
<b>Grade 10</b>	22%	48%	<b>70%</b>	<b>3.13</b>
The activities I participate in are engaging and challenging.				
<b>Grade 7</b>	25%	46%	<b>71%</b>	<b>3.07</b>
<b>Grade 10</b>	24%	39%	<b>63%</b>	<b>3.06</b>
I get to attend the activities in after school that I am most interested in.				
<b>Grade 7</b>	31%	48%	<b>79%</b>	<b>3.20</b>
<b>Grade 10</b>	34%	39%	<b>73%</b>	<b>3.27</b>
I am given enough opportunities to help develop and lead activities in my program.				
<b>Grade 7</b>	28%	46%	<b>74%</b>	<b>3.17</b>
<b>Grade 10</b>	24%	41%	<b>65%</b>	<b>3.07</b>

*\*The statement in the fourth grade survey reads, "The after school activities I participate in are interesting and fun."*

## Caring Relationships

Staff reports higher levels of socio-cultural sensitivity and inclusion in their programs than do students, but students feel well respected by staff across the grades.

**Table 12: 2009-10 ExCEL After School Survey Descriptive Analysis—Caring Relationships 1**

	Strongly Agree	Agree	Strongly Agree + Agree	Mean
<b>After School Staff</b>				
After school staff values and builds on our students' languages, cultures, and lived experiences.	49%	45%	<b>94%</b>	<b>3.46</b>
<b>After School Students</b>				
My after school program values my home language and culture.*				
<b>Grade 4</b>	46%	29%	<b>75%</b>	<b>3.37</b>
<b>Grade 7</b>	26%	47%	<b>73%</b>	<b>3.18</b>
<b>Grade 10</b>	26%	43%	<b>69%</b>	<b>3.10</b>
The after school staff treats me and all other students with respect.				
<b>Grade 4</b>	41%	42%	<b>83%</b>	<b>3.28</b>
<b>Grade 7</b>	40%	42%	<b>82%</b>	<b>3.28</b>
<b>Grade 10</b>	37%	42%	<b>79%</b>	<b>3.33</b>

*\*The statement in the fourth grade survey reads, "My home language and culture are welcomed in my after school program."*

Almost all staff report that students have at least one meaningful and caring relationship with at least one adult in their program. On the other hand, although the percentage of students reporting that they have somebody at home who supports them in their learning is high, the percentages also tell us that from 18% to 11% of students report not having that level of support at home.

**Table 13: 2009-10 ExCEL After School Survey Descriptive Analysis—Caring Relationships 2**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Strongly Agree + Agree</b>	<b>Mean</b>
<b>After School Staff</b>				
Students in this after school program have a meaningful and caring relationship with at least one adult advocate.	64%	35%	<b>99%</b>	<b>3.64</b>
<b>After School Students</b>				
I have somebody at home who cares about me and supports me in my learning.*				
<b>Grade 4</b>	59%	28%	<b>87%</b>	<b>3.49</b>
<b>Grade 7</b>	48%	38%	<b>86%</b>	<b>3.44</b>
<b>Grade 10</b>	51%	31%	<b>82%</b>	<b>3.44</b>

• *The statement in the fourth grade survey reads, “I have somebody at home who cares about me and helps me in my learning.”*

When students were asked about the number of close adult and peer relationships they have in their afterschool programs, a few patterns emerged:

- Students report closer adult and peer relationships in the lower grades than in the upper grades.
- While the percentage of students reporting from 1 to 4 close relationships with adults and peers is relatively stable across the grades, the percentage of students reporting 5 or more close adult and peer relationships drops by twenty percent between Grade 4 and Grade 10.
- The percentage of students reporting no (0) close adult relationships increases by twenty percent between Grade 4 and Grade 10, and those reporting no close peer relationships increases by fifteen percent.

**Table 14: 2009-10 ExCEL After School Survey Descriptive Analysis—Caring Relationships 3**

After School Students	Number of Relationships					
	0	1	2	3	4	5+
I feel close to this number of <b>adults</b> in the after school program.						
<b>Grade 4</b>	7%	10%	16%	15%	11%	42%
<b>Grade 7</b>	15%	9%	19%	18%	11%	28%
<b>Grade 10</b>	27%	15%	12%	15%	9%	22%
I feel close to this number of <b>students</b> in the after school program.						
<b>Grade 4</b>	4%	4%	5%	11%	9%	67%
<b>Grade 7</b>	6%	5%	9%	11%	6%	63%
<b>Grade 10</b>	19%	9%	5%	7%	14%	47%

### **After School/School Day Alignment**

Almost ninety percent of students report getting help with and being able to complete their homework during after school in fourth grade, and by tenth grade only slightly above seventy percent are able do to so. Over sixty percent of students report that being in after school helps them do better in school.

Students were also asked to compare the regular school day with their after school program in terms of enjoyment, continuity, and safety; while the majority of students find the after school program to be more fun than and different from regular school, students' perception of safety during after school doesn't differ greatly from their perceived safety during the regular school day.



Table 15: 2009-10 ExCEL After School Survey Descriptive Analysis—Alignment

	Strongly Agree	Agree	Strongly Agree + Agree	Mean
<b>After School Students</b>				
I am able to complete and get help with my homework in my after school program.*				
<b>Grade 4</b>	51%	38%	<b>89%</b>	<b>3.46</b>
<b>Grade 7</b>	35%	49%	<b>84%</b>	<b>3.26</b>
<b>Grade 10</b>	28%	43%	<b>71%</b>	<b>3.08</b>
Participating in the after school program helps me do better during the regular school day.				
<b>Grade 7</b>	27%	42%	<b>69%</b>	<b>3.05</b>
<b>Grade 10</b>	27%	36%	<b>63%</b>	<b>3.11</b>
My after school program includes daily activities that are fun and different from the school day.				
<b>Grade 7</b>	35%	47%	<b>82%</b>	<b>3.25</b>
<b>Grade 10</b>	28%	40%	<b>68%</b>	<b>3.14</b>
I often see my after school staff at school during the regular school day.				
<b>Grade 4</b>	25%	42%	<b>67%</b>	<b>2.92</b>
<b>Grade 7</b>	28%	47%	<b>75%</b>	<b>3.12</b>
<b>Grade 10</b>	27%	43%	<b>70%</b>	<b>3.14</b>
I feel safer in my after school program than during the regular school day				
<b>Grade 4</b>	19%	28%	<b>47%</b>	<b>2.79</b>
<b>Grade 7</b>	29%	34%	<b>63%</b>	<b>3.11</b>
<b>Grade 10</b>	29%	30%	<b>59%</b>	<b>3.17</b>

\*The statement in the fourth grade survey reads, "I get the help I need to complete my homework in after school."

- Of the students who completed a survey, over two-thirds indicated that felt close to staff in their after school program—staff who care about them, listen to what they say, and believe that they can do a good job. Approximately 4 out of every 5 after school students felt safe in their after school program.

- Of special interest, after school students were asked about their connection to both their regular school and after school program. A higher percentage of surveyed students felt closer (4% higher), happier (6% higher), and safer (11% higher) in their after school program than their regular school.
- By far, after school students indicated that completing homework (86%) and getting help with their homework (70%) were mostly daily activities. Students also participated in sports and games (78%) and art activities such as music, dance and art (62%) on a daily basis. From 50% to 60% of surveyed student indicated that reading, writing, math, and science activities occurred on a mostly daily basis.
- In terms of improvement from being in an after school program, two-thirds of all surveyed after school student indicated that their after school program helped improve their social, recreational, and personal behaviors. Approximately 3 out of every 4 after school students felt safer and more a part of their school, got along better with others, and did better with their homework.

Appendix A, at the end of this report, presents the summary results of the after school surveys by operational level and per ExCEL site.

**OBJECTIVE 3: SERVE AS A RESOURCE FOR PARENTS AND OTHER COMMUNITY MEMBERS.**

ExCEL programs report the above types of events and workshops for parents.

**Table 16: Parent After School Events**

<b>Events</b>	<b>Workshops/Skill Building</b>
Assembly	Child Behavior Management
Back to School Night	Cultural Adjustment
Family Literacy Night	Technology/Computer Classes
Family Nutrition Night	Parenting Skills
Holiday Party	Parent Education
Lights on After-school	Mentor Training
Math Night	Study Skills/Organization Skills
School Site Council	ESL Classes

In addition to events and workshops, after school programs are in constant communication with parents through:

- Phone calls (84%),
- Flyers (80%),
- Individual meetings (70%),
- Letters (75%),
- Wednesday Envelopes (18%), and
- Emails (65%).

ExCEL programs communicate with parents on the following:

- Positive recognition (90%),
- Behavior issues (95%),
- Social events (98%), and
- Academics (84%).

All ExCEL school sites were asked to report on the staff that made up their after school program.

**Table 17: Description of ExCEL Staff**

Staff Position	Number
Number of Site and District Coordinators	105
Number of Paid Instructional Aides	60
Number of College/High School Student Workers	120
Number of CalWorks (employees and volunteers)	15
Number of Parents	41
Number of Other Community Members	197
Other Volunteers	110

The last two years, sites report high retention of staff from community-based organizations, as well as high retention of instructional aides and volunteers, as compared to the previous years of the program. In staff focus groups and interviews site coordinators and program manager posit that this may be in large part due to more mature programs as well as the effect of the economic recession.

A major part of the ExCEL staff is the District level program coordinators. To ensure consistence of program implementation, SFUSD had increased the number of District Coordinators to ten for the 2009-10 school year but because of decreased funding up to four positions may be eliminated for the 2010-11 school year. District Coordinators work with the participating schools to insure proper implementation, coordination, and communication across the sites.

The ExCEL District Coordinators continue to be instrumental in insuring quality staff development for all the ExCEL participating schools. Starting in the 2006-07 school year, the coordinators organized a professional development institute. The institute continues to provide team building, orientation, professional development, networking, and strategic planning opportunities for all ExCEL coordinators, lead teachers, and community partners. A full day's worth of professional development was conducted that focused on how each site can best meet the needs of the diverse youth they serve. Practical methods for designing curriculum, providing quality enrichment programs, coordinating with other school service providers, creating a "seamless" school day that includes after school programming, creating family friendly schools, implementing service learning, and developing youth-centered programming were discussed. The ExCEL District coordinators also held monthly coordinator and lead teacher meetings that focused mostly on staff development.

The table below describes all the meetings held during the year.

**Table 18: Professional Development Meetings**

Site Coordinator Meeting Topics	Lead Teachers Meeting Topics
Youth Development	Assessments
Citywide Resources	Service Coordination
Service Coordination	Individualized Plans
Case Management	Literacy Activities
Collaboration	Tutoring Techniques
Integration w/ School	Math Activities
Family Involvement	Safe Schools
Diversity	Youth Development
Safe Schools	Transitions
Behavior Management	Evaluation
Sustainability	
Evaluation	

At each school site there is a leadership team consisting of the school site administrator, the site coordinator, certificated lead teacher, CBO partner, parent liaison, and student representative. In addition, each school site counsel is responsible for insuring that the After School Learning Program is directly linked to the school site plan, and each school site is encouraged to involve additional teachers, students, parents, volunteers, and community partners in the design and implementation of the program.

The District Coordinators require that each site send a representative to the monthly “Leadership” meetings. Each month, both a site coordinator and lead teacher meeting are held whereby general organizational information as well as professional development is presented.

Collaboration between school sites and community organizations is encouraged for every site. A major tenet of the San Francisco collaborative is that collaboration among agencies enhances and builds community, aids in better understanding and serving youth and their families, and improves communication and services among other agencies. Some of the community agencies that work collaboratively with After School Learning sites include the YMCA, YWCA, Park and Recreation, Instituto Familia de la Raza, the San Francisco Beacon Initiative, Jamestown Community

Center, San Francisco State University, Omega Boys Club, and Edgewood Center for Children and Families.

The cornerstone of the academic component in terms of planning and monitoring is the Lead Teacher. The priority for Lead Teachers is to assist after school programs in promoting the academic achievement of all youth enrolled. Their efforts focused on increasing the understanding of youth workers on how to directly support learning; accommodate various learning styles and other differences; and develop intentional, appropriate and engaging academic and enrichment components that are aligned with and support the efforts of the regular school day. They provided professional development, modeling, and continuous technical assistance and support for program staff related to research-based "best practices" in literacy and math, teaching strategies, and academic learning. Lead teachers are required to do the following:

- Conduct Program Assessment;
- Develop a year long Academic Plan for the after school program;
- Dedicate 10 hours per month to conduct: direct service (tutoring, running centers, modeling, coaching staff, etc), a monthly observation, and paperwork and documentation;
- Provide ongoing observation, support and feedback of program components including (academic and enrichment activities, transitions, snack, behavior management, etc) through Monthly Observation Reports and a Semester Report;
- Identify and train teachers and after school program staff to support the Academic Plan; and
- Provide professional development or coaching to ASP staff a minimum of 2 hours per semester.

San Francisco Unified School District has now completed its eight year of implementing the ExCEL. School Health Programs Department continues to be successful in putting together an "Expanded Learning Team" that has provided ongoing support, technical assistance, and professional development to all the sites. The team has been dedicated to ensuring that quality services are being provided to students at each of the 89 school sites. They have also served as a link between community resources and have helped sites navigate through elaborate district and state policies.

## RECOMMENDATIONS FOR CONTINUOUS IMPROVEMENT

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In its eight year of implementation, ExCEL After School program is by many measures a mature program, which has reached many of its long programmatic goals of increasing access to its programs, improving the quality of programming, and being an integral part of school reform and community outreach efforts of the school district. As the program has expanded to serve almost 90% of school sties, it has also experienced the perennial organizational growing pains associated with such fast growth. Along the way, tens of thousands of students have benefited from services that otherwise would not exist in the hours after school, as well as with programs for before school, Saturday programs, and summer programs.

The growth and improvement of ExCEL depends in large part on continuous funding and support from the state as well as the support of the district, community based partners, the schools, and the larger community.

Below are mprovement and policy recommendations that are derived from the various sources of data collection throughout the evaluation process

- Continue to work with the city's After School for All to fortify the infrastructure, sustainability, and program development of ExCEL programs, in order to maximize the resources available to participating schools.
- Continue to foster inter-district and community based relationships to strengthen the after school partnerships, which research shows are at the core of successful and sustainable after school programs. Specifically, continue the efforts to create monitoring and program quality accountability tools along with community-based organizations, and statewide after school advocacy organizations.
- Continue to develop sustainable channels to communicate after school best practices year-around; while professional development and other ExCEL gatherings are an important way to share ideas and experiences from sites, online forums provide more robust tools for exchanging practices, which would likely be beneficial to all sites.
- Strengthen family outreach in the design, planning, and implementation of after school programs. Although there are sites that have been able to start and maintain effective forums for families, the majority of programs lack the infrastructure and resources necessary for sustainability.