

**Evaluation of the
PasadenaLEARNs
After-school Program
Final Evaluation Report
2002-2003**

Pasadena Unified School District

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Research conducted by:

**Shannon Faris, PhD
Albert Chen
Mikala Rahn, PhD**

**Public Works, Inc.
90 N. Daisy Avenue
Pasadena, CA 91107
(626) 564-9890**

PasadenaLEARNs 2002-2003 Final Report

Executive Summary

Introduction

PasadenaLEARNs, “*Leading Educational Achievement Revitalizing Neighborhoods*,” is an after-school program located in the Pasadena Unified School District (PUSD) that aims to use academic and enrichment programming to improve academic performance, strengthen youth leadership and service opportunities, and reduce drug use and violence among school age children during after-school hours. It enables children and youth at 19 schools in the PUSD to participate in a “seamless day” of activities, classes and events in safe and engaging environments. The after-school program provides opportunities for students to creatively explore both traditional academic subjects as well as new areas including arts, music, leadership, and sports that motivate, interest and engage students.

PasadenaLEARNs is a collaborative effort of numerous agencies and individuals, designed by the Partnership for Children, Youth and Families and structured to ensure community-wide responsibility, local ownership, communication and collaboration. Motivated by vast numbers of students not performing at grade-level, widespread poverty and a need for child care, PasadenaLEARNs aims to form sustainable, comprehensive after-school programs that meet the community’s needs and draw on the community’s strengths.

Evaluation Methodology

Public Works, Inc. is a Pasadena-based non-profit organization chosen by the PUSD through an RFP process to evaluate PasadenaLEARNs annually beginning in 2000. Utilizing both qualitative and quantitative methods, Public Works, Inc. employed a triad of evaluation strategies to measure program implementation and program impact in 2002-2003. The quantitative component of the evaluation consisted of a descriptive analysis of student achievement indicators including math and reading CAT-6, English Language Arts and Mathematics California Standards Tests (CST), regular school day attendance and teacher-reported data on student classroom performance. Qualitative methods included site visits and stakeholder surveys. A measure called the Site Visit Inventory was developed by Public Works, Inc. from the goals of the funding streams and used to gauge the level of program implementation at the PasadenaLEARNs sites. The measure contains twelve program areas. From this analysis, best program implementation practices were identified and highlighted. In January 2003, stakeholder surveys were administered to participants, parents and school staff with the purpose of gaining perspectives from key stakeholders.

Student Outcomes

Demographic data of students who participated in PasadenaLEARNs were examined in order to paint a picture of the characteristics of after-school participants. A total of 2,589 students from 16 elementary schools and 781 students from three middle schools participated in PasadenaLEARNs for at least one day in 2002-2003. Of the 2002-2003 PasadenaLEARNs participants, nearly half (47%) of elementary participants and 19% of middle school students attended the after-school program on a frequent basis (67% of the time). In addition, 35% of participants in 2002-2003 also participated in PasadenaLEARNs in 2001-2002 while 65% were new to the program.

Student outcome data were examined by Public Works, Inc. with a focus on similarities and differences of frequent participants and non-participants in student achievement. A *frequent participant* was a PasadenaLEARNs participant who attended the program at least 67% of the time in 2002-2003 while a *non-participant* was any student at a PasadenaLEARNs school who never participated in the after-school program. While frequent participants and non-participants shared many characteristics, there were also some differences between the groups.

- Almost half (49%) of frequent PasadenaLEARNs participants were Hispanic followed by African American (37%), White (14%) and other.
- The largest percentage of both frequent participants (49%) and non-participants (60%) were Hispanic, followed by African American (frequent participants, 37%, non-participants, 26%). However, compared with their representation school-wide African American students were over-represented while Hispanic students were under-represented in PasadenaLEARNs.
- Significantly fewer frequent PasadenaLEARNs participants were English Language Learners (26%) compared with non-participants (32%).
- Most frequent PasadenaLEARNs (75%) and non-participants (72%) were of low socioeconomic status.¹
- When socio-economic status was further examined, a higher percentage of frequent participants came from participating CalWORKs² families (26%) compared with the school-wide average of PasadenaLEARNs sites (23%).³ Thus, PasadenaLEARNs has a disproportionately large percentage of students from poor families.

¹ As defined by participation in the Federal Free and Reduced Meal Program.

² Created in 1997 through the Welfare to Work Act of 1997, CalWORKs is a welfare reform program.

³ The school-wide averages were provided by the California Department of Education (www.cde.ca.gov) and represent only the 13 elementary sites with LACOE ASEP funding. Data on frequent participants were derived through LACOE ASEP invoices. To participate in LACOE ASEP, a student must be CalWORKs certified. LACOE ASEP is targeted toward elementary students. For this reason, the averages for the school and frequent participants were calculated to include only the 13 elementary sites with LACOE ASEP funds.

Descriptive analyses were performed on multiple achievement indicators including:

- California Standards Test (CST), English Language Arts and Mathematics;
- CAT-6, English Language Arts and Mathematics;
- Regular school day attendance; and
- Student Performance Logs.

As the name implies, descriptive findings *describe* the data, usually in percentages or means (averages). Comparing the performance of frequent PasadenaLEARNs participants to that of non-participants without reference to other possible explanatory factors such as the experience level of the school day teacher is a descriptive result.⁴ This type of analysis does not allow us to make causal inferences about the relationship between participating (or not participating) in PasadenaLEARNs and student achievement because other factors could be contributing (such as school day teacher knowledge and experience). However, a descriptive analysis does provide indicators and trend information on how PasadenaLEARNs potentially affects a group of students with participation being the only common factor.

In 2002-2003, Public *Works*, Inc. shifted the evaluation focus toward describing student achievement based on the newly introduced CAT-6 and the existing California Standards Tests. Two years of data were available from PUSD on the California Standards Tests, allowing Public *Works*, Inc. to examine change in achievement over time. On the other hand, spring 2003 was the first year the CAT-6 was administered to PUSD students. For this reason, analysis of the CAT-6 data provided a snapshot of achievement in 2003.

Achievement in Reading, English Language Arts

A variety of indicators that measure achievement in reading and English Language Arts were examined for frequent PasadenaLEARNs participants. In 2003, frequent participants and non-participants made significant gains from 2002 both in overall performance level and the percentage who met or exceeded that California Content Standards in English Language Arts. The largest group of frequent participants and non-participants, performed at the Basic level (one level below Proficient). Below are the highlights from the analysis:

- A significant percentage of frequent participants and non-participants gained at least one performance level on the English Language Arts CST from 2002 to 2003. The highest percentage of students advanced from the Below Basic to Basic levels.
- A greater percentage of frequent participants gained at least one performance level compared to non-participants.

⁴ In 2002-2003 data were available for 2003 CAT-6 and 2002 and 2003 CST Math and English Language Arts only. The statistical methods utilized to measure program impact require more years of data than were available for PUSD students in 2002-2003.

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- There were no achievement differences on the CST ELA between frequent participants and non-participants. Moreover, there were no prior achievement differences between these groups.
- Frequent participants and non-participants made significant gains on the CST ELA from 2002 to 2003. On average, 5% more students in each group met the State standards.
- Hispanic frequent participants who were English Language Learners met the standards at higher percentages in English Language Arts (17%) than Hispanic English Language Learners who did not participate in PasadenaLEARNs (11%).
- 27% of frequent participants and 31% of non-participants performed at or above average on the English Language Arts CAT-6. While small, the difference between the groups was significant.
- On all measures, elementary students demonstrated higher achievement than middle school students.

Achievement in Mathematics

Indicators that measured achievement in mathematics were also examined for PasadenaLEARNs participants. Overall, frequent participants and non-participants made significant gains in performance level on the Math CST from 2002 to 2003. Both groups performed similarly on both the 2003 CST and CAT-6 Mathematics indicators. Below are the highlights from the analysis:

- Both frequent participants and non-participants made significant gains in performance levels on the Math CST from 2002 to 2003. The greatest percentage of students made gains from the Below Basic to Basic performance levels.
- Hispanic frequent participants who were English Language Learners (29%) met the standards in Mathematics at significantly higher rates than Hispanic English Language Learners who did not participate in PasadenaLEARNs (22%).
- 30% of frequent participants and non-participants met or exceeded the California Content Standards in Mathematics in 2003. A similar percentage of both groups met the standards in 2002.
- 40% of frequent participants and non-participants performed at or above average on the 2003 Mathematics CAT-6.
- On all measures, elementary students demonstrated higher achievement than middle school students.

School Day Attendance

Frequent participants attended school more often than non-participants. In 2002-2003, the average attendance rate of frequent participants was 96% while the school day attendance rate for non-participants was 91%. In terms of instructional days, the difference in school day attendance rates means that in 2002-2003, frequent participants went to school an average of nine more days than non-participants.

Student Behavior

According to classroom teachers, PasadenaLEARNs participants demonstrated positive classroom behavior in addition to completing their classroom and homework assignments.

- According to classroom teachers, most participants completed classroom assignments and homework at least 75% of the time.
- Classroom teachers also reported the majority of participants actively participated and lead activities in class and demonstrated positive behavior.

Summary of Student Achievement

Frequent participants and non-participants made significant performance level gains on both the English Language Arts and Mathematics California Standards Tests in 2003. A higher percentage of frequent participants gained at least one performance level compared to non-participants. In addition to general gains, the percentage of both frequent participants and non-participants who met the California Content Standards in English Language Arts in 2003 increased significantly from 2002. PasadenaLEARNs focused explicitly on English Language Arts in 2002-2003. These trends combined with the finding that in 2002-2003, frequent participants went to school an average of nine days more than non-participants indicate the impact of PasadenaLEARNs on student success.

While frequent participants and non-participants made encouraging gains from 2002 to 2003, descriptive findings also helped to confirm that PasadenaLEARNs students both require and can benefit from additional academic assistance in both language arts and mathematics. Although 25% of frequent participants met the California Content Standards in English Language Arts and Math, the average student performed at the Basic to Below Basic levels (similar to non-participants). Where the gains in English Language Arts may be a reflection on the program's emphasis on reading, writing and literacy, the lack of math progress among frequent participants speaks to a need for the after-school program to begin incorporating explicit math programming. Moreover, a disproportionately high percentage of frequent PasadenaLEARNs participants were African American and CalWORKs compared with non-participants, and success with ELL students in terms of academic achievement, provides evidence that PasadenaLEARNs is targeting the right group of students for intervention.

PasadenaLEARNs has expanded from seven to nineteen sites since the program began in 1999-2000 and serves multiple purposes for parents, students and teachers in PUSD. While PasadenaLEARNs serves a childcare need for many PUSD parents, stakeholder findings confirm that parents have also identified the need for academic support. When asked why they enroll their children in PasadenaLEARNs, help with schoolwork was the number one reason given by parent respondents⁵. Findings from the Spring 2003 site visits and stakeholder survey offer evidence that to meet these needs, PasadenaLEARNs has increasingly focused on academic achievement.

Qualitative Findings

PasadenaLEARNs has made considerable gains in program implementation across the 12 areas of the Site Visit Inventory measure since the baseline evaluation in Spring 2000. In the 2002-2003 school year, individual sites made gains in many of the twelve areas, particularly at the elementary school level. During this time, PasadenaLEARNs has also grown from the original seven sites to 19 sites. While program expansion is an indicator of success, the addition of new sites on an annual basis makes it difficult to compare overall program implementation from year to year in the aggregate. For this reason, the Spring 2003 site visit implementation scores are more a reflection of 19 sites in various stages of implementation than a comprehensive demonstration of overall program implementation.

Table i: Summary of Spring 2003 program implementation scores

	Elementary School Sites	Middle School Sites	All PasadenaLEARNs Sites
1. Vision	8	6	8
2. Program Management	8	6	8
3. Assessment	7	4	6
4. Literacy & Math	8	6	8
5. Leadership & Character Development	8	5	7
6. Extra-curricular Activities	8	6	7
7. Linkages to School	8	5	7
8. Parent Involvement	8	4	7
9. Community Involvement	8	5	7
10. Social Services	7	4	7
11. Safety	9	6	9
12. Institutionalization	6	7	7

*On the 12 point scale, a score of “1” indicates “not implemented” whereas a score of “12” indicates that the program area has achieved benchmark implementation.

While individual sites may be at different phases of program implementation, patterns have emerged across sites and years that allow for the generalization of several findings regarding the implementation of PasadenaLEARNs.

⁵ Available in: *Evaluation of the PasadenaLEARNs After-school Program; Summarized Survey Findings, 2002-2003.*

Summary of Success

Historically, sites have been successful in providing a safe and organized after-school environment. However, in the past two years, sites have also enhanced their academic programs with explicit enrichment and academic offerings. The high level of stakeholder satisfaction underscores these successes at the elementary level. The ratings clearly indicate that parents, students and school staff all felt that the PasadenaLEARNs elementary sites provided a safe haven for students to be after-school for both child care and academic support. Over time, parents have come to expect more of the program, particularly in the academic and enrichment areas. Stakeholder satisfaction findings demonstrate that program quality and content have kept up with these increased expectations over time. Parents rate the program highly, as do school staff. Moreover, students enjoy participating in the program and many return year after year.

Improving Student Achievement

Multiple factors including decreased funding, increasing parent and school staff expectations and a program-wide decision to focus on student achievement served as the impetus for many sites to reprioritize program content. In essence, most of the sites were charged with doing more with less. As a result sites chose to de-emphasize small group intervention in lieu of serving all students with direct academic enrichment.

- PasadenaLEARNs introduced Open Court Power Hour at six sites in Spring 2003. The standardized strategy provided students with structured language arts enrichment directly aligned with the school day's instructional program.
- All sites offered homework assistance five days per week.
- In 2002-2003 the majority of sites provided academic enrichment programming to all of their participants.
- Several sites designed their own enrichment curriculum delivered by certificated instructors.

Recommendations to Improve Academic Achievement

- In order to reach all PasadenaLEARNs participants at the elementary levels, PasadenaLEARNs should expand the Open Court Power Hour to all elementary PasadenaLEARNs sites. Moreover, middle school achievement information strongly suggests that participants at the middle school level would also benefit from direct academic programming in English Language Arts.
- While sites have made gains in providing English language arts programming, sites need to include direct mathematics programming aligned with the school day's instructional program.

- Achievement findings demonstrate that most students still need to improve from Basic to Proficient in both English Language Arts and Math. Student achievement data, including standardized test scores, grades and on-going assessments from the school day should be utilized by sites to develop strategies at the individual student and program levels to target underperforming students.

Developing Future Leaders and Citizens

Developing civic minded youth who are prepared to step into the role of leader by serving as positive community members is another central goal of PasadenaLEARNs. In 2002-2003 most sites incorporated leadership and character development programming and opportunities into their program schedule.

- In 2002-2003, PasadenaLEARNs participants took on a larger role in influencing program direction by representing their student body on site teams and committees as well as organizing and running program events.
- PasadenaLEARNs participants gained a voice in the community through participation in conferences and forums along with community service experiences.

Recommendations for Developing Future Leaders and Citizens

- In 2002-2003, leadership and character development was added as a new requirement for five of the 19 sites.⁶ These sites would benefit from the expertise developed by the more mature PasadenaLEARNs programs at other sites with shared best practices.
- In order to develop thoughtful citizens and future leadership, PasadenaLEARNs sites need to utilize a multi-pronged approach to leadership and character development that includes not only explicit education, but also adult role models and hands-on opportunities to practice and cultivate new skills.
- PasadenaLEARNs sites need to continue to shore-up the classroom management skills of front line staff. Classroom management and student discipline issues have been a challenge after-school at some sites since the program began in 1999-2000. Though in the minority, classroom management distracts from the overall environment by: disrupting instruction, distracting students who want to learn and not providing the model for leadership and citizenship desired.

⁶ Three of these sites expanded from LACOE only programs that did not include leadership and character development as program requirements. The remaining two sites were new programs in 2002-2003.

Focus on Safety

Give the focus on the emphasis of the three primary funding streams—federal, state and County, providing students with a safe place to be after-school school for child care is a key goal of PasadenaLEARNs. With solid check-in and check-out procedures in place at most sites as well as less Measure Y construction across sites, the program is providing a safe, nurturing environment for program participants.

- Evidence from stakeholder surveys and site visits suggest that with the exception of one middle school site, PasadenaLEARNs provides students with a safe place to be during after-school hours⁷.
- Across the years, a higher percentage of participants have reported feeling safer after-school than during the school day. This year's findings were generally consistent, though overall, the gap between the school day and after-school widened with students feeling less safe during the school day and consistently safe in the after-school program over time.

Recommendation on Safety

- With safety as a strong PasadenaLEARNs cornerstone, after-school sites need to continue providing a safe after-school environment even as the program continues to expand.

Sustaining PasadenaLEARNs

As PasadenaLEARNs has expanded, so have efforts to institutionalize and sustain the after-school initiative. On their end, individual PasadenaLEARNs sites have made strides toward becoming an integral component of the school day while PUSD and other supporters have been successful in gaining additional funding.

- A supportive principal and a strong relationship with the site coordinator have been the crucial elements to implementing PasadenaLEARNs sites that are valued by the school staff and aligned with the school's goals.
- In Winter 2003, the CDE grant came to an end for the second cohort of six sites. PasadenaLEARNs applied again and was again awarded recertification at these sites. In addition, in Fall 2002, PasadenaLEARNs applied for California Twenty-first Century Community Learning Center (formerly administered by the federal government) for the original Cohort One sites and three additional sites. PasadenaLEARNs was awarded grants for eight sites.

⁷ PasadenaLEARNs left the site at the beginning of the 2003-2004 school year and moved to another location within the district.

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- In 2002-2003, PasadenaLEARNs also received significant one-time funding from the City of Pasadena, a City tax rebate and benefited from multiple private grants and donations.

While these monies are an achievement in themselves, sites have already been challenged to become creative with dwindling budgets as PasadenaLEARNs continues to search for permanent funding make the after-school program an ongoing support program for PUSD students.

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I. Introduction

PasadenaLEARNs, “*Leading Educational Achievement Revitalizing Neighborhoods*,” is an after-school program that uses enrichment activities to improve academic performance and provide students with art, leadership, sports and other opportunities. Since January 2000, the program has enabled children and youth in the Pasadena Unified School District (PUSD) to participate in a “seamless day” of activities, classes and events in safe and engaging environments where students strengthen academic skills and explore areas that motivate, interest and engage them. In the 2002-2003 school year, PasadenaLEARNs served approximately 100 students on a daily basis at each of the 19 PUSD sites.

Designed and proposed by the Partnership for Children, Youth and Families (PCYF), PasadenaLEARNs is a collaborative effort of numerous agencies and individuals, structured to ensure community-wide responsibility, local ownership, communication and collaboration. Created to address the large number of students not performing at grade-level as well as parental needs for childcare after-school, PasadenaLEARNs aims to form sustainable, comprehensive after-school programs meeting the community’s needs and drawing on the community’s strengths. The specific goals of the program are to:

1. Increase the number of students meeting or exceeding academic standards;
2. Strengthen local youth and adult enrichment, leadership and service opportunities to create neighborhood resilience; and
3. Reduce drug use and violence and improve physical health and safety.

In the vision of PasadenaLEARNs, each after-school site provides a combination of extracurricular activities and academic enrichment with the aim of being aligned with academic standards in a setting that is locally accessible, family friendly and open to all, including those with special needs. As such, the after-school programs funded through PasadenaLEARNs are intended to be integrated with the traditional school day and include more individualized attention for students through the incorporation of qualified staff, community partners and trained volunteers. PasadenaLEARNs also envisions a commitment to the wider community through the referral of health and human services. Lastly, each site must demonstrate publicly that it is accountable and results-driven leading to meaningful impact.

This report summarizes the findings from the 2002-2003 PasadenaLEARNs evaluation. Public Works, Inc. was selected through a Request for Proposal (RFP) process to conduct annual in-depth evaluation of PasadenaLEARNs. Public Works, Inc. is a non-profit, educational consulting firm dedicated to working with schools, government and the community in the areas of accountability, assessment and evaluation services. The multi-year evaluation began in 2000 and in-depth evaluations have been conducted in each subsequent academic year (2000-2001 and 2001-2002).

The Need for After-School Programs

The growth of non-traditional family structures since the 1980s means more and more children are spending their after-school hours alone and without supervision. Studies show that students are more likely to perform poorly in school if their out-of-school time is unsupervised (Office of Educational Research and Improvement, 1999). In response, public service and education agencies have come together to develop programs to meet the needs of these children and their families.

In context with the national climate of educational reform and the increased pressure to hold schools accountable for student performance, concerns about student achievement have had a trickle-down effect on after-school programs. In the past, principals and teachers tended to view after-school programs as a means to provide supervision and ensure the safety of children of working parents. Programs are now much more likely to be viewed as opportunities to develop children's academic skills (Shumow, 2000).

The emerging emphasis on academics has raised concerns among some educators about balancing remediation with informal learning opportunities (O'Connor & McGuire, 1998). To address these concerns, many programs are designed to meet the needs of the whole child by providing opportunities for social, academic, emotional, creative and physical development (Hynes, O'Connor & Chung, 2001). Although many programs today focus on encouraging the development of student academic skills, there is broad recognition that the best and most effective programs are those that blend academic support, recreational opportunities and cultural experiences (Institute for Urban and Minority Education, 1998).

Description of Grant Programs that Contribute to PasadenaLEARNs

PasadenaLEARNs was formed through the efforts of the Partnership for Children, Youth and Families (PCYF) (formerly the Partnership for School Age Children (PSAC) in response to a locally recognized need to provide students with quality, structured out-of-school time programming. The Partnership for Children, Youth and Families is a collaborative of numerous agencies and individuals, structured to ensure community-wide responsibility. The program began in demonstration sites in the fall of 1999 after the district received federal funding for after-school programs. During the 1999-2000 academic year, the PUSD, with support from the Pasadena Educational Foundation (PEF) and PCYF, also applied for and received funding from the California Department of Education (CDE) and Los Angeles County Office of Education (LACOE). These funds were combined with the original federal funding. The federal, state and county funding serve as the three primary funding sources. As grant periods for the federal and state level funds have ended, PasadenaLEARNs has successfully applied for and received renewed funding from both sources.

Federal Funding

Juvenile crimes and the victimization of juveniles peak during the hours of 2:00 and 8:00 PM, a time at which an estimated 8 million students are left unsupervised (Reno & Riley, 2000). In response, Congress authorized the *21st Century Community Learning Centers Program* (21st CCLC) through Title X, Part 1 of the Elementary and Secondary School Act. In 2002, the program was reauthorized under Title IV, Part B of the 2001 No Child Left Behind Act. The original purpose of the three-year federal 21st Century Community Learning Centers Program was to create school-based learning centers in inner-city and rural public schools to enable them to develop, implement or expand projects that benefit community needs including education, health, social services and recreation (U.S. Department of Education, 2000). In 2001, \$846 million appropriated by Congress served approximately 6,800 schools in rural and inner-city areas (21st Century Community Learning Centers, 2002). As part of the 2002 reauthorization, individual states were charged with administering the program. Thus, in the 2002-2003 school year, some PasadenaLEARNs sites had original 21st CCLC funding while others had reauthorized State 21st CCLC funds. See Table 1.2 for details.

State Funding

California created the After School Learning and Safe Neighborhoods Partnership Program. In 2001, the program was amended under Assembly Bill 6 to become the Before and After-school Learning and Safe Neighborhoods Partnerships Program. In 2002, the bill was again amended and the program became the *After School Education and Safety Program* after the 2002 approved voter initiative, Proposition 49. The program gives priority to elementary, middle and junior high schools where a minimum of 50% of the students are eligible for the Federal Free and Reduced Lunch Program. The purpose of the After School Education and Safety Program is to provide a safe and healthy environment for children in grades K-9 as well as to improve academic achievement (CDE, n.d.). As of the 2001-2002 academic year, approximately 1,372 elementary and middle schools in California participated in the three-year grant serving over 125,000 students. When the three-year grant sunsets, schools can apply to re-certify by providing fiscal and program information that demonstrates progress and success (CDE, n.d.). In Spring 2002 the grant period ended for the first seven PasadenaLEARNs sites to be funded through the CDE. However, all seven sites re-certified funding through the CDE in early 2002 and secured an additional round of funding for each site.

County Funding

In 1999, the Los Angeles County Office of Education (LACOE) in agreement with the County of Los Angeles Department of Public and Social Services (DPSS) awarded schools the first of three phases of grant funding to develop site-based after-school programs titled the *After-School Enrichment Program (ASEP)*. The program's primary aim is to provide a safe environment that promotes the academic, social and behavioral well-being of eligible elementary school students through intervention during non-school hours among students in Los Angeles County from

California Work Opportunity and Responsibility to Kids Program (CalWORKs) families. This funding stream serves a more specific population of students than either the Before and After-school Learning and Safe Neighborhoods Partnerships Program or the 21st Century Community Learning Centers Program in that it is a local initiative that serves only certified students of CalWORKs families. However, it embodies elements of both the CDE and federal funding streams in that it seeks to provide a safe haven for students and increase student achievement.

Research on the Impact of After-school Programs

While the *need* for after-school programs is well founded and there are plenty of descriptions of how to develop successful after-school initiatives, research on the impact of after-school programs has only just begun to evaluate the *effectiveness* of these programs on participant outcomes.

Research has demonstrated that students who regularly attended after-school programs exhibited a host of positive *behavioral* outcomes including, improved school conduct, less time spent watching TV and lower incidence of pregnancy, drug-use and violence (U.C. Irvine, 2002, U.C. Irvine, 2001; U.S. Department of Education, 2001; Reno and Riley, 2000). However, the impact of after-school programs on academic measures such as standardized test scores is less straightforward.

A longitudinal evaluation of the LA's Best After-School Program conducted by UCLA found that long-term participation in the elementary after-school program led to significantly higher rates of school day attendance even after controlling for student characteristics. While a direct attribution to participation in the after-school program could not be made, increased school day attendance was linked to positive achievement in mathematics, reading and language arts performance in standardized tests (Huang, Gribbons, Kim, Lee & Baker, 2000).

An evaluation of California's After-school Learning and Safe Neighborhoods Partnerships Program (ASLSNPP) for the period 1999 to 2001 conducted by University of California at Irvine (UCI) found that participation in after-school programs significantly and positively impacted SAT-9 test scores among the group of lowest performing elementary and middle school participants. While descriptive statistics suggested a generally positive trend among all participants, these findings were not statistically significant (U.C. Irvine, 2002).

Recent PasadenaLEARNs evaluation found participation to positively affect school day attendance (Public Works, Inc., 2003). The effect of participation on school day attendance was particularly strong among after-school participants who attended that program on a frequent basis. In 2001-2002, multivariate analyses demonstrated no differences between participants and non-participants on standardized tests scores in either math or reading after controlling for student demographics and prior achievement.

There is also a body of research developing which suggests that creating interventions that combine academic assistance with positive adult role models,

cultural sensitivity and student leadership opportunities (such as tutoring younger children) are particularly effective at serving the needs of urban adolescent youth in schools with high drop-out rates and high proportions of students whose primary language is not English (Vaznaugh, 1995).

Most recently, the U.S. Department of Education released the first year findings of the national evaluation of the 21st Century Learning Program conducted by Mathematica Policy Research, Inc. Entitled, “When Schools Stay Open Late,” this is the largest examination to date of school-based after-school programs. The first year evaluation findings concluded that there was limited academic impact from participation in after-school programs. Compared to a similar group of students not participating in after-school programs, elementary participants did not have better reading test scores or grades. For middle school students, after-school participants had slightly higher grades, particularly among African-American and Hispanic middle school students, but the overall differences were small. For both elementary and middle school students, frequent attendance in after-school programming was not associated with greater academic outcomes.

Despite the lack of firm evidence linking after-school programs to quantitative academic outcomes, after-school programs have an impact on safety and are rated high by students, parents, and teachers. For example, PasadenaLEARNs program parents, participants, school staff and community partners were in consensus that the program provides a valuable service to the Pasadena area. Students at all grade levels reported feeling safer in the after-school program than they did during the school day. Participants and their parents were both pleased that students received extra help with homework and school work and most teachers reported that their students in the program completed homework most of the time (Public Works, Inc. 2003). Similarly, an evaluation of the Los Angeles County Office of Education (LACOE) After-school Enrichment Program found that the program provided students with a safe environment after-school in urban, low socio-economic areas (Public Works, Inc., 2003).

In sum, the research tells us that there is some evidence that students who participate in after-school programs have demonstrated positive academic and behavioral outcomes. For example, after-school participants tend to have higher rates of regular school day attendance even after controlling for other demographic characteristics. However, the research has provided scant results attributing positive academic outcomes on standardized tests *directly* to participation after-school programs, particularly when comparing after-school participants to control groups of similar students not involved in after-school programming. In addition, participation in after-school programs appears to have spillover benefits on student behaviors in school and helps improve campus and community safety.

PasadenaLEARNs Program Description

Participating Schools and Funding Sources

With both state and federal funds, PasadenaLEARNs officially opened its doors in seven school sites on January 3, 2000.⁸ As of Fall 2001, PasadenaLEARNs had grown to 19 sites, three of which were receiving local funding only (LACOE After-School Enrichment Program). The remaining 14 sites received a combination of local, state and federal monies. In April 2002, Field, Hamilton and San Rafael Elementary Schools received funding from the state, expanded the number of students served and became full-fledged PasadenaLEARNs sites.⁹ At the same time Burbank Elementary School and Eliot Middle School also received funding from the state and were incorporated as PasadenaLEARNs sites bringing the total number of PasadenaLEARNs sites in 2002-2003 to 19 (Table 1.1). All 19 sites are included in the 2002-2003 PasadenaLEARNs evaluation.

Table 1.1: List of PasadenaLEARNs elementary and middle schools in 2002-2003

<i>Elementary Schools</i>		
Cleveland ES*	Altadena ES	Field ES
Jackson ES*	Edison ES	Hamilton ES
Longfellow ES*	Franklin ES	San Rafael ES
Madison ES*	Loma Alta ES	Burbank ES
Washington ES*	Roosevelt ES	
Willard ES*	Webster ES	
<i>Middle Schools</i>		
Washington MS*	Wilson MS*	Eliot MS

*Original PasadenaLEARNs sites

⁸ Some sites started prior to the January 3rd date. For example, through other funding streams, Washington offered a summer program and started their after-school program in the fall, 1999.

⁹ The three LACOE-only sites were previously evaluated by Public Works, Inc. separately from the PasadenaLEARNs sites.

Table 1.2: Funding streams at PasadenaLEARNs sites in 2002-2003

Schools	County	State	Federal
Altadena Elementary	✓	✓	✓
Burbank Elementary		✓	
Cleveland Elementary	✓	✓**	
Edison Elementary	✓	✓	✓
Field Elementary	✓	✓	
Franklin Elementary	✓	✓	✓
Hamilton Elementary	✓	✓	✓*
Jackson Elementary	✓	✓**	✓*
Loma Alta Elementary	✓	✓	✓
Longfellow Elementary	✓	✓**	✓*
Madison Elementary	✓	✓**	✓
Roosevelt Elementary		✓	✓
San Rafael	✓	✓	
Washington Elementary		✓**	✓*
Webster Elementary	✓	✓	✓
Willard Elementary	✓	✓**	✓*
Eliot Middle School		✓	
Wilson Middle School		✓**	✓*
Washington Middle School		✓**	✓*

*The original federal funding for these sites ended in spring 2002. Additional federal funds were awarded to these sites beginning in the 2002-2003 school year.

**The original state funding at these sites ended in spring 2002. Through a recertification process, additional grants were awarded to these sites.

The state funding through the After School Education and Safety Program mandates that school sites must stay open until 6:00 p.m. with programs running a minimum of three hours per day. In addition, all students must attend the program five days a week, Monday through Friday. Middle schools are the exception. Middle school students are required to attend the program three consistent days per cycle¹⁰ in order to count for reimbursement. Programs are reimbursed on a per pupil basis.

Each school assembled a site team to set the vision and goals of the program at the site and review the proposed services and costs of external program partners interested in providing after-school activities and extracurricular options for students. As will be discussed later in the report, the extent to which the site team served this function differed between sites.

Each school site designed the after-school program, schedule and recruitment process that fit the unique needs of their school. As a result, in the 2002-2003 school year, there were 19 different after-school sites that shared certain similarities. As shown in Table 1.3 individual sites had key structural differences. In 2002-2003, the main difference between individual sites was the annual budget. As some grants ended and others began, the amount of funding sites received varied greatly

¹⁰ A cycle can be defined as every 7 days such that a student that attends on a consecutive Tuesday, Thursday and following Monday qualifies.

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between individual programs (see Table 1.2). This in turn affected program enrollment, schedule, involvement of teachers from the regular school day and number of funded external partners.

Table 1.3: Program Characteristics in 2002-2003¹¹

School	Enrollment Requirements for this Site ¹²	After-school Program Schedule	Approx. # of Teachers at the School Site Teaching in the After-school Program	Number of Funded Partners Operating in the Program
Altadena	86	M 1:00-6:15 T-Th 2:25-6:15	3	4
Burbank	80	M 12:45-6:00 T-F 3:00-6:00	3	1
Cleveland	83	M 1:30-6:00 T-F 3:00-6:00	3	5
Edison	84	M 1:25-6:05 T-F 3:06-6:05	5	5
Eliot Middle	100	2:40-6:00	2	1
Field	80	M 1:30-6:00 T-F 3:00-6:00	1	1
Franklin	84	M 1:25-6:00 T-F 3:05-6:00	7	7
Hamilton	80	M 1:25-6:00 T-F 3:05-6:00	6	2
Jackson	96	M 11:50-6:00 T-F 3:05-6:05	1	3
Loma Alta	84	M 12:45-6:00 T-F 2:25-6:00	1	1
Longfellow	110	M 12:45-6:00 T-F 2:25-6:00	0	7
Madison	92	M 12:45-6:00 T-F 2:25-6:00	6	9
Roosevelt	84	M 1:30-6:00 T-F 3:05-6:05	1	2
San Rafael	80	M-F 3:00-6:00	3	2
Washington ES	96	M 12:45-6:00 T-F 2:25-6:00	3	3
Washington Middle	100	M 12:45-3:45 T-F 2:30-5:30	2	1
Webster	90	2:30-6:10	0	7
Willard	92	M 11:00-6:00 T-F 2:25-6:00	3	4
Wilson	140	M 2:15-5:15 T-F 3:45-6:30	4	2

Programs continue to work within the tension of three sets of separate funding stream requirements and the individual preferences of their school site.

¹¹ Both Burbank and San Rafael Elementary Schools also serve approximately 20 students each for one hour before school Monday through Friday.

Evaluation

On-going evaluation with routine assessments and regular feedback aimed at program improvement throughout program implementation was a key ingredient to the PasadenaLEARNs proposal. Through an RFP process, Public Works, Inc. was selected to conduct the evaluation of PasadenaLEARNs. Public Works, Inc. is a Pasadena-based non-profit organization dedicated to working with schools, government, parents and communities in the areas of accountability, assessment and evaluation services. The members of the evaluation team possess varied backgrounds in the social sciences and education and have extensive experience evaluating innovations in school and community settings. The evaluation design and themes were based on the interests of school and community stakeholders, in collaboration with the Partnership for Children, Youth and Families and PUSD.

The primary objectives of the evaluation include:

- Monitor and describe implementation of an after-school program in 19 schools in relationship to the original intention of the grants received;
- Provide stakeholders with information on program implementation and outcomes in order to improve program effectiveness; and
- Determine the impact of program activities on: 1) student achievement and related indicators of success; 2) staff and partner performance; 3) parent involvement; and 4) community participation.

The evaluation design includes both process and outcome measures using a combination of quantitative and qualitative methods. *Process* measures provide information on the quality of implementation within and across the 19 sites including the identification of key barriers and challenges as well as successful strategies. *Outcome* measures related to students, teachers, parents and community partners provide information on how effective the program is in reaching the desired goals. Together, process and outcome measures provide sufficient information to point toward *what* students achieve or gain because of the intervention and *why*, from a programmatic perspective, they achieve or gain.

Public Works, Inc. uses a variety of strategies in the after-school evaluation:

- Student, parent, teacher, after-school staff and partner surveys;
- Bi-annual student performance logs;
- District student performance data including CAT-6, CST and school day attendance; and
- Intensive site visits that include interviews and program observation.

Data were collected during the spring of 2000 to set the baseline to measure progress over the three-year grant period.¹³ In each subsequent year, data are being collected in the fall (pre) and spring (post). This report provides information from intensive site visits conducted in Spring 2002. Comparisons are made to the

¹³ The PasadenaLEARNs 2000 Baseline Final Report and 2000 Interim Reports are available from the Partnership for Children, Youth and Families.

findings from the site visits conducted in Spring 2001 with promising practices that have emerged over time presented.

II. Methodology

This section of the report describes the strategies that were employed for the 2002-2003 evaluation of PasadenaLEARNs, the third full-year of after-school program implementation. This section is divided into two sections: qualitative methods and quantitative methods. The qualitative methods portion includes a description of the survey and site visit methodologies while the quantitative methods portion describes the methodology used to analyze the student outcomes methodology.

Qualitative Methods

Site Visits

Public *Works*, Inc. staff visited each PasadenaLEARNs site for at least one program day to conduct interviews with the principal and site coordinator. In addition, staff from Public *Works*, Inc. met informally where possible with after-school staff, school resource staff (e.g., Curriculum Resource Teachers), school health and human service personnel (e.g., nurse or social service provider), students and outside partners (funded and unfunded) working in the after-school program. Public *Works*, Inc. staff also attended site team meetings, a monthly gathering devoted to planning and decisions related to the after-school program at each site.

Staff from the evaluation team also observed each after-school program for several hours, noting aspects of the program's management and learning environment and watching the implementation of after-school activities, and the behavior and attitudes of the children. Evaluation staff returned to observe the program a second time when necessary for program aspects that needed follow-up or further evidence.

A rubric called the Site Visit Program Inventory was used to analyze and interpret data collected as part of the site visits, interviews, and program observations. The rubric was developed by Public *Works*, Inc. with extensive consultation of a representative group of community partners, school and District stakeholders and informed by the requirements in the three grants and the expertise of professional program evaluation staff. See Appendix B for a copy of the rubric.

Concrete definitions specify three possible dimensions of a continuous 12-point scale from "not implemented" (score of "1") to "making progress towards implementation" (score of "6") and "full implementation" (score of "12") (see Table 2.1). The 12 areas that each site was rated include:

Table 2.1: PasadenaLEARNs Site Visit Program Inventory

Area
1. Vision
2. Program Management
3. Assessment
4. Literacy and Mathematics
5. Leadership and Character Development
6. Extracurricular Activities
7. School Linkages
8. Parent Involvement
9. Community Involvement
10. Social Services
11. Safety
12. Institutionalization

Once implementation scores were finalized, Public Works, Inc. held a one-on-one debriefing with each site’s principal, site coordinator, District Coach and the District Director of PasadenaLEARNs. During the briefing, implementation highlights from the site visit were discussed including areas of progress and needs for improvement. Both the site coordinator and principal were provided with documentation of the highlights and a history of their sites implementation scores since the baseline evaluation in Spring 2000.

In addition to gaining descriptive and comparative information through this process, best and promising practices were identified. Within the context of this evaluation, a *best practice* refers to an exemplary technique, strategy, practice or programmatic application at a site or sites within one of the twelve Program Implementation Inventory areas. A best practice can refer to a single effort within a site such as an excellent programmatic offering or the way in which an entire site has approached an implementation area. The term *promising practice* refers to more generalized program elements that may facilitate the smooth functioning of a new or existing program to help demonstrate the standards that programs are striving toward in relation to the areas included on the Program Implementation Inventory.

Surveys

Surveys were administered in order to collect and analyze the opinions and perspectives of key stakeholder groups involved with or affected by PasadenaLEARNs. Stakeholder group surveyed included:

Table 2.2: Stakeholder terms and definitions

Stakeholder	Definition
Student	A PasadenaLEARNs participant in grade levels 3-8.
Certified/ Classified School Staff	All instructional school day staff including certificated and certified personnel.
Parent	A parent whose child has participated in the after-school program during the 2002-2003 school year.

Baseline was set in Winter 2000 based on surveys from the original seven demonstration sites (Cohort 1). The 2001-2002 survey results include data for all 17 PasadenaLEARNs sites. Table 2.2 offers definitions of each of the stakeholder groups to which surveys were administered. Copies of all survey instruments are provided in Appendix C.

As shown in Table 2.3, the survey administration process varied according to the survey population. Good or satisfactory survey response rates ranging from 32% to 71% were obtained for all stakeholder groups.

Table 2.3: Survey administration procedures and response rates by stakeholder group

Stakeholder	Survey Administration Procedure	2002-2003 Rate of Response
Student	In-person during after-school program by after-school program staff.	71%
Instructional. School Staff	Delivered to staff boxes and placed in a sealed envelope inside of a designated box on campus. Surveys picked-up from the site by Public Works, Inc.	37%
Parent	Mailed to household and returned to Public Works, Inc. in a pre-stamped and addressed envelope.	32%

Findings from the survey analysis have been integrated into the findings from the site visits in Section III. For a complete description of the findings from the 2002-2003 PasadenaLEARNs stakeholder surveys refer to the *Evaluation of the PasadenaLEARNs After-School Program Summarized Survey Findings 2002-2003* report.

Survey findings have been reported as frequencies. Simply stated, frequencies are the percentage of respondents that answered to the range of responses available. For example, if the response choices to an item were “yes” or “no,” a frequency shows what percentage of respondents indicated “yes” or “no.”

Consistent with previous years, parents, participants and regular school day teachers feel that PasadenaLEARNs is a valuable program. The vast majority of students like going to the program and feel they are getting a good balance of academic assistance and enrichment activities in a safe environment where they can be with

their friends. Over time, the percentage of parents reporting the need for childcare has increased steadily. However, the reasons parents gave for enrolling their student in the program strongly suggest that the program content outweighs childcare needs in the decision to enroll their child. Findings from the parent, student and school staff surveys indicate that the programs offer and students participate in activities that fulfill parents' needs for help with school work and enrichment opportunities. As the program has evolved, both parents and school staff have placed higher expectations on the program for incorporating direct academic linkages including the incorporation of academic standards. As expectations have risen, according to stakeholders, so has program quality.

Quantitative Methods

Student Achievement Outcomes

In order to form a broad picture of student achievement, Public *Works*, Inc. examined a battery of student achievement measures including standardized test data, attendance data and supplemental academic assessment data. As Table 2.4 illustrates, the regular school day attendance data and standardized test data have been provided by since 2000. In 2003, all PUSD students in grades 2-11 also took the California Standards Test. These data are available for both PasadenaLEARNs participants and non-participants.

Table 2.4: Summary of Student achievement indicators

	Data Available	
	PasadenaLEARNs Participants	Non-participants at PasadenaLEARNs Sites
Attendance		
Regular School Day Attendance	✓	✓
PasadenaLEARNs Program Attendance	✓	
Standardized Test Data		
CAT-6 Math and Reading	✓	✓
California Standards Test Math and English	✓	✓
Language Arts		
Supplemental Indicators		
Student Performance Log	✓	

Public *Works*, Inc. also examined two additional indicators that were administered only to PasadenaLEARNs participants. As would be expected, after-school program attendance data were available only for students who participated in the program. The remaining supplemental indicator was the Student Performance Log (a tool used to document student academic performance and behaviors in the classroom). Unlike the CAT-6 which is administered once per academic year, the Student Performance Log allowed Public *Works*, Inc. to measure progress from the beginning to the end of the academic year and fulfill the state and federal reporting requirements.

As Table 2.5 demonstrates, even though kindergarteners and 1st grade students participated in the program, achievement data were only gathered on students in grades 2-8. Because students begin taking the CAT-6 and California Standards Test in the 2nd grade, PUSD did not provide data for Kindergarten or 1st grade students.

Table 2.5: List of 2002-2003 Achievement Indicators Included by Grade Level

Achievement Indicator	Grade							
	2	3	4	5	6	7	8	
Program Attendance	✓	✓	✓	✓	✓	✓	✓	
Regular School Day Attendance	✓	✓	✓	✓	✓	✓	✓	
CAT-6 Math and Reading	✓	✓	✓	✓	✓	✓	✓	
California Standards Test Math and English language arts	✓	✓	✓	✓	✓	✓	✓	
Student Performance Log	✓	✓	✓	✓	✓			

All of the outcome analyses reported are descriptive. Descriptive analyses provide information about student achievement, including comparisons between PasadenaLEARNs frequent participants and students not involved in after-school programming. In conjunction with the PasadenaLEARNs director and PUSD, Public Works, Inc. decided to focus participant analysis only on students who attended the program at least 66% of the time in 2002-2003. While descriptive analyses provide much information, they do not allow direct inferences to be drawn establishing the link between after-school participation and achievement. Inferential statistical analyses would be needed to establish the impact of PasadenaLEARNs on achievement controlling for factors known to play a role in shaping achievement (such as socioeconomic status and grade level).

Section IV first presents a picture of the characteristics of students who participate in PasadenaLEARNs followed descriptive findings for all of the achievement indicators included in this evaluation. All disaggregated findings from the descriptive analyses can be found in Appendix E.

Typology of Achievement Indicators

This section of the report defines the achievement indicators collected and analyzed as part of the evaluation, including information on how data for each indicator will be reported.

Program Attendance

Program attendance is defined as the number of days student participants attended PasadenaLEARNs in 2002-2003 divided by the total number of days the program was offered (180) during the regular program year.¹⁴

When describing student characteristics, comparisons are made among the three groups described in Table 2.6. However, in the analysis of student outcomes focuses on frequent participants and non-participants. Examining the frequency of after-school program attendance or “dosage” of after-school participation is important insofar as one might expect to see the strongest correlation between after-school participation and improved student achievement among those students who have most consistently participated in PasadenaLEARNs.

¹⁴ While many sites conducted after-school programs during school holidays including the summer, this evaluation examines program attendance for only days in which school was in session.

Table 2.6: Definitions of PasadenaLEARNs Participation

Term	Definition
Participant	A student who participated in PasadenaLEARNs in the 2002-2003 academic year.
Frequent Participant	A student who participates in PasadenaLEARNs for at least 67% of the time (120 days for elementary schools and 72 for middle) during 2002-2003.
Non-participant	A student at a PasadenaLEARNs school that has never participated in PasadenaLEARNs.

Regular School Day Attendance

Regular school day attendance is reported as the number of days attended and as a percentage calculated from a possible 180 days. While the baseline year was 1999-2000, only seven of the 19 sites in 2002-2003 served students. By 2000-2001, 15 sites were serving students through PasadenaLEARNs. As a result the 2000-2001 sample was a more representative sample and will therefore be the first point of comparison in this report. Moreover, rates were compared between all participants, frequent participants (attended program 66.7% or more) and non-participants at PasadenaLEARNs schools.

STAR

The next two forms of assessments are components of the California Department of Education’s Standardized Testing and Reporting (STAR) testing system. STAR is the system used to rank all K-12 public schools in California. It currently includes the California Achievement Test (CAT-6), the California Standards Test (a subset of the CAT-6), the California High School Exit Exam (CAHSEE), and the Academic Performance Index (API). The report focuses only on the CAT-6 and CST.

CAT-6

The California Achievement Test (CAT-6) was administered to PUSD students in grades 2-11 in May 2003. The CAT-6 is a norm-referenced multiple choice standardized test. It is published by Educational Testing Services (ETS) and governed by the State Board of Education and the California Education Code. The State approved a three-year contract for CAT-6 which was administered for the first time in 2003, replacing the Stanford Achievement Test (9th Edition) (SAT-9).

While the CAT-6 and SAT-9 are both standardized tests, they are not comparable for several reasons. The CAT-6 has fewer norm-referenced questions than the SAT-9. Moreover, The CAT-6 also has a single test combining Reading and Language (now termed English Language Arts) and a single Math test (no longer separate for Math Procedures and Math Problem Solving).

In looking at the CAT-6 data, this study reports achievement in terms the percentage of students who performed at or above the 50th percentile compared against the percentage of students who performed below this level. When looking at data from norm-referenced, standardized tests like the CAT-6, an assumption is

made that student achievement resembles a normal (bell) curve, with the majority of scores falling in the center and then spread equally on both sides of the average or “mean” score. In other words, student performance is judged in relationship to a representative sample of students (the “norm group”) whose performance falls both above and below an average achievement statistic. Very often, standardized scores are presented as percentile ranks which express the percentage of scores in the norm group that fall below a particular score of a student, grade level or school. In the case of the CAT-6 a student who performs at the 50th percentile performs at average, or within grade level in comparison to other students. Therefore, by framing the discussion with a focus on the percentage of students who performed at or above the 50th percentile, we are discussing the percentage of students who performed at or above average for their grade level.

California Standards Test

The California Standards Test (CST) was administered to PUSD students in grades 2-11 in May 2003. The assessments were scored by the Standardized Testing and Reporting Program (STAR), a state program.

The purpose of the CST is to assess students’ performance in relation to the California Academic Content Standards. These standards, adopted by the State Board of Education, are grade and content specific and outline what children in California are expected to know and do.¹⁵ Based on their performance, students are assigned one of the following five proficiency levels: Advanced, Proficient, Basic, Below Basic and Far Below Basic. A student who performs at or above the Proficient level is considered to have met the State standards.

The proficiency levels are derived from defining intervals for the scaled CST scores a student achieves on the CST. Tables 2.7 and 2.8 illustrated how the scaled scores correlated to the proficiency levels. Generally speaking, a scaled score of 350 or more indicates that a student has performed at or above proficient. This report will focus primarily on the analysis of proficiency levels with special attention to the percentage of students who meet and do not meet the benchmark level of Proficient.

¹⁵ Source: California Department of Education

Table 2.7: Scaled Score Ranges for Performance Standards, English Language Arts

CST English Language Arts ¹⁶					
Grade	Far Below				
	Basic	Below Basic	Basic	Proficient	Advanced
2	≤ 261	262-299	300-349	350-401	≥ 402
3	≤ 258	259-299	300-349	350-401	≥ 402
4	≤ 268	269-299	300-349	350-392	≥ 393
5	≤ 270	271-299	300-349	350-394	≥ 395
6	≤ 267	268-299	300-349	350-393	≥ 394
7	≤ 262	263-299	300-349	350-400	≥ 401
8	≤ 265	266-299	300-349	350-394	≥ 395

Table 2.8: Scaled Score Ranges for Performance Standards, Math

Math					
Grade	Far Below				
	Basic	Below Basic	Basic	Proficient	Advanced ¹⁷
2	≤ 235	236-299	300-349	350-413	≥ 414
3	≤ 235	236-299	300-349	350-413	≥ 414
4	≤ 244	245-299	300-349	350-400	≥ 401
5	≤ 247	248-299	300-349	350-429	≥ 430
6	≤ 252	253-299	300-349	350-414	≥ 415
7	≤ 256	257-299	300-349	350-413	≥ 414
8-General Mathematics ¹⁸	≤ 256	257-299	300-349	350-413	≥ 414
Algebra I	≤ 252	253-299	300-349	350-427	≥ 428

In 2001, some groups of students took the CST in PUSD, however, 2002 marked the first year all students were required to take the exam. For this reason, 2002 was also the first year that PUSD was able to provide Public Works, Inc. with student-level data on the indicator. This report descriptively compares 2002 and 2003 CST results in English Language Arts and Mathematics.

Student Performance Log

Student Performance Logs were completed twice during the 2002-2003 school year. Teachers of participating students in grades 2-6 completed the log at the end of the first and fourth program sessions (November 2002 and June 2003). The Performance Log was developed by Public Works, Inc. to measure after-school program participants' performance on homework, leadership development, behavior, literacy and mathematics achievement. Teachers rated each item on a scale of 1-4 with "4" being the most positive to indicate the level at which the student was performing. Please refer to Appendix D for a copy of the instrument.

¹⁶ The information in this table and the table on CST math scaled score ranges for performance standards were provided by the California Department of Education Standards and Assessment Division.

¹⁷ On the CST, the minimum score is a 150 while the maximum possible scaled score is a 600.

¹⁸ The General Mathematics Standards Test assesses 8th and 9th grade students' knowledge of California's 6th-7th grade Mathematics Academic Content Standards. Students who are not yet in algebra I or who are taking the first year of a two-year algebra I course take this test. Source: CDE, Standards and Assessment Division.

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For reporting purposes, scale items “3” and “4” were collapsed for each Performance Log item to create a general “agreement” variable. When items from the Performance Logs are discussed in a positive manner, (for example if a participant were to complete their homework 75% of the time or more), it means that students scored a “3” or a “4” on the four-point scale.

Although the Performance Log was administered twice in 2002-2003, the findings from the first administration in late Fall 2002 and the second administration in late Spring 2003 were very similar. For this reason, only the findings from the final administration in Spring 2003 are presented in this report. Appendix E lists all of the frequency data for the Student Performance Log.

Data Reported to the CDE and U.S. Department of Education

PUSD is required to report information on after-school participants to both the state and federal governments. These reporting requirements are different from the data included in Section IV of this evaluation report because the state and federal evaluations have their own definitions of who to include and how to report data for these after-school participants. These are described below.

Because the CAT-6 replaced the SAT-9 from 2002 to 2003, PasadenaLEARNs did not have to report standardized testing results in the 2002-2003 Federal Annual Performance Report.

State evaluation requirements ask for the submission of student-level information for all after-school participants with at least two years of data linked to school day attendance, or CST math scores or CST reading scores. Public *Works, Inc.* completed a CDE-designed Excel spreadsheet for each site receiving funding that included this information along with the demographic characteristics of each after-school participant. The California Department of Education did not require any further analyses of achievement data.

In addition, as part of a state re-certification process for the second cohort of three PasadenaLEARNs schools re-applying for grant funding, Public *Works, Inc.* provided data on the percentage of participants who performed at each CST proficiency level in English Language Arts and Math in 2002 and 2003. Public *Works, Inc.* also provided data on the percentage of participants at the three recertification sites that increased their regular school day attendance from 2001-2002 to 2002-2003 and the percentage who attended school at least 95% of the time in the 2002-2003 school year. These statistics are included in Appendix G.

Organization of Evaluation Findings

Student outcomes are the focus of Sections III. Section III describes the PasadenaLEARNs participants and their achievement levels compared to non-participants. Section IV presents a summary of the implementation findings from the site visits and survey results. Conclusions and recommendations derived from the 2002-2003 evaluation provide a capstone for the report. Multiple appendices that address each of the evaluation methods are included at the back of the report.

III. Student Outcomes

This section of the report provides a picture of the characteristics of students who attend PasadenaLEARNs. The descriptive findings on the achievement of frequent PasadenaLEARNs participants and non-participants are also provided. Findings related to English Language Arts are presented first, followed by findings related to student achievement in Mathematics, student attendance and teacher reported data on student classroom performance and behavior.

Where appropriate, comparisons are made between two groups of students:

1. *Frequent participants* are a subgroup of the all participants group who attended the program at least 67% of the time in 2002-2003; and
2. *Non-participants* define all students at the PasadenaLEARNs school who have never participated in PasadenaLEARNs since the program's inception in 1999-2000.

This report focuses on the achievement of frequent participants compared to non-participants in grades 2-8th. For the 2002-2003 PasadenaLEARNs evaluation, Public Works, Inc. analyzed four types of student achievement indicators:

1. California Standards Test; English Language Arts and Math,
2. CAT-6; English Language Arts and Math,
3. Regular school day attendance, and
4. Student Performance Logs.

While each of the outcomes measures we analyzed are comprehensively described in the Methodology (Section II) of this report, Table 3.1 and the following descriptions provide a brief review of each of the four indicators.

California Standards Test (CST)

All PUSD students in grades 2-11 took the CST in May 2003. Students in grades 2-8 took both an English Language Arts and a Math component. The purpose of the CST is to assess students' performance in relation to the California Content Standards. Student performance is reported by one of five categorical levels: Advanced, Proficient, Basic, Below Basic and Far Below Basic. A student who scores at the level of Proficient or Advanced is said to have met the California State Standards for their grade level. The goal in California is for all students to meet or surpass Proficient at each grade level. Two years of CST data (2002 and 2003) were available for PUSD students.

CAT-6

All PUSD students in grade 2-11 took the CAT-6 in May 2003. Students in grades 2-8 took both an English Language Arts and a Math component. The CAT-6 is a norm-referenced multiple-choice standardized test. Scores on the CAT-6 are

reported as a percentile rank ranging from 1-99. Because the CAT-6 is norm-referenced, scores from students in California can be compared to students who took the same test across the United States. A student who scores at the 50th percentile is said to have performed at grade level in the area. For this reason, we analyzed the CAT-6 in this report as a comparison of students who performed at or above the 50th percentile (average and above) to students who performed below the 50th percentile (below average).

Regular School Day Attendance

Regular school day attendance is reported as the number of days attended and as a percentage calculated from a possible 180 days. This report compares regular school day attendance for 2000-2001, 2001-2002 and 2002-2003.

Student Performance Log

Teachers of PasadenaLEARNs participants completed Student Performance Logs twice in 2002-2003. Developed by Public Works, Inc., the purpose of the Student Performance Log is to measure after-school participants’ performance on homework, math, literacy and behavior. Teachers rated each item on a four-point scale. Because the findings for each of the administrations in 2002-2003 were similar, only the most recent findings (Spring 2003) are reported here.

Table 3.1: Student Achievement Indicators¹⁹

Indicator	Grade Levels	Available	Scoring
CST, English Language Arts and Math	2-8	All students	Advanced, Proficient, Basic, Below Basic and Far Below Basic
CAT-6, English Language Arts and Math	2-8	All students	1-99 percentile
School Day Attendance	2-8	All students	Average and percentage rate out of 180 days
Student Performance Log	2-6	PasadenaLEARNs Participants	Rating of 1-4 by item

All of the outcomes analyses reported are descriptive. While descriptive analysis provides us with information about student achievement and allow us to compare groups, they do not allow us to make direct connections between after-school participation and achievement. For example, descriptive findings show how PasadenaLEARNs participants compare to non-participants on the CAT-6. However, this type of analysis does not allow us to make causal inferences about the relationship between participating (or not participating) in PasadenaLEARNs and student achievement because other factors could be contributing such as school day teacher knowledge and experience. However, a descriptive analysis does provide

¹⁹ When grade level trends are displayed and discussed, 6th grade participants and non-participants are disaggregated into 6th grade elementary students and 6th grade middle school students. In PUSD and in PasadenaLEARNs, 6th grade students are served by *both* elementary and middle schools.

indicators and trend information on how PasadenaLEARNs potentially effect a group of students with participation being the only common factor.

Characteristics of PasadenaLEARNs Participants

Students who participated in PasadenaLEARNs in 2002-2003 represented 16 elementary and three middle schools. On average, approximately 35% of students at these 19 schools participated in PasadenaLEARNs in 2002-2003 (Table 3.2). This is a slight increase over the average 31% who participated in 2001-2002. Consistent with previous years, smaller schools had a higher proportion of after-school participants. Two of the three middle schools also had a higher percentage of the student body who participated. In terms of overall PasadenaLEARNs population, middle school students comprise approximately one-quarter (23%) of all PasadenaLEARNs participants. The *number* of middle school students participating in after-school programming is higher than that of any individual elementary school by virtue of the fact that middle schools enroll larger numbers of students than elementary schools.

Table 3.2: After-school Participants by School, 2002-2003

School	# of Participants	% of Overall LEARNs Program	% of Student Enrollment at the School
Altadena ES	136	4%	34%
Burbank ES	156	5%	38%
Cleveland ES	118	4%	43%
Edison ES	121	4%	54%
Field ES	118	4%	23%
Franklin ES	157	5%	47%
Hamilton ES	174	5%	35%
Jackson ES	188	6%	38%
Loma Alta ES	110	3%	32%
Longfellow ES	183	5%	28%
Madison ES	242	7%	39%
Roosevelt ES	112	3%	39%
San Rafael ES	195	6%	53%
Washington ES	194	6%	30%
Webster ES	199	6%	39%
Willard ES	179	5%	32%
Eliot MS	103	3%	11%
Washington MS	248	7%	38%
Wilson MS	430	13%	40%
Total	3363	100%	35%

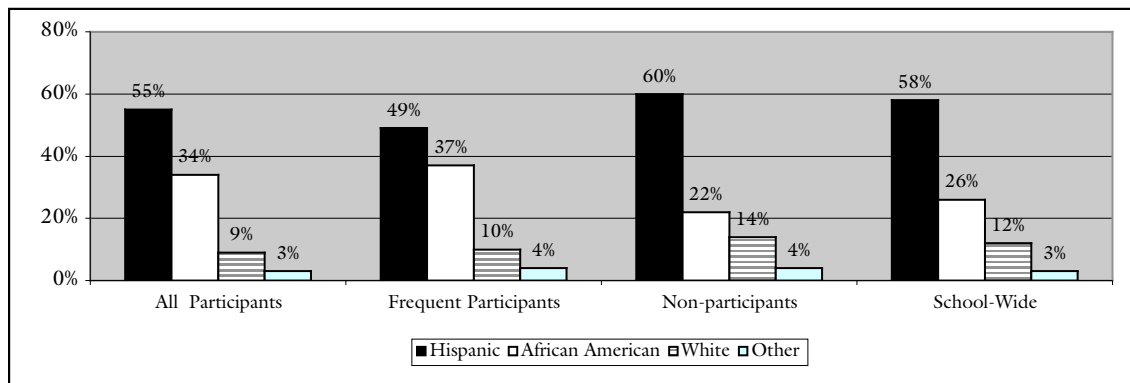
As illustrated in Table 3.3, there was a fairly even distribution of after-school participation by grade level across elementary grades. While this trend is generally consistent across years, sixth grade elementary participants comprised a slightly higher percentage of the overall sample in 2002-2003 (5%) than in 2001-2002 (3%), while the opposite was true of eighth grade participants (9% in 2002-2003 compared with 15% in 2001-2002).

Table 3.3: After-school Participants by Grade Level, 2002-2003

Grade	# of Participants	% of Overall PUSD LEARNs Program
Kindergarten	160	5%
1 st	503	15%
2 nd	395	12%
3 rd	471	14%
4 th	467	14%
5 th	417	12%
6 th Elementary	169	5%
6 th Middle	183	8%
7 th	284	8%
8 th	314	9%
Total	3363	100%

Information on the demographic characteristics of PasadenaLEARNs participants were provided by PUSD for students in grades 2 through 8 only (i.e., those for whom test data was reported). Even as PasadenaLEARNs has expanded to incorporate more sites within the district, trends in the characteristics of participants and non-participants have remained stable over the last four years. As shown in Figure 3.1, more than half of all students at the 19 sites were Hispanic (58%) followed by African American (26%). This trend was similar for participants and frequent participants. However, as Figure 3.1 demonstrates, when compared with the percentage of African American students overall (26%), a significantly higher percentage of PasadenaLEARNs participants were African American (34%). In other words, African American students were over-represented in PasadenaLEARNs. The trend was even more pronounced among the sub-group of frequent participants (37%).

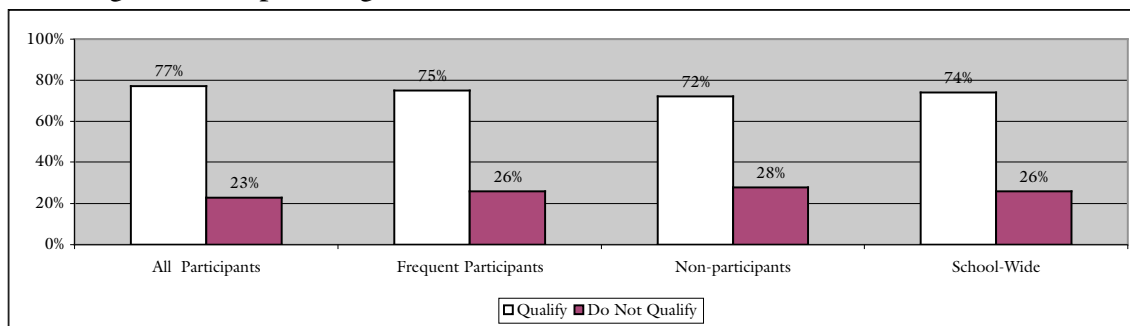
Figure 3.1: Students at PasadenaLEARNs schools by ethnicity, 2002-2003



Most students qualified as low socioeconomic status (Figure 3.2). Seventy-seven percent of all PasadenaLEARNs participants and 75% of frequent participants qualified for the Federal Free and Reduced Meal Program compared to 72% of non-participants at these schools. When elementary and middle school students were examined separately, there were no significant differences in the percentage of elementary and middle school frequent participants who were of socio-economic status. However, among non-participants, a greater percentage of elementary

students (76%) participated in the lunch program compared with middle school students. Research has demonstrated that as a student’s education level increases (from elementary to middle school for example), the rate of participation decreases. Thus, the percentage of middle school students who actually qualify for the program is most likely higher than the percentage reported among both frequent participants and non-participants.

Figure 3.2: Percentage of students who qualified for the Federal Free and Reduced Meal Program versus percentage who did not in 2002-2003

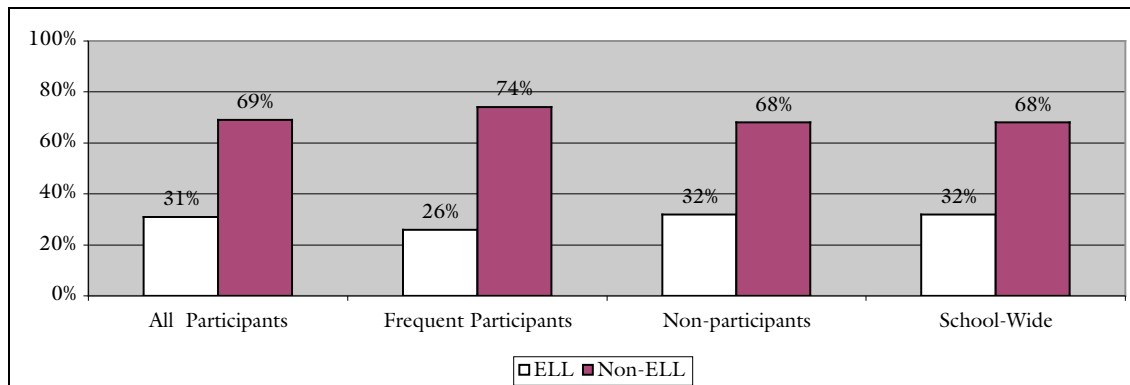


One of the major PasadenaLEARNs funding streams, the LACOE ASEP, provides after-school program funds specifically for students from CalWORKs families. CalWORKs is a welfare reform program and for this reason, students from CalWORKs families represent the poorest of low socioeconomic students. School-wide, at the 13 elementary sites with LACOE ASEP funding, 23% of students at were CalWORKs. However, among frequent participants, 26% were identified as CalWORKs. Thus, as would be expected, PasadenaLEARNs serves a disproportionately high number of very low income students.²⁰

In addition, 31% of all PasadenaLEARNs participants were designated English Language Learners (ELL), a proportion comparable to the percentage of non-participant ELL students at the 19 PasadenaLEARNs schools (32%). Compared with non-participants however, a statistically significant lower percentage of frequent participants (26%) were ELL (Figure 3.3).

²⁰ School-wide data were provided by the California Department of Education (www.cde.ca.gov). Information on frequent participants was gathered from the PasadenaLEARNs district office. Because Public Works, Inc. could not obtain student level data on non-participants, no further analysis could be conducted.

Figure: 3.3: Percentage of students who were ELL versus percentage who were not in 2002-2003



Similar to the racial/ethnic background of students in PUSD, English language proficiency and socioeconomic status have also remained stable over the last four years.

Returning Participants

Thirty-five percent of the students who participated in the program in 2002-2003 also participated in the previous year (2001-2002).²¹ While this percentage is 5% lower than in 2001-2002, the decrease can be explained by the expansion of three of the PasadenaLEARNs programs in the 2002-2003 school year. With additional funds, these sites were able to serve a greater population of students in 2002-2003 than in 2001-2002 thus increasing the number of students who were new to the program in 2002-2003.

Participants at Roosevelt, Willard and Cleveland were considerably more likely to return to the program than participants at the other elementary sites. Table 3.4 illustrates other school-level differences. While returning participants were slightly more likely to qualify for the Federal Free and Reduced Meal Program than participants who were new to the program in 2002-2003, (79% compared with 75%), there were no other notable differences in the characteristics of returning and new participants.

²¹ This percentage was calculated using only participants who were eligible to have participated in 2001-2002. Thus, participants who attended Burbank and Eliot in 2002-2003 were removed (because the program did not exist in 2001-2002) as were participants who were kindergarteners in 2002-2003.

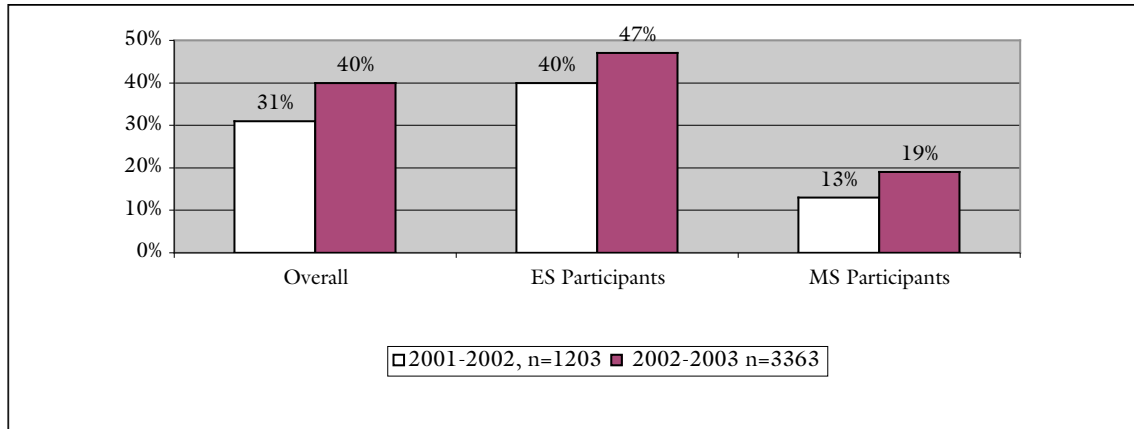
Table 3.4: After-school participants (new and returnees) by site

Site	Percent (%) Returner	Percent (%) New
Altadena ES	38%	63%
Burbank ES	--	--
Cleveland ES	46%	54%
Edison ES	42%	58%
Field ES	10%	90%
Franklin ES	44%	56%
Hamilton ES	26%	74%
Jackson ES	42%	58%
Loma Alta ES	37%	63%
Longfellow ES	38%	62%
Madison ES	38%	62%
Roosevelt ES	56%	44%
San Rafael ES	42%	58%
Washington ES	32%	68%
Webster ES	33%	67%
Willard ES	48%	52%
Eliot MS	--	--
Washington MS	39%	61%
Wilson MS	34%	66%
Overall	35%	65%

Program Attendance

Overall, after-school participants attended the program 47% of the time in 2002-2003, an average of 85 out of 180 days. Compared with average program attendance in 2001-2002 (73 days), participants in 2002-2003 attended the program 6% more often. As Figure 3.4 demonstrates, the percentage of participants who attended the program frequently also increased from 31% in 2001-2002 to 40% in 2002-2003.

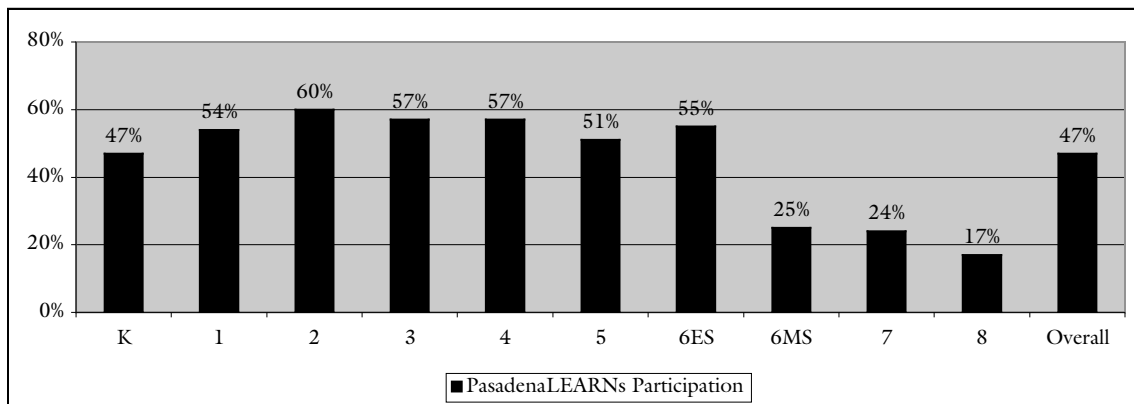
Figure 3.4: Percentage of students who were frequent participants in 2001-2002 compared to 2002-2003



As would be expected, elementary participants attended the program more often on average than middle school students in 2002-2003 (Figure 3.5). Middle school students are required to participate in the program a minimum of *three* days per week while elementary participants are required to attend *five* days per week.²² This trend has been consistent across years. While there was an increase in the percentage of students who were frequent participants from 2001-2002 to 2002-2003 at each level, significant differences between participation rates between elementary and middle school students persist.

Students in 1st through 4th grades had the highest program attendance rates while the attendance rates of upper grade elementary and middle school students were considerably lower. Nearly half (47%) of elementary school participants went to the program frequently in 2002-2003, compared with 19% of middle school participants.

Figure 3.5: 2002-2003 PasadenaLEARNs participation rate by grade level (n=3,363)



²² These requirements are based on the State After School Education and Safety Program grant guidelines.

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When individual school sites were compared (Table 3.5), the percentage of participants who attended on a frequent basis ranged from 8% to 72% by site. The majority (at least 51%) of participants at eight of the 19 sites were frequent participants.

Table 3.5: Average number of days attended by school in 2002-2003 with percentage of frequent participants in 2002-2003 and 2001-2002 at each site in descending order for percentage of frequent participants

School	N	Average # Days in 02-03	% of participants who were frequent participants in 02-03	% of participants who were frequent participants in 01-02
Edison ES	121	137	72	0
Roosevelt ES	112	131	66	58
Altadena ES	136	124	65	56
Loma Alta ES	110	124	62	31
Field ES	118	115	59	0
Willard ES	179	115	58	35
Longfellow ES	183	101	53	52
Burbank ES*	156	106	51	NA
Franklin ES	157	100	43	48
Hamilton ES	174	88	43	24
Cleveland ES	118	102	42	41
Washington ES	194	76	28	25
Webster ES	199	89	42	40
Jackson ES	188	79	36	37
Washington ES	194	76	28	25
Madison ES	242	75	32	47
San Rafael ES	195	85	32	22
Eliot MS*	103	62	40	NA
Wilson MS	430	38	20	17
Washington MS	248	28	9	5

*There were no frequent participants at these sites because these were new programs in 2002-2003.

Consistent with findings from previous years, African American participants attended the program more often (88 days) than either Hispanic participants (79 days) or White participants (82 days). As a result, a significantly greater percentage of African American students were frequent participants than either White or Hispanic participants. This pattern was generally consistent across sites regardless of the African American percentage of the overall population.

While there was not a difference in program attendance rates between participants who were eligible for the Federal Free and Reduced Meal program and those who were not, non-ELL students (85 days) attended the program an average of 8 more days than ELL students (77 days). Refer to Appendix E for program attendance by demographic characteristics.

Returning participants (102 days) attended the program an average of 26 more days than students who were new to the program (76 days) in 2002-2003. In addition, over half (52%) of returning participants were also frequent participants while a third (33%) of new participants attended the program on a frequent basis.

Summary of the PasadenaLEARNs participant

Based on the background characteristics of the students who attended PasadenaLEARNs in 2002-2003 we can describe a PasadenaLEARNs participant. A PasadenaLEARNs participant was most likely to be in grades 1-4. Moreover, a participant was most likely to be Hispanic, however, there was a higher representation of African American students in PasadenaLEARNs than the schools at large. In 2002-2003, the average PasadenaLEARNs participant was English proficient and of low socioeconomic status.

Frequent Participants

Public Works, Inc. focused on students who attended PasadenaLEARNs on a frequent basis (67%) in 2002-2003 for the outcomes portion of the evaluation. In 2002-2003, 40% of students who participated in PasadenaLEARNs went to the program on a frequent basis. Because student outcomes are compared between frequent participants and non-participants it is important to draw-out the similarities and differences in the background characteristics of these two groups of students.

The largest percentage of both frequent participants (49%) and non participants (60%) were Hispanic, followed by African American (frequent participants, 37%, non-participants, 26%). However, compared with their representation school-wide African American students were over-represented while Hispanic students were under-represented in PasadenaLEARNs. Moreover, significantly fewer frequent PasadenaLEARNs participants were English Language Learners (26%) compared with non-participants (32%). The vast majority of both groups were of low socioeconomic status as defined by participation in the Federal Free and Reduced Meal Program. However, when socio-economic status was further examined, a higher percentage of frequent participants are from participating CalWORKs²³ families (26%) compared with the school-wide average of PasadenaLEARNs sites (21%).²⁴ Thus, when compared with the school-wide trend, a higher percentage of frequent participants were among the poorest of poor students.

²³ Created in 1997 through the Welfare to Work Act of 1997, CalWORKs is a welfare reform program.

²⁴ The school-wide averages were provided by the California Department of Education (www.cde.ca.gov) and represent only the 13 elementary sites with LACOE ASEP funding. Data on frequent participants were derived through LACOE ASEP invoices. To participate in LACOE ASEP, a student must be CalWORKs certified. LACOE ASEP is targeted toward elementary students. For this reason, the averages for the school and frequent participants were calculated to include only the 13 elementary sites with LACOE ASEP funds.

Student Achievement Outcomes

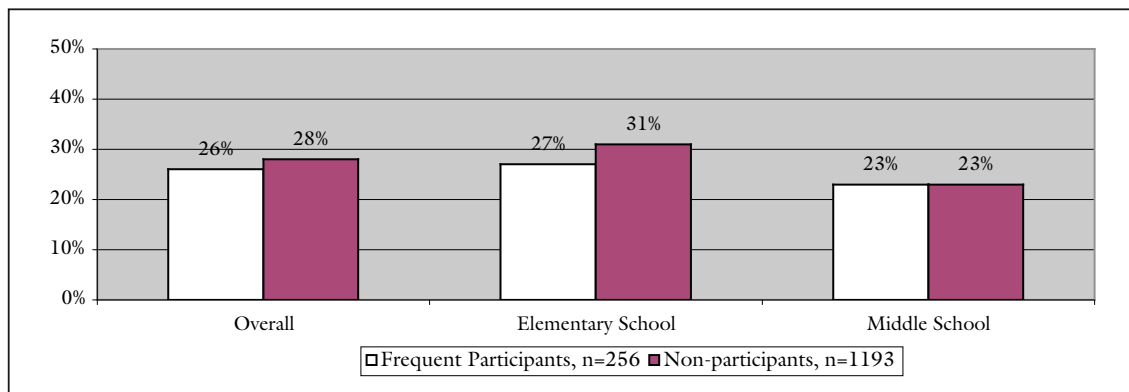
One of the central program goals of PasadenaLEARNs is to improve student achievement. In order to measure the extent to which PasadenaLEARNs is achieving this goal, Public Works, Inc. examined a battery of student outcomes indicators. Public Works, Inc. focused on frequent participants and non-participants for the analyses of student achievement. A *frequent participant* was a PasadenaLEARNs participant who attended the program at least 67% of the time in 2002-2003 while a *non-participant* was any student at a PasadenaLEARNs school who never participated in the after-school program.

Reading/ English Language Arts Achievement

California Standards Test

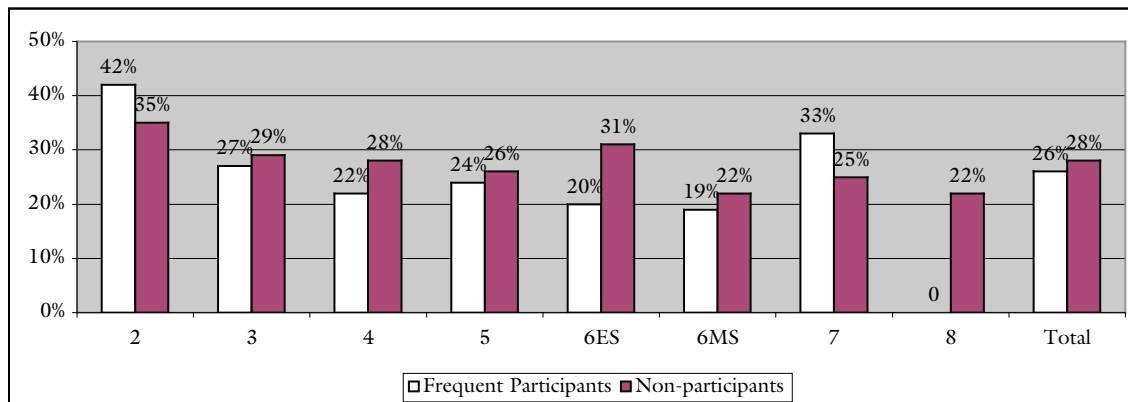
Twenty-six percent of frequent participants and 28% of non-participants met the California Content Standards for English Language Arts in 2003. In general, elementary students were more likely than middle school students to have met the California Content Standard in English Language Arts in 2003 (Figure 3.6). Twenty seven percent of elementary and 23% of middle school participants performed at or above proficient compared with 31% and 23% respectively of non-participants.

Figure 3.6: Percentage of students who performed at or above proficient on 2003 CST English Language Arts by participation level



When findings were examined by grade level, the percentage of students (both frequent participants and non-participants) who scored at or above Proficient generally decreased as grade level increased (Figure 3.7). There were no significant differences in the percentage of students who met the English Language Arts standards between frequent participants and non-participants by grade level.

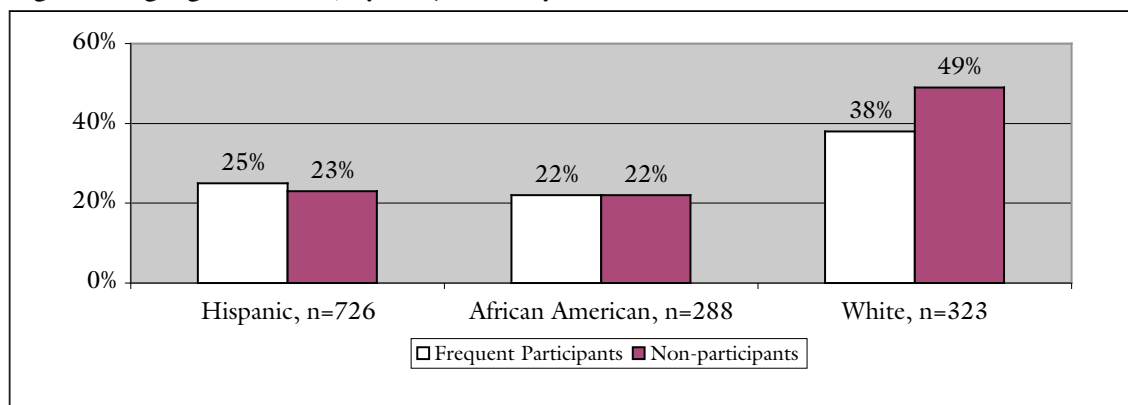
Figure 3.7: Percentage of students who performed at or above proficient on CST English Language Arts in 2003* by grade level (n=256)



*The number of 8th grade frequent participants was too small to report as a single grade level.

Consistent with the overall findings, there were no significant differences in the percentage of students who scored at or above proficient in English Language Arts by race or ethnicity between frequent participants and non-frequent participants (Figure 3.8).

Figure 3.8: Percentage of students who scored at or above Proficient on 2003 English Language Arts CST, by race/ethnicity



Almost all (94%) of English Language Learners were Hispanic, for this reason, Public Works, Inc focused specifically on ELL students who are Hispanic. With a closer look at ELL and Non-ELL students, an interesting trend emerged. Hispanic frequent participants who were English Language Learners were significantly more likely to perform at or above Proficient in English Language Arts (17%) than Hispanic ELL non-participants (11%). However, when non-ELL frequent participants were compared to non-ELL non-participants, there were no differences.

Most students (both frequent participants and non-participants) were of low socio-economic status. Consistent with the overall findings, there were not differences between the groups.

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While about one-quarter of frequent participants and non-participants met the State standards in 2003, the largest percentage of elementary students performed at the Basic level of proficiency for their grade level. In other words, the largest cohort across frequent participants and non-participants performed one level below proficient if they were elementary students. However, middle school students (both frequent participants and non-participants) were more likely to perform at the lowest two levels.

Figure 3.9: Distribution of elementary students across CST English Language Arts performance levels, 2003

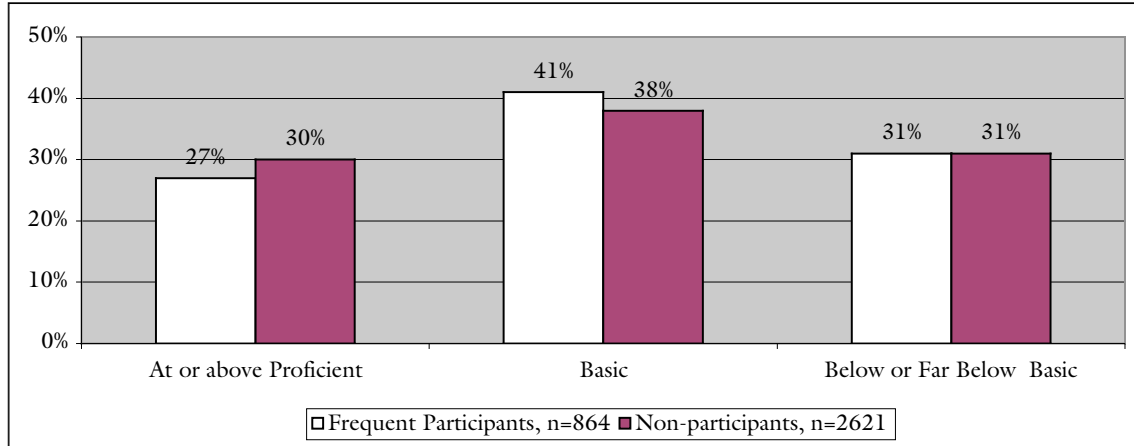
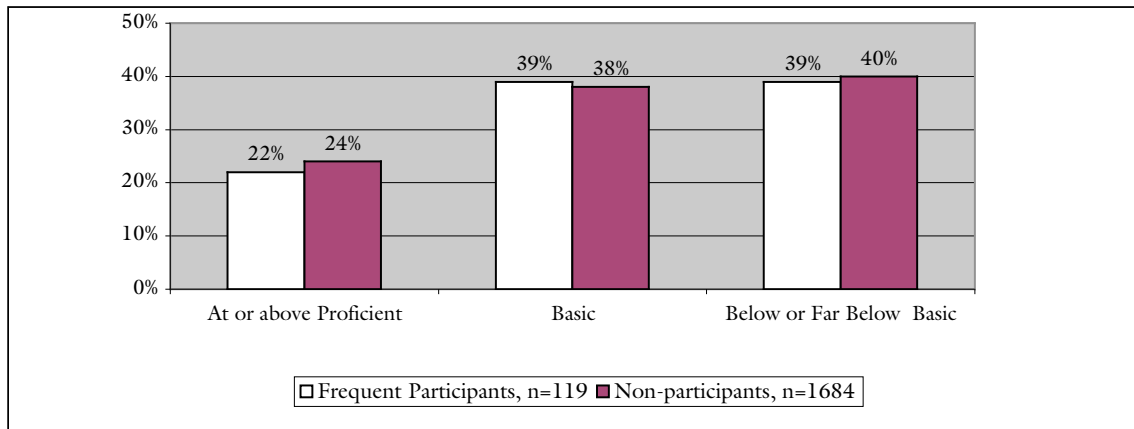


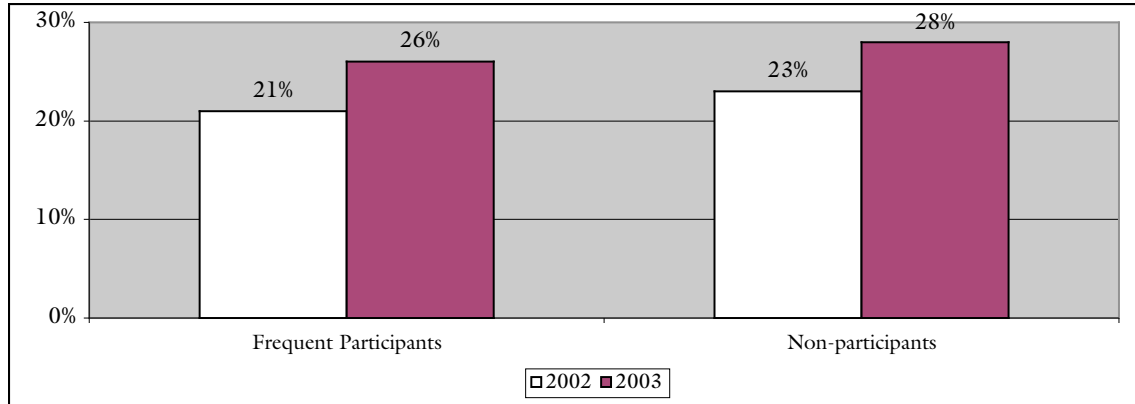
Figure 3.10: Distribution of middle students across CST English Language Arts performance levels, 2003



Gain from 2002 to 2003

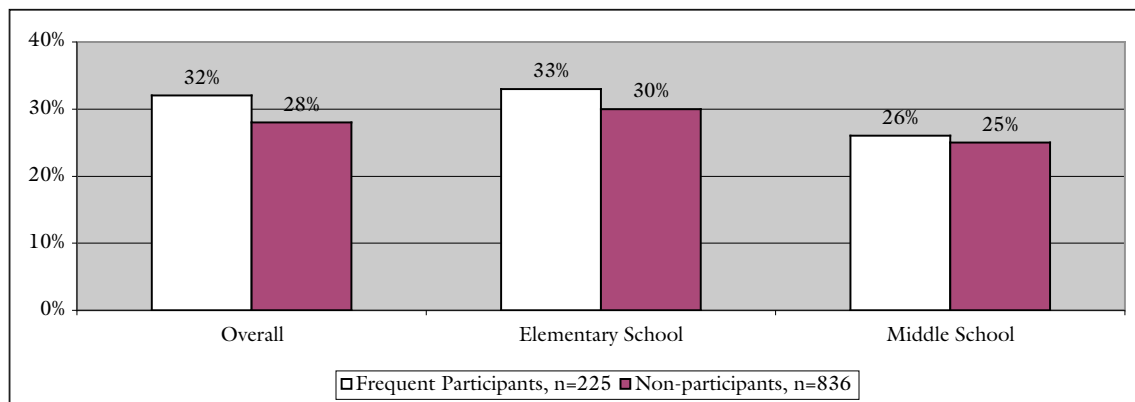
The percentage of frequent participants and non-participants who met the California English Language Arts Content Standards increased significantly from 2002 to 2003 (Figure 3.11).

Figure 3.11: Percentage of students who performed at or above proficient in 2002 and 2003



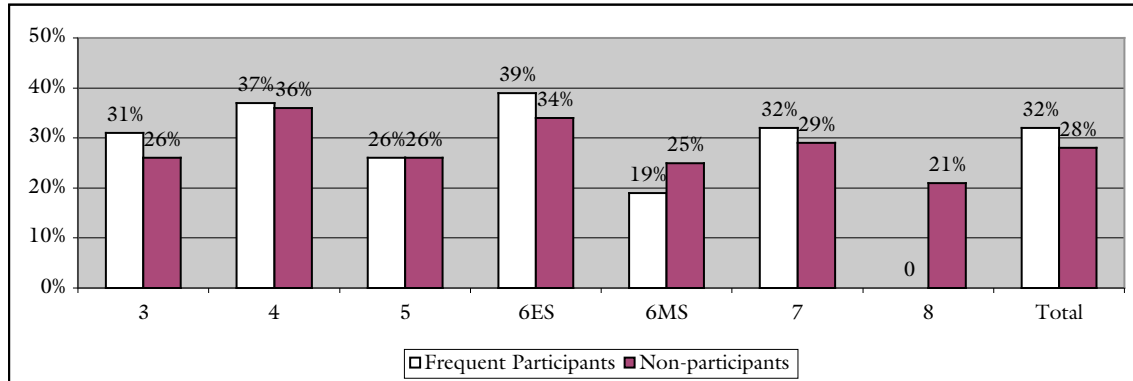
In addition to making significant gains among the percentage of students at or above Proficient from 2002 to 2003, frequent participants and non-participants made significant overall gains. In fact, a greater percentage of frequent participants gained at least one achievement level. When comparing across schools, the percentage of frequent participants who made gains was greater than the percentage of non-frequent participants at 13 of the 19 sites. The percentage of elementary students who made gains ranged from 21% to 50% across schools among frequent participants and 22% to 40% among non-participants. Refer to Appendix D for school level results.

Figure 3.12: Percentage of students who gained at least one CST level in English Language Arts from 2002 to 2003



As Figure 3.13 demonstrates, the highest percentage of students who gained were in the 4th grade and 6th grade elementary in 2003 (making them 3rd and 5th graders in 2002). Sixth grade middle school students were the group with the smallest percentage of students who gained a level.

Figure 3.13: Percentage of students who increased at least one proficiency level from 2002 to 2003, by grade level*



*The number of 8th grade frequent participants was too small to report as a single grade level.

A slightly greater percentage of Hispanic students gained at least one proficiency level from 2002 to 2003 than either White or African American students. This was true whether or not a student participated in PasadenaLEARNs. Interestingly, a greater percentage of ELL students made gains than non-ELL students among both frequent participants and non-participants. Moreover, a greater percentage of students of low socioeconomic status made gains than students who were not.

Prompted by the finding that some of the sub-groups, such as ELL and students of low socioeconomic status made greater gains from 2002 to 2003 despite lower overall levels of achievement, Public Works, Inc. took a closer look at *where* students made the most gains. As Tables 3.6 and 3.7 demonstrate, both frequent participants and non-participants were most likely to advance from Below Basic to Basic. Thus, lower performing students, regardless of participation, made the most gains from 2002 to 2003.

Table 3.6: Percentage of elementary students who increased at least one proficiency level by, level

	Frequent Participants N=174	Non-participants N=457
Far Below Basic to Below Basic	24%	21%
Below Basic to Basic	41%	34%
Basic to Proficient	24%	32%
Proficient to Advanced	10%	13%

Table 3.7: Percentage of middle school students who increased at least one proficiency level by, level

	Frequent Participants N=25	Non-participants N=308
Far Below Basic to Below Basic	32%	23%
Below Basic to Basic	36%	35%
Basic to Proficient	28%	29%
Proficient to Advanced	4%	12%

CAT-6

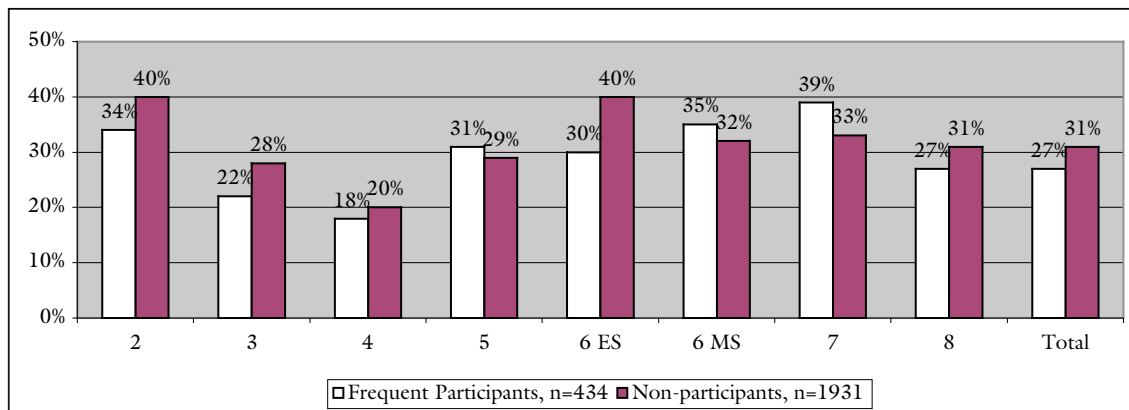
The CAT-6 was administered for the first time in Spring 2003. For this reason, findings related to the CAT-6 are a snapshot of achievement in time. Similar to the CST English Language Arts findings, approximately one-third of students scored at or above average on the English Language Arts portion of the CAT-6 (Table 3.8). When examined overall, a significantly greater percentage of non-participants scored at or above the 50th percentile than frequent participants. However, when elementary and middle school students were examined separately, there were not significant differences at the middle school level.

Table 3.8: Percentage of students who scored at or above the 50th percentile on the 2003 English Language Arts CAT-6

School Level	Frequent Participants (n=434)	Non-participants (n=1931)
Elementary	26%	30%
Middle	35%	32%
Overall	27%	31%

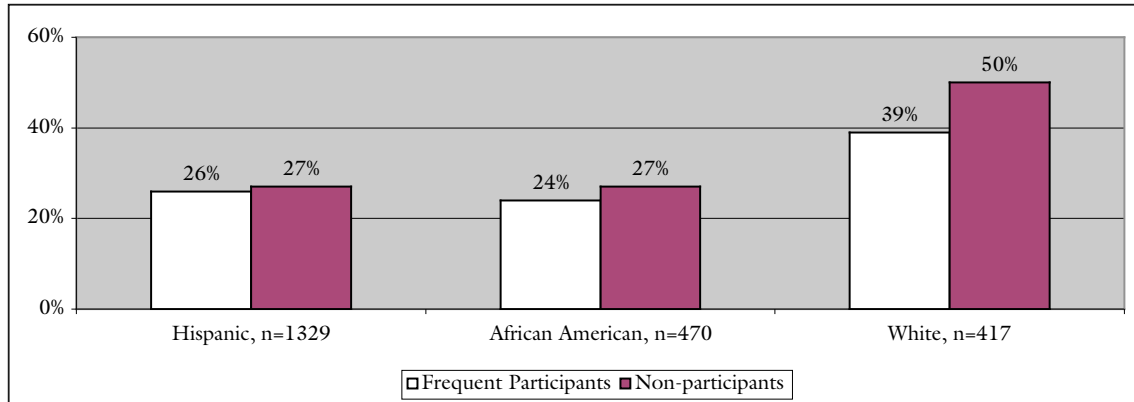
Overall, grade level trends were similar among frequent participants and non-participants. A closer look at student performance on the English Language Arts portion of the CAT-6 demonstrates that in general a higher percentage of students who were in 2nd, 7th and 6th grade elementary scored at grade level. The percentage of frequent participants compared with non-participants who performed at grade level in English Language Arts did not differ significantly across grade level.

Figure 3.14: Percentage of students who scored at or above the 50th percentile on 2003 English Language Arts CAT-6, by grade level



Similar to the CST English Language Arts results, a greater percentage of White students performed at or above the 50th percentile. However, when the achievement of frequent participants and non-participants were compared by racial and ethnic background separately, the two groups performed similarly.

Figure 3.15: Percentage of students who scored at or above the 50th percentile on 2003 English Language Arts CAT-6, by race/ethnicity



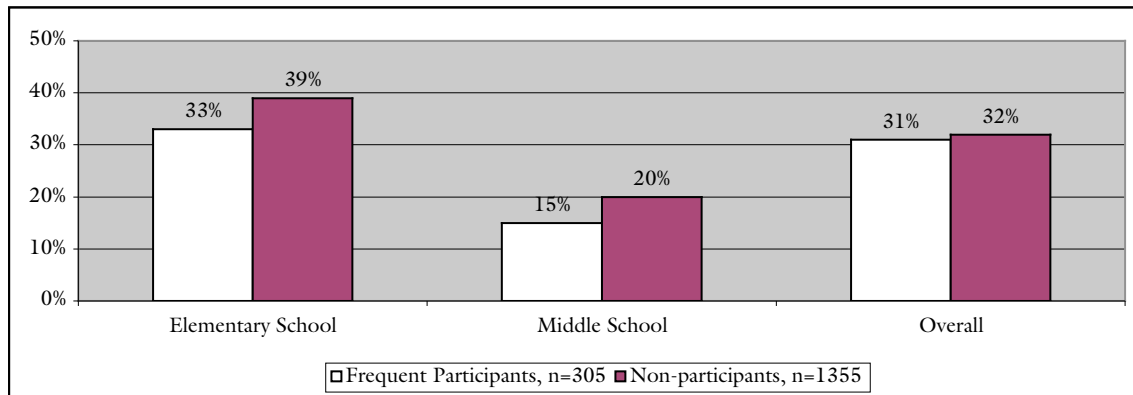
Both frequent participants (16%) and non-participants (13%) who were English Language Learners were less likely to perform at or above the 50th percentile than frequent participants (31%) and non-participants (40%) who were not. A similar trend emerged for socioeconomic status. A greater percentage of both frequent participants and non-participants who did not qualify for the Federal Free or Reduced Meal Program achieved at or above the 50th percentile when compared with students who qualified. When frequent participants were compared with non-participants, there were no differences among low socio-economic students. However, between groups of students who did not qualify, a greater percentage of non-participants performed at or above average than frequent participants.

Mathematics

Mathematics CST

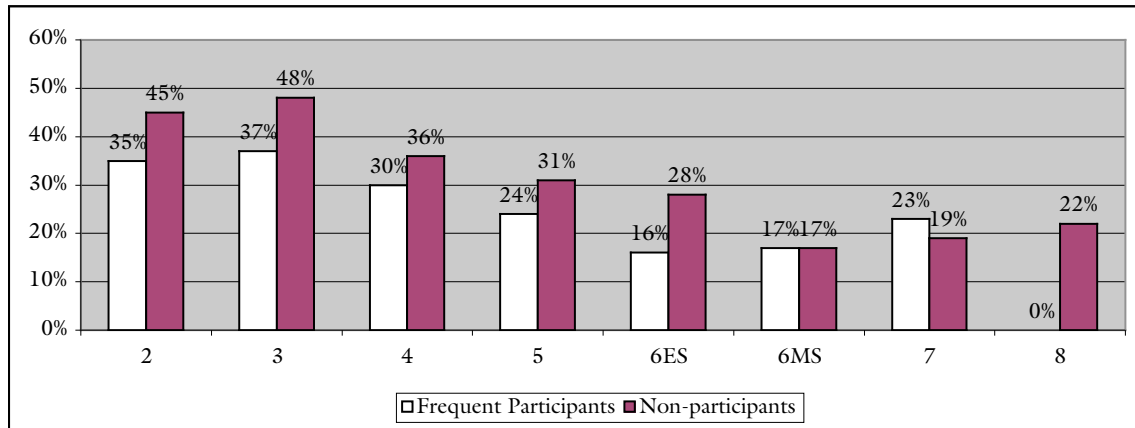
Overall, approximately 30% of frequent participants and non-participants met the California Content Standards in Mathematics in 2003. Although the percentage of students who met the California Content Standards in Mathematics did not increase between years, and both groups made significant overall gains from 2002 to 2003. As shown in Figure 3.16, a significantly greater percentage of frequent participants and non-participants at the elementary school level performed at or above proficient than middle school students. In addition, at the elementary level, a greater percentage of non-participants met the math standards than frequent participants.

Figure 3.16: Percentage of students who performed at or above proficient on 2003 CST Math



In general, as grade level increased, performance decreased for all students. Figure 3.17 displays the percentage of students who performed at or above Proficient in math by grade level. While there were overall differences between frequent participants and non-participants at the elementary level, the only statistically significant difference was between frequent participants and non-participants who were in the 6th grade at the elementary schools. At this grade level, a greater percentage of non-participants met the California Math Standards.

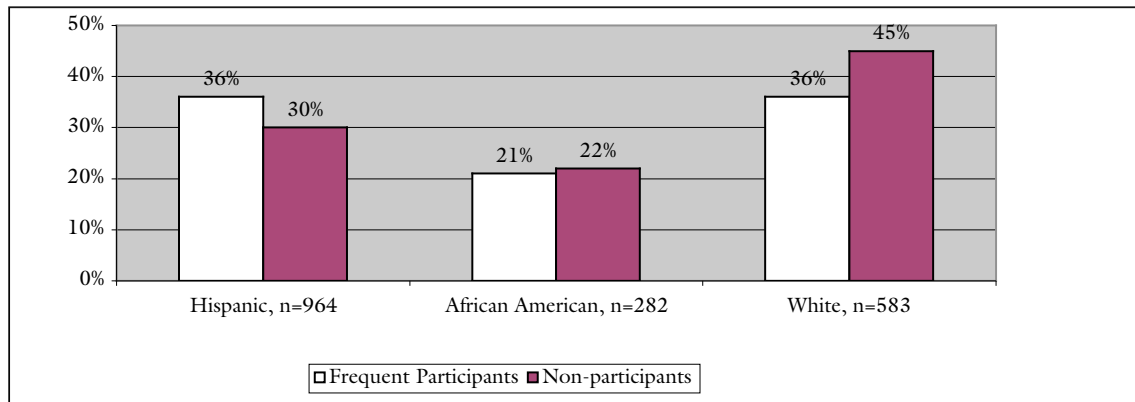
Figure 3.17: Percentage of students who performed at or above proficient on 2003 CST Math by grade level*



*The number of 8th grade frequent participants was too small to report as a single grade level.

Interesting patterns emerged when Math CST performance was examined by race/ethnicity. Overall, African American students were less likely than either White or Hispanic students to meet the State standards in Math. Moreover, there were no differences in performance between African American frequent participants and non-participants. As shown in Figure 3.18, a significantly greater percentage of Hispanic frequent participants performed at or above proficient compared to Hispanic non-participants. However, a higher percentage of White non-participants met the standards than White frequent participants.

Figure 3.18: Percentage of students who performed at or above proficient on 2003 CST Math by race/ethnicity



Findings revealed that Hispanic ELL frequent participants (29%) were more likely to meet math standards than ELL non-participants (22%). However, among non-ELL students, non-participants (36%) outperformed frequent participants (31%). Finally, while students who were not eligible for the Free and Reduced Meal Program demonstrated higher achievement in math than students of low socioeconomic status, there were no differences between frequent participants and non-participants when socio-economic status was compared.

Taking a closer look at proficiency levels, the largest group of students at both the elementary and middle school levels scored at Below Basic to Far Below Basic levels in 2003 (Figures 3.19 and 3.20). Further examination revealed that while approximately the same percentage of middle and elementary students scored at Basic, a greater percentage of middle school students performed at the Below Basic and Far Below Basic levels (for both frequent participants and non-participants).

Figure 3.19: Distribution of elementary students across CST Math performance levels

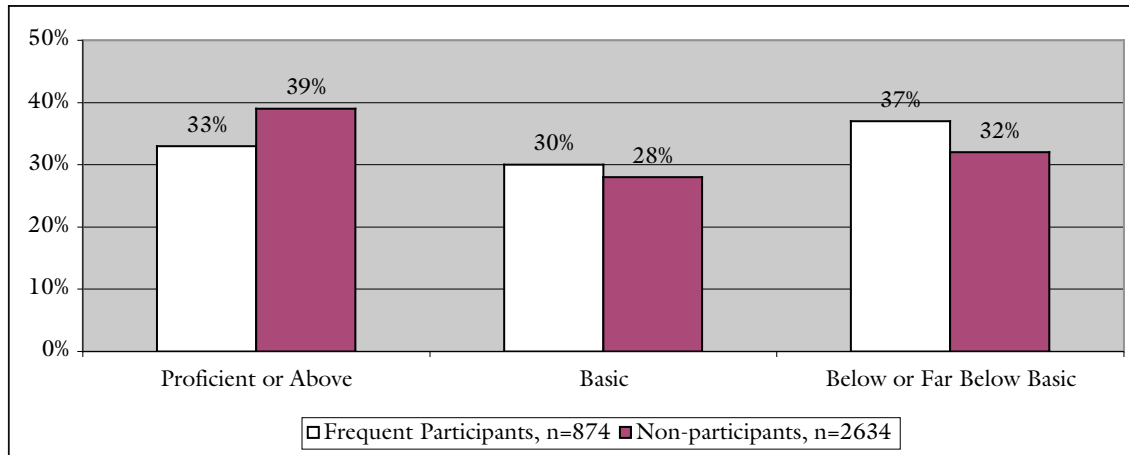
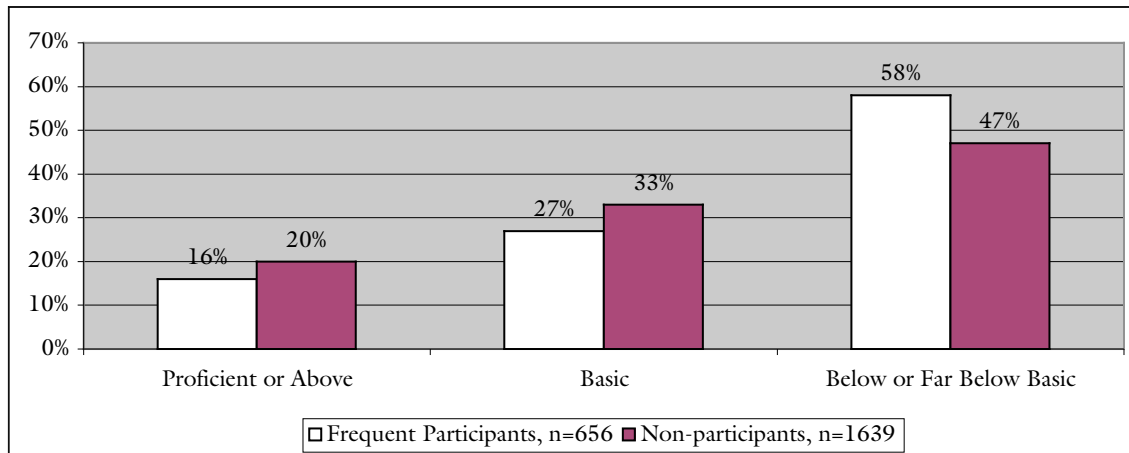


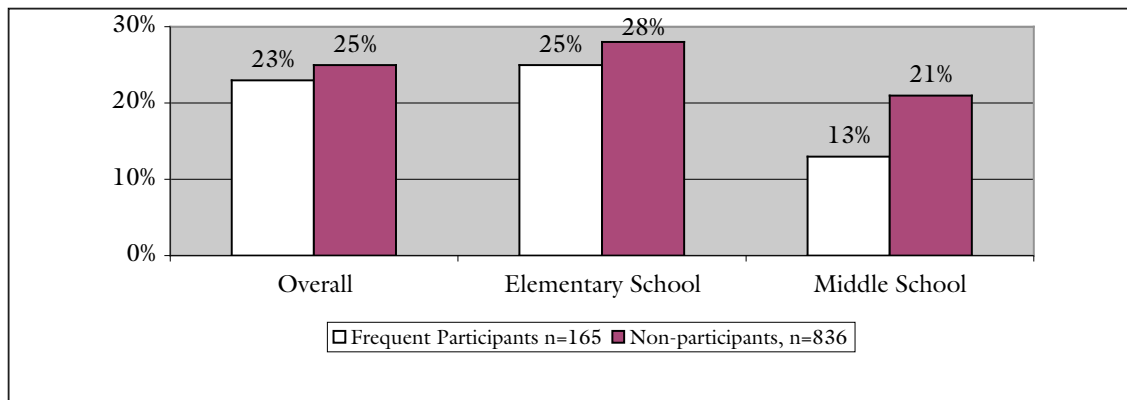
Figure 3.20: Distribution of middle school students across CST Math performance levels



Gains from 2002 to 2003

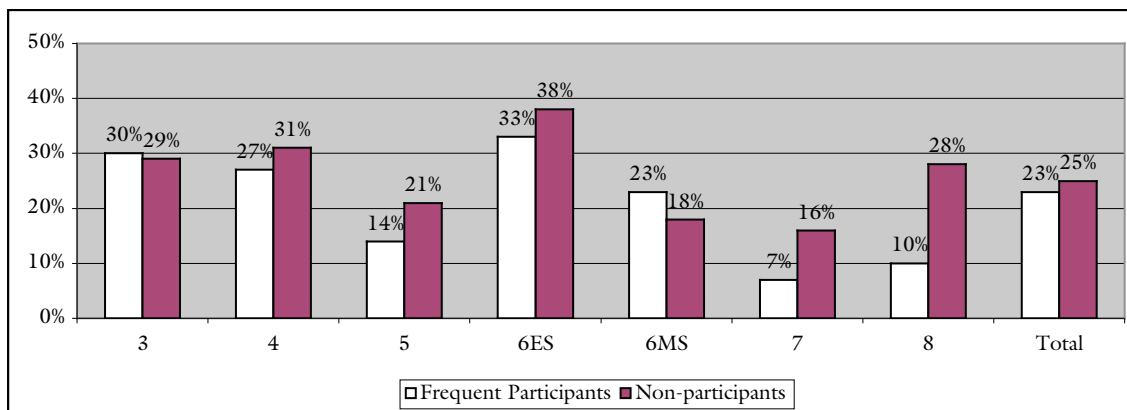
While the percentage of frequent participants and non-participants who met or exceeded the State standards in math did not change from 2002 to 2003, some students made progress. From 2002 to 2003, approximately 23% of frequent participants and 25% of non-participants increased at least one CST level in math. While elementary students were more likely to make gains than middle school students (Figure 3.21), there were no differences in gains between frequent participants and non-participants. Given that PasadenaLEARNs did not target Mathematics in their intervention initiatives in 2002-2003, this finding is consistent with implementation.

Figure 3.21: Percentage of students who gained at least one CST Math level from 2002 to 2003



An examination of gains by grade level did not reveal any patterns. As shown in Figure 3.22, 6th grade elementary students made the most gains while 5th and 7th graders were least likely to gain a math level from 2002 to 2003.

Figure 3.22: Percentage of students who increased at least one proficiency level from 2002 to 2003



There were no patterns between students of different ethnicities in terms of proficiency level and improvement. Regardless of participation, approximately the same percentage of White, African American and Hispanic students made gains from 2002 to 2003. Alternately, ELL Hispanic students (30%) were more likely to make gains than non-ELL students (22%), though there was no difference between participants and non-participants. Thus even though ELL students performed below non-ELL students, they made greater strides toward proficiency than non-ELL students. There were no notable differences between students of low socioeconomic status and those who were not.

Public Works, Inc. more closely examined the levels at which students made gains from 2002 to 2003. As shown in Tables 3.9 and 3.10, the largest group of students at both the elementary and middle school levels advanced from Below Basic to Basic.

Table 3.9: Percentage of elementary students who gained at least one proficiency level from 2002 to 2003 by level

	Frequent Participants	Non-participants
	n=138	n=408
Far Below Basic to Below Basic	17%	11%
Below Basic to Basic	41%	35%
Basic to Proficient	27%	33%
Proficient to Advanced	15%	21%

Table 3.10: Percentage of middle school students who gained at least one proficiency level from 2002 to 2003 by level

	Frequent Participants	Non-participants
	n=11*	n=254
Far Below Basic to Below Basic	--	23%
Below Basic to Basic	--	46%
Basic to Proficient	--	26%
Proficient to Advanced	--	6%

*The sample size was too small to include in table and discussion.

CAT-6

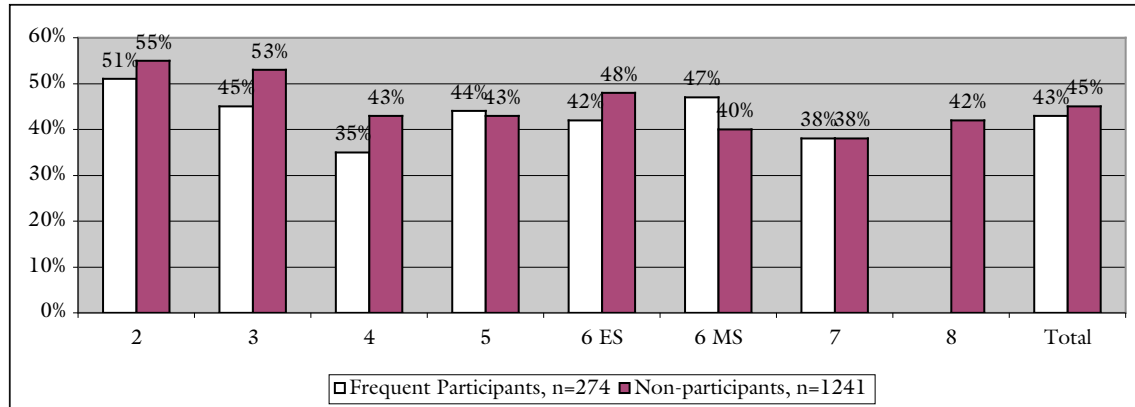
The Math CAT-6 was administered for the first time in spring 2003. For this reason, these findings describe a single year of achievement data. Over 40% of frequent participants and non-participants scored at or above the 50th percentile on the math portion of the 2003 CAT-6. Differences between frequent participants and non-participants were not significant and because 2003 was the first year the CAT-6 was administered, between year comparisons could not be made.

Table 3.11: Percentage of student who scored at or above the 50th percentile on the English Language Arts CAT-6

School Level	Frequent Participants n=274	Non-participants n=1241
Elementary	43%	48%
Middle	37%	40%
Overall	43%	45%

There were no clear patterns in achievement across grade levels (Figure 3.21). Students in the 4th and 8th grades were least likely to perform at or above the 50th percentile, while the greatest percentage of 2nd and 3rd graders met the benchmark. There were no differences between frequent participants and non-participants by grade level.

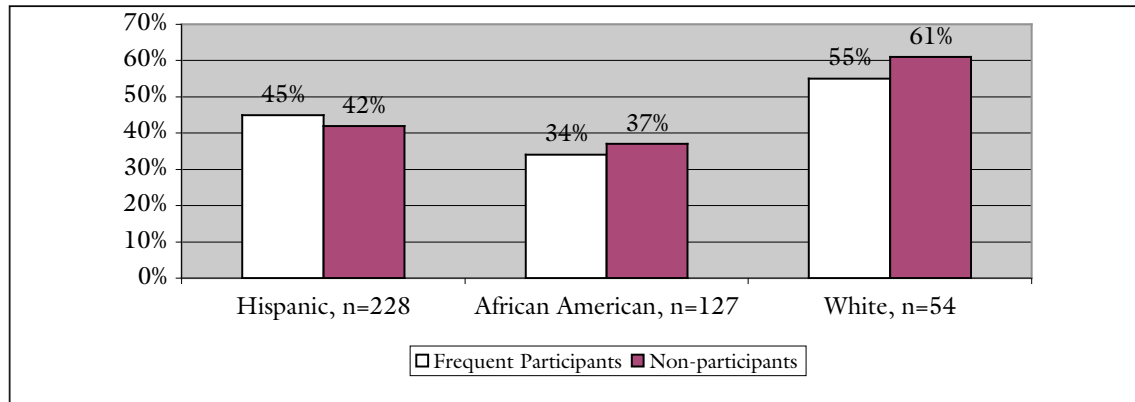
Figure 3.23: Percentage of students who performed at or above the 50th percentile on the 2003 Math CAT-6*



*The number of 8th grade frequent participants was too small to report as a single grade level.

When examined by race/ethnicity (Figure 3.24), White students outperformed Hispanic and African American students. However, there were no differences between frequent participants and non-participants by racial or ethnic background.

Figure 3.24: Percentage of students who performed at or above the 50th percentile on the 2003 Math CAT-6 by race/ethnicity



Findings regarding ELL students mirrored those of the Math CST. Frequent participants who were ELL (38%) met or surpassed the 50th percentile at higher rates than ELL non-participants.

Regular School Day Attendance

Data on regular school day attendance was provided for PasadenaLEARNs participants and non-participants by PSD. The following section compares attendance rates from 2000-2001 through 2002-2003 for frequent participants and non-participants. For each of the four years, the attendance rate was derived using 180 as the maximum number of days that school was in session.

Attendance rates were over 90% for both frequent participants and non-participants in each of the three years. Moreover, attendance rates increased slightly from 2000-2001 to 2002-2003 for frequent participants, but not non-participants. In 2002-2003, frequent participants attended school an average of nine more days than non-participants. Consistent with previous evaluation findings, frequent participants attended school more often than non-participants.

Table 3.12: Attendance rates by category of after-school participation, 2000-2001 to 2002-2003

	N	00-01	N	01-02	N	02-03	Net Change
Frequent Participants	478	93.9	1177	93.3	1351	96.1	2.2
Non-participants	1841	93.9	4983	91.7	6468	91.1	-2.8

*Out of a possible 180 days for each academic year.

Across frequent participants and non-participants, Hispanic students had higher school attendance rates than any other group. African American and White students had similar rates of attendance across participants and non-participants. There were few differences between grade levels and no observable differences based on either English language proficiency or socioeconomic status.

Student Behavior

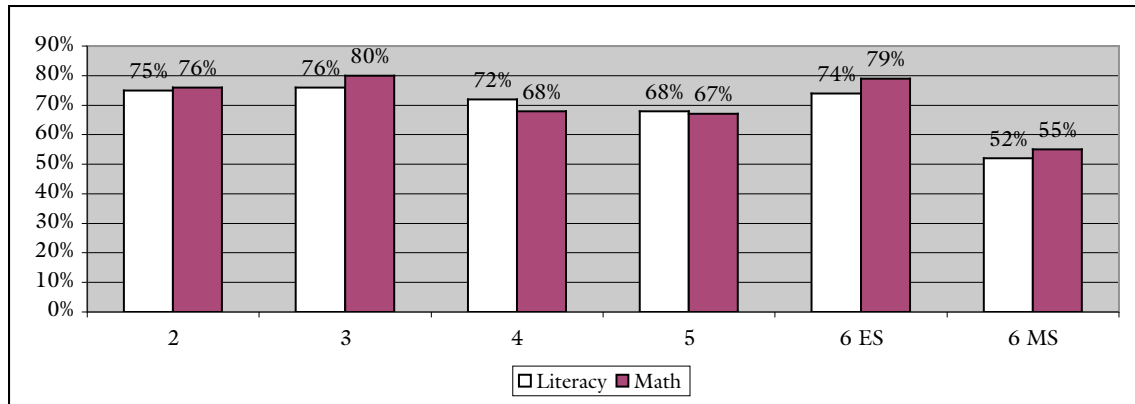
As a means of gathering information from the regular school day teachers of PasadenaLEARNs participants, Student Performance Logs were distributed among all teachers of grade 2-6 students who participated in PasadenaLEARNs in 2002-2003. The Performance Log asked teachers to evaluate the frequency of student behaviors in the classroom related to classroom assignments, homework and participation. Teachers were not asked to assess the classroom behavior for non-participants. See Appendix D for a copy of the Student Performance Log instrument and Appendix E for disaggregated analysis.

Completed Performance Logs were received for 38% of PasadenaLEARNs participants at these grade levels. In the section below, we present findings only for frequent participants (n=454).

Teacher Rated Math and Literacy Performance

Teachers responding to the Performance Log indicated that the overwhelming majority (76%) of frequent participants completed classroom assignments in math and literacy at least 75% of the time (a slight increase from 2001-2002). As Figure 3.25 demonstrates, teachers reported that 3rd graders completed literacy and math assignments most frequently, while 6th grade middle school students completed both math and literacy assignments least frequently. This is the reverse of the 2001-2002 findings. In 2001-2002, teachers reported that 6th grade middle school students completed assignments more often than any other grade, while 6th grade elementary students completed assignments least frequently.

Figure 3.25: Percentage of frequent participants who completed math and literacy classroom assignments at least 75% of the time in 2002-2003

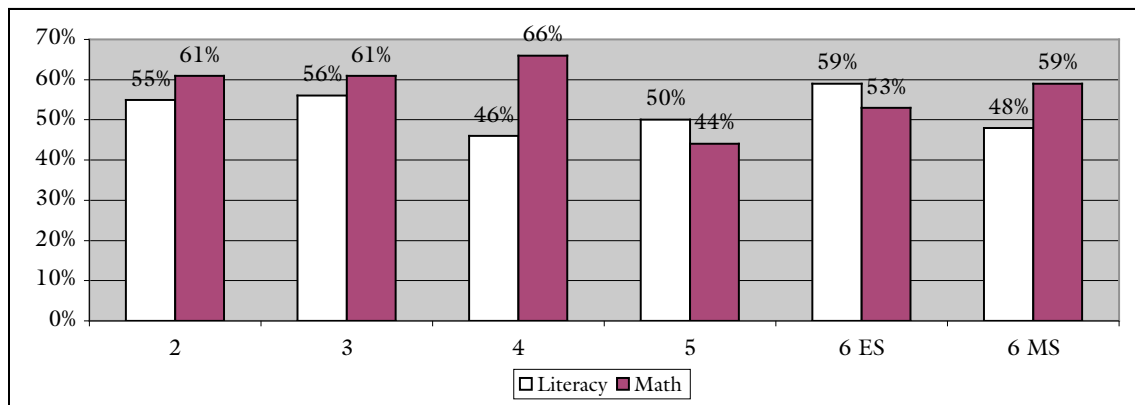


In 2002-2003, for both math and literacy, White participants were most likely (77% literacy and 78% math) to complete assignments 75% of the time followed by Hispanic participants (74% literacy and 73% math) and African American participants (68% literacy and 71% math).

Achievement in Math and Literacy Classroom Assignments

Classroom teachers also reported that the majority (60%) of frequent PasadenaLEARNs participants turned in math assignments that demonstrated performance at or above grade level. As Figure 3.26 illustrates, teachers were most likely to report that 4th grade participants performed at grade level on classroom math assignments. Conversely, according to teacher responses, less than half (44%) of 5th grade participants completed assignments at grade level. Teachers reported that 61% of White participants performed at or above grade level followed by 57% of Hispanic participants and 53% of African American participants.

Figure 3.26: Percentage of frequent participants achieved at or above grade level in math and literacy assignments

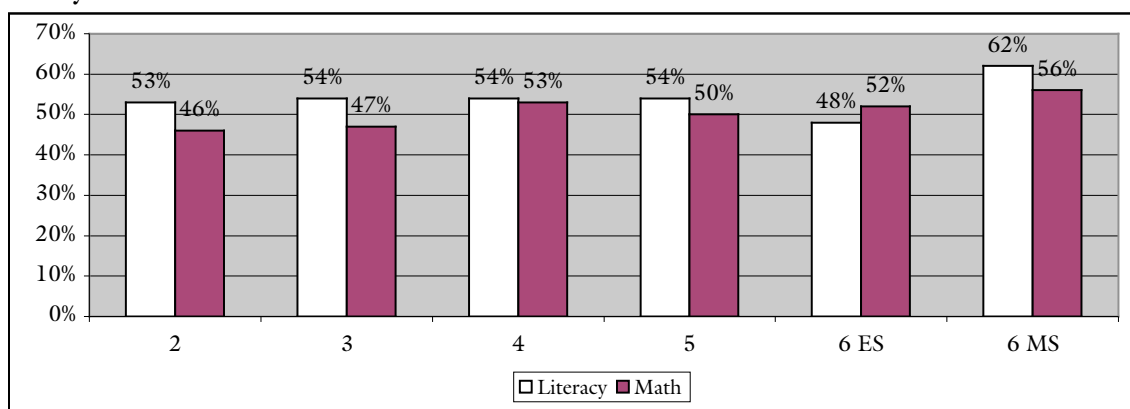


In literacy, teachers reported that 57% of frequent participants completed literacy assignments at or above grade level. Sixth grade middle school participants were

least likely to perform at or above grade level, according to teachers, while the greatest percentage of teachers (59%) reported that 6th grade elementary participants performed at or above grade level in classroom literacy assignments. Classroom teachers responded that White participants (63%) performed at grade level on literacy assignments more often than either Hispanic participants (52%) or African American participants (48%).

The majority of teachers (51%) indicated that participants had made progress in math and literacy in 2002-2003 (Figure 3.27). Interestingly, with the exception of 6th grade elementary students, as grade level increased, so did the percentage of teachers who reported that participants made progress in literacy and math.

Figure 3.27: Percentage of frequent participants who made progress in mathematics and literacy achievement in 2002-2003



Homework Achievement

Classroom teachers reported that 72% of frequent participants completed homework assignments at least 75% of the time. With the exception of 5th and 6th grade middle school participants, teachers reported that participants across grades completed homework at a similar rate. However, less than half (48%) of teachers reported that 6th grade middle school students completed homework on a frequent basis. While the majority (63%) of teachers responded that 5th graders completed homework often, this was about 10% lower than other grade levels. White participants (78%) completed homework on a frequent basis most often, according to teachers followed by African American participants (69%) and Hispanic participants (66%).

According to teachers, 65% of frequent PasadenaLEARNs participants completed homework that demonstrated proficiency at or above grade level. While there were differences in the percentage of teachers who reported that students performed at or above grade level on homework by grade, no discernable pattern emerged. Teachers reported that 3rd grade participants (68%) and 6th grade elementary participants (63%) had the highest homework achievement while 6th grade middle and 4th grade participants had the lowest. Significant differences by ethnicity emerged. According to teachers, White participants performed highest on homework (73%) while 59% of teachers reported that Hispanic participants and African American participants completed homework at or above grade level. Please refer to Appendix E for tables of disaggregated findings related to homework.

Leadership and Classroom Behavior

Classroom teachers reported that the majority (54%) of frequent PasadenaLEARNs participants actively participated in the classroom. Based on teacher responses, 3rd grade students were most likely to take an active role in the classroom while 4th and 5th grade participants were active participants less often. Teachers responses indicated that the majority of White participants (56%) were active participants, while half of Hispanic participants (50%) and African American participants (50%) were. In addition, 66% of classroom teachers reported that frequent participants demonstrated positive classroom behavior. Teachers indicated that 6th grade elementary participants (67%) and 3rd grade participants (68%) demonstrated good classroom behavior most often while they reported 6th grade middle (56%) and 4th grade participants (56%) behaved well less often. Overall, 67% of teachers reported that Hispanic participants exhibited positive behaviors while 66% reported similarly for White participants and 54% for African American participants. Please refer to Appendix E for tables of disaggregated finding related to leadership and behavior in the classroom.

Summary of Student Achievement

The percentage of frequent participants and non-participants who met the California Content Standards in 2003 increased significantly from 2002 for both English Language Arts and Mathematics. Although a significant percentage of both groups gained at least one achievement level between years, frequent participants were more likely than non-participants to make gains in English Language Arts. Frequent participants who were Hispanic English Language Learners were more likely to meet the State standards than Hispanic non-participant English Language Learners in English Language Arts and Mathematics. This is an encouraging finding considering half (49%) of PasadenaLEARNs frequent participants in 2002-2003 were Hispanic.

While approximately one-quarter of frequent participants and non-participants performed at or above Proficient in English Language Arts, the largest percentage of both groups performed at the Basic level and most gains occurred from the Below Basic to Basic levels. Across groups, elementary school students performed at higher levels than middle school students. English Language Arts CAT-6 findings yielded slightly different results. A significantly larger percentage of non-participants performed at or above average than frequent participants. However, when elementary and middle school students were examined separately, differences did not persist for middle school students. Given the focus at the elementary level of PasadenaLEARNs on English Language Arts in 2002-2003, these findings are consistent with the academic implementation strategies.

Over 40% of both frequent participants and non-participants scored at or above average on the 2003 Math CAT-6 and approximately 30% of both groups met the California Content Standards in Mathematics in 2003. Although the percentage of students who met the California Content Standards in Mathematics did not increase between years, and both groups made significant overall gains from 2002 to 2003.

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Elementary students were more likely than middle school students to perform at or above Proficient in math. The largest group of both frequent participants and non-participants performed at the Below and Far Below Basic levels, however, gains were most often made from the Below Basic to Basic levels. Given the lack of focus on Math intervention in PasadenaLEARNs, these findings are directly reflective of math implementation in PasadenaLEARNs.

IV. Program Implementation Results

This section of the report presents the findings from the Spring 2003 site visits conducted at each of the 19 PasadenaLEARNs sites. Where appropriate, findings from the surveys have been integrated into the discussion. This portion of the report is organized by program area into twelve sections (one for each program area). Within each area, the Spring 2003 implementation results are present at the program level. Because implementation trends at the middle schools were often different from the overall program, a section specific to middle school implementation follows the general discussion within each area. Table 3.1 displays the Spring 2003 program implementation scores (12-point implementation scale, “1”=not implemented, “12”=fully implemented) for each of the 12 areas. At the beginning of each of the 12 area narratives, the scores are re-listed and the Site Visit Inventory benchmark for the area is listed. Please see Appendix B for the rubric instrument.

Table 3.1: Summary of Spring 2003 program implementation scores

	Elementary School Sites	Middle School Sites	All PasadenaLEARNs Sites
1. Vision	8	6	8
2. Program Management	8	6	8
3. Assessment	7	4	6
4. Literacy & Math	8	6	8
5. Leadership & Character Development	8	5	7
6. Extra-curricular Activities	8	6	7
7. Linkages to School	8	5	7
8. Parent Involvement	8	4	7
9. Community Involvement	8	5	7
10. Social Services	7	4	7
11. Safety	9	6	9
12. Institutionalization	6	7	7

*On the 12 point scale, a score of “1” indicates “not implemented” whereas a score of “12” indicates that the program area has achieved benchmark implementation.

Area 1: Vision

Average Implementation Scores*			
Area 1: Vision			
Site Visit Cycle	Elementary School Average	Middle School Average	All Site Average
Spring 2003	8	6	8
Spring 2002	8	7	8
Spring 2001	8	*	8
Vision Benchmark: There is a clear, shared vision for the purpose of the program with measurable goals and objectives. Principal, staff, site team and partners are aware of the shared vision and goals and their role in meeting them. All are involved in shaping the vision. Principal, staff, site team and partners understand how the after-school program fits into the overall vision and goals of the school.			

*On the 12 point scale, a score of “1” indicates “not implemented” whereas a score of “12” indicates that the program area has achieved benchmark implementation.

Overall, PasadenaLEARNs sites remained at about three-quarters of the way toward achieving full implementation in Spring 2003. While the overall averages from Spring 2002 to Spring 2003 demonstrate no change at the program level, ten of the sites made progress between years. It is also important to note the addition of two entirely new sites and the transition of three additional sites from LACOE to full-scale PasadenaLEARNs sites.

Similar to survey findings from previous years, results from the 2003 PasadenaLEARNs parent and school staff survey demonstrate that according to stakeholders, the program vision is most thoroughly understood by individuals directly involved in the program. Survey data as well as site visit findings continued to demonstrate that among stakeholders, regular school day staff not directly involved in PasadenaLEARNs were less likely to have an awareness of the programs’ vision. On the other hand, 90% of parents who responded to the stakeholder surveys said that they understood the purpose of the program.

Most sites had a documented vision statement in Spring 2003. In 2002, it was observed that the focus of the vision statement had shifted slightly to include improving academic achievement of participants. While one in four sites made slight alterations to their programs’ vision and goals based on the site’s context, including the need for improved academic achievement, most sites did not alter their vision statement from the 2001-2002 school year. As many sites benefited from an established program infrastructure by the 2002-2003 school year, they focused their energies on program content. Interviews with site coordinators found that some plan to revise their site’s vision statement early in the 2003-2004 school year to reflect the changing needs of the site as well as the evolving purposes of the grant streams.

Over time, a few sites have also gotten together with the school and written PasadenaLEARNs into the overall school plan. At these sites, the principal and school staff worked with after-school staff to articulate specific roles and goals to be fulfilled by the after-school program. The connections to the school through staff

and curriculum and principal support are among the strongest in the program at these sites.

Most sites also continued to share their vision with key stakeholders. This was accomplished through a variety of methods including the programs site team, principal advocacy, formal and informal connections and communication between regular and after-school staff and general program visibility. Although most sites actively worked to expand the parameter of involved stakeholders, staff turn-over and unrest as well as changes in program expectations at 15% of the sites stood in the way of implementing a vision shared by all stakeholders. As of Spring 2003, these sites did not have a functioning site team, parent involvement was limited and most program decisions were made by the site coordinator or principal.

Most sites continued to have functioning site teams and three of the new PasadenaLEARNs sites were successful in recruiting and putting the site team structure into practice. In spring of 2003, the site team continued to function as the governing body at the majority of sites. Decisions regarding programming and planning were channeled through the site team. Observations illustrated that the site team at most sites served as more than a rubber stamp function. At some sites, they engaged in debate and discussion and were well informed of program details.

Though site teams were well-represented on paper at most sites, in practice, actual site team representation varied. While some sites had good breadth of representation, others had challenges recruiting parents and/or school staff. A couple of sites also mentioned they felt their site team had grown “stale,” with the same individuals having participated for multiple years.

As programs evolve and labor to become permanent fixtures of the school day, principal involvement and support has remained an integral component in shaping the program. Evaluation findings from the baseline 2000 year through Spring 2003 demonstrate that the presence or lack of support on the part of the principal can lead to the success or failure of program implementation. Historically, some sites benefited from principal support from program roll-out while the degree to which the principal supported and promoted the program at other sites remained low or fluctuated due to a variety of factors. This trend continued into the 2002-2003 school year.

In about a third of the sites, either the schools' leadership (principal) or the after-school leadership (site coordinator) changed in 2002-2003. With a clean slate, relationships were formed between site coordinator and principals at some of these sites where before the interaction was minimal to negative. For some sites, the outcome was a more supportive and involved principal and a site coordinator who made an effort to closely connect with the school day. The explicit benefits of having the principal serve as a program advocate was not the only advantage for these sites. The indirect rewards included increased staff buy-in because of principal buy-in which trickled down to increased access to school facilities including classrooms and greater attendance at after-school functions by school staff.

In past years, sites have attempted to subdivide their site teams into smaller committees with specific purposes (such as parent involvement and community outreach). By Spring 2003, only a couple of sites continued to use this structure. Interview data suggest that the general site team sentiment among the sites that decided not to use the committee structure was that the decisions they most often focused on should be made as a group.

Vision at the Middle School Sites

One of the three middle school sites has continued its structure of a strong shared vision and active, well represented site team. At this site, the principal is supportive of the program and strives to make connections between the two components of the school day. The remaining middle school sites have been less successful in implementing a formal and shared school vision, establishing a functioning site team and championing the support of the school's principal.

Best Practices in Vision

Best practices were identified in the area of *Vision*. A best practice refers to an exemplary technique, strategy, practice or programmatic application at a site or sites. It can refer to a single effort within a site, such as an excellent programmatic offering, or the way in which a site or sites have generally approached the area of *Vision*. The site or sites where the best practice was observed have been identified as a point of reference.

- Since the program rolled-out in the 1999-2000 school year, *Madison Elementary* has been gaining momentum in the creation of a true community learning center. In the 2001-2002, Madison achieved full implementation in realizing what started as the vision for the PasadenaLEARNs program and grew into an umbrella structure called the Madison Neighborhood Village. Madison maintained full implementation through the 2002-2003 school year.

The Madison Neighborhood Village structure is a collaboration between the Madison Family Center, PasadenaLEARNs, The Sycamores Family Resource Center (social services), the Mother's Club (social and community services), Madison Neighborhood Partners and the Junior League of Pasadena. The purpose of forming the village was to coordinate the services of all the partners included in the collaboration so that a student or family seeking services could access everything the site has available through one resource. For instance, parent education, after-school programs and social services are all coordinated through the village. In 2002-2003, the Madison Neighborhood Village was coordinated by the PasadenaLEARNs site coordinator structure and governed by representatives from each of the Village's partners. By expanding the scope of PasadenaLEARNs, Madison has become the role model in how to create a true community learning center.

- By refining their program vision over time, *Franklin, Willard, Cleveland and Madison* Elementary Schools have each incorporated a set of measurable after-school goals. Taking their cue from the central PasadenaLEARNs Office, *Willard* and *Franklin* formally incorporated the goals set forth by the PasadenaLEARNs District for 2002-2003 into their vision statements (no other site incorporated these goals). *Cleveland* and *Madison* developed goals for 2002-2003 based on the District and school goals.

Promising Practices in Vision

In addition to best practices, promising practices were identified in the area of *Vision*. While best practices refer to specific techniques or programs, promising practices refer to general strategies that have been found to facilitate the smooth functioning of PasadenaLEARNs or may clearly demonstrate the standards that the program is striving towards.

- The vision is being communicated in multiple ways and at multiple venues (e.g. flyers, staff meetings, parent conferences, etc.). The after-school program is very visible. The staff is known because they are active and continually interacting with others around them.
- There is at least one strong point person who advocates for the after-school program. This could be the coordinator, principal or an external partner. Ideally, it would include several of these individuals.
- The principal serves as a key advocate and actively supports the after-school program as an integral aspect of a seamless school day.
- The vision is written and has been operationalized into concrete, measurable goals and objectives. There is some form of monitoring or self-examination of the results of these objectives at regular intervals (at least every ten weeks at the end of each program cycle). The specific objectives are then revised or expanded based on the experience.
- The Program Implementation Inventory rubric is used to help prioritize and develop plans for improvement of the after-school program. This is not only done during program roll-out, but also periodically throughout the year.

Area 2: Program Management

Average Implementation Scores*			
Area 2: Program Management			
Site Visit Cycle	Elementary School Average	Middle School Average	All Site Average
Spring 2003	8	6	8
Spring 2002	8	6	8
Spring 2001	7	*	8
<p>Program Management Benchmark: There is a clear governance and management structure to the program with an accountability system and responsibility structure. Principal serves as a leader in setting direction and facilitating school-wide communication. Principal encourages the site team to make program decisions. The partners and staff are well-organized and communicate effectively. All stakeholders have opportunities to become involved in the decision-making related to the program. Site team demonstrates understanding of roles and responsibilities. Resources are used efficiently and are linked to program outcomes. Electronic and paper records of student progress are organized and accessible. Program staff is knowledgeable and skilled.</p>			

*On the 12 point scale, a score of “1” indicates “not implemented” whereas a score of “12” indicates that the program area has achieved benchmark implementation.

From Spring 2002 to Spring 2003, the PasadenaLEARNs overall remained at the same level of implementation in program management. Among individual sites, almost half made progress between years with small strategies helping them to further establish program infrastructure. Among the sites that did not make progress in the program management, classroom management and site team challenges kept them from advancing.

By Spring 2003, the vast majority of PasadenaLEARNs sites had an established organizational structure and were running efficiently and effectively on a day to day basis. On the whole, even the new sites and the sites that expanded their program in 2002-2003 had solid program infrastructures.

Responses from annual PasadenaLEARNs stakeholder surveys administered to parents and school staff demonstrated that they believed the program to be effectively managed. Both groups continued to feel that the site coordinator was an effective leader and manager. The majority of respondents also felt that the after-school program staff and program partners were well organized, knowledgeable and skilled.

The role of the district

Since the roll-out of the program in 1999-2000, PasadenaLEARNs sites have been a distinctive mix of district guided programs that are autonomous enough to cater to the unique needs of the individual sites. As the program has evolved, so has the role of the district’s PasadenaLEARNs office. In 2002-2003 two former site coordinators took on coaching roles. Their purposes included serving as the liaison to City Human Services and Recreation, facilitating the hiring process, monitoring and supporting sites and enforcing accountability. In 2002-2003 the coaches spent a large portion of their time helping the newer sites with program implementation.

During the school year, all site coordinators meet together with district personnel on a weekly basis. Over time, committees emerged within the group as a means of addressing ongoing program elements. One committee helped to rewrite PasadenaLEARNs job descriptions. As a result, site coordinators and district PasadenaLEARNs personnel decided that all after-school staff who worked directly with students in an instructional capacity should be required to pass a basic competency test. The first test was given in Spring 2003. While the impact of the measure could not be gauged during this evaluation period, site coordinators note that it has allowed them to hire better qualified staff.

In response to the district's mandate for increased academic achievement throughout the district, PasadenaLEARNs personnel and site coordinators formed another committee around the goal of developing and piloting an enrichment program for all students. Site coordinators worked in-conjunction with district resources while district-level PasadenaLEARNs personnel compiled the curriculum. The results of the committee's efforts was Open Court Power Hour, a weekly two hour enrichment program for all PasadenaLEARNs participants. Open Court Power Hour was piloted in Spring 2003, the results of which are discussed throughout this report.

In addition to support, PasadenaLEARNs district-lead initiatives also resulted in a variety of trainings for after-school staff. After-school staff were able to attend PUSD sponsored trainings on curriculum. In addition, site coordinators developed two PasadenaLEARNs-wide trainings for staff. Through a variety of means, the district PasadenaLEARNs personnel have been as responsible for the success of PasadenaLEARNs as the individual sites themselves.

Governance

As described in the area of vision, the majority of sites continued to rely on a well-represented site team to make program decisions. As of Spring 2003, all but three sites had a consistent site team (of the three, two had a site team at one point during the 2002-2003 school year). The contributions of a functioning site team are an integral component of the PasadenaLEARNs governance structure and the sites that were missing this element scored considerably lower than sites with effective site teams.

In general, principal involvement and support increased from Spring 2002 to Spring 2003. As was discussed in the area on vision, a change in either site coordinator or principal leadership at several sites allowed for the development of new relationships. At these sites, the improvements in the program's management were significant. Sites that previously enjoyed a strong principal-site coordinator relationship generally continued to, while a couple of sites continued to struggle because the principal did not actively support the program. Sites that lacked principal support scored significantly lower than those with strong support with the school's leadership.

Program Organization and Staffing

As a collective, sites continued to implement the structures established in previous years of programming. All sites continued to follow the four-ten-week session format during the regular school year. While there was some variation, most sites divided the program day into three periods, each lasting about an hour.

With exceptions, the number of after-school program staff remained stable from Spring 2002 to Spring 2003. The exceptions included the three sites that went from LACOE only to PasadenaLEARNs programs. Because these sites served almost twice as many students, they added after-school staff. Due to budget constraints, a few other sites paired down their core-staffs. However, with the required 20:1 student-to-staff ratio, sites could not drastically cut their staff size.

Many sites continued to utilize youth leaders. Youth leaders are after-school staff assigned to a specific group of participants. The youth leader generally accompanies the group throughout the program day and are responsible for accounting for and transitioning participants between classes in addition to providing support to after-school instructors. In addition, a significant portion of youth leaders were required to provide instruction in 2002-2003. While a few sites piloted this concept in 2001-2002, most sites began having core-staff provide instruction in 2002-2003. Similar to program partners, team leaders and after-school staff were required to submit lesson plans.

At most sites, the after-school program staff met on a regular basis, usually once each week. This time was used to discuss program issues, plan and provide training and professional development. Most sites provided after-school staff with training in topics such as lesson planning and classroom management on a regular basis.

While classroom management improved in some, and other sites maintained a high level of performance, classroom management and student discipline continued to be a challenge at some sites. In observation, classroom management issues were derived from several sources. Lack of training among program staff and program partners was one factor that contributed. Despite sites' effort to train education instructors, some after-school staff continued to struggle with facilitating an efficient and engaging classroom. The students themselves also contributed. Most sites had behavioral policies and even incentive programs, and they worked very well in the majority of sites. Yet students at a few sites continued to contribute to classroom management issues. While it was not within in the scope of this evaluation to determine whether students at these sites acted similarly during the school day, some issues may stem from overall school expectations, spilling over into after-school time.

Program Management at Middle School Sites

The program infrastructure at the middle school level was slightly different than in the elementary sites. All three opted for a two period day, with extended homework

assistance and enrichment periods. The sites did not utilize team leaders and allowed students to transition on their own between classes and instructors.

Traditionally, middle school students are a more challenging group of students than elementary in terms of motivation and discipline. This held true in the after-school programs. While more autonomous, middle school participants were more likely to challenge the authority of program staff and policies. While some staff were successful in finding a balance to create a positive environment, others were not and student discipline issues were pervasive at one site.

Best Practices in Program Management

Best practices were identified in the area of *Program Management*. A best practice refers to an exemplary technique, strategy, practice or programmatic application at a site or sites. It can refer to a single effort within a site, such as an excellent programmatic offering, or the way in which a site or sites have generally approached the area of *Program Management*. The site or sites where the best practice was observed have been identified as a point of reference.

- After-school staff at *Willard Elementary* have perfected between-class transitions on a campus with widespread construction. Construction in the spring of 2002 forced the regular school and after-school classes to be spread out across the campus. In order to minimize confusion during between-class transitions, after-school staff led students in a single file line to a centralized meeting place. Student groups lined up in specific areas where the instructor or after-school staff for the next class met and escorted them to their next class. Because participants did not transition until all groups had convened in the centralized area, students were accounted for at all times. Even though completed construction in 2003 meant for a more centralized program, Willard has continued these transition procedures.

Promising Practices in Program Management

In addition to best practices, promising practices were identified in the area of *Program Management*. While best practices refer to specific techniques or programs, promising practices refer to general strategies that have been found to facilitate the smooth functioning of PasadenaLEARNs or may clearly demonstrate the standards that the program is striving towards.

- The site team has an active role in strategic decision-making. On the site team, there is a balance of stakeholders including after-school staff and partners. Moreover, there are regular meetings of the after-school staff, partners, site team and coordinators. These stakeholders have meetings with school staff, at least occasionally.
- The site team is organized into smaller action teams with the purpose of carrying out goals and objectives set forth in the program vision.

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- The site coordinator administrates regular and mandatory staff meetings for all after-school staff including program partners, classroom teachers involved in the program, unit leaders, program assistants and all other related staff.
- Program sessions are limited to a determined number of weeks. The schedules are set for that entire time period and are not revised during this interval. Parents can commit to enroll their student for only one session or multiple sessions throughout the year. The enrollment can be increased to fill in for children who drop out at the end of each program session.
- There are clear and comprehensive attendance procedures which are routinely kept. Attendance information is recorded on written roll sheets and stored electronically facilitating reports and analysis for on-going decision-making. The system includes roll sheets for each period as well as sign-out sheets that provide each student's name.
- The schedule of each child is kept electronically and displayed or distributed in a user-friendly form, providing the location of each child's group at any point in time.
- Children are organized in cohort groups. Every child in the group has the same weekly schedule for the whole program session. This helps to ensure safe transitions between classes, self-discipline and group accountability. It also helps staff to quickly identify the intended location of the student. It is preferable that these cohorts be grouped by a similar range in grade-level such as K-1, 2-3, and 4-5. This facilitates instruction and the communication with regular day teachers and program partners.
- Each group of students is lead by a team or youth leader who stays with the same groups throughout the session. This individual serves as a role model, and helps with transitions and classroom management. In addition, they offer parents a point of contact who is consistently with the student.
- The transitions between courses are limited. At most there are three classes offered each afternoon. This limits the possibility of roaming, cutting class, leaving the premises or being confused. It also allows more program time to be dedicated to enrichment.
- When transitions are necessary, discrete transition times are built into the schedule so that the process does not interfere with the delivery of classes.
- After-school program staff receive training in classroom management and student discipline techniques.
- The program has and consistently follows a standardized set of policies procedures for student discipline that are well known by students and all after-school staff.

Area 3: Assessment

Average Implementation Scores*			
Area 3: Assessment			
Site Visit Cycle	Elementary School Average	Middle School Average	All Site Average
Spring 2003	7	4	6
Spring 2002	5	5	6
Spring 2001	3	*	4
Assessment Benchmark: Students are assessed regularly by each partner and the coordinator. Assessment information is used to improve the program’s delivery of curriculum to each individual. Assessment data is used to shape decisions about refining and reforming aspects of the after-school program. Assessment strategies used in the after-school program are linked to assessment practices in the regular school setting.			

*On the 12 point scale, a score of “1” indicates “not implemented” whereas a score of “12” indicates that the program area has achieved benchmark implementation.

While the overall site average in assessment for PasadenaLEARNs did not change from 2002 to 2003, when examined as groups, the elementary school sites made average gains while the middle school sites lost implementation ground. In general, gains among the elementary schools can be attributed to a pilot enrichment program conducted at six sites that had a built-in assessment component. At the middle school sites, the addition of a new middle school site that had yet to implement formal assessment accounted for the loss in overall implementation.

By Spring 2003, site coordinators and key after-school personnel at most sites had gained access to student information such as standardized test-scores (SAT-9 and CST) and classroom performance. Most often, sites utilized this information to identify and place participants in tutoring and intervention components of the program. PasadenaLEARNs sites took a variety of approaches to identifying underperforming students for academic intervention and/or tutoring. At some sites, the site coordinator selected students either alone or with the help of a teacher liaison. At a few sites, student information was shared with the site team, who in turn, generated a list of possible students. Still other sites utilized teacher and parent recommendation or a combination of methods. The level at which a student was designated as “underperforming” was also determined by each site with some selecting all students performing “below grade level” and others targeting sub-groups of low-performing students.

Even though most sites reviewed the school-day performance levels of all participants at least once during the year, targeting underperforming students was generally the sole way in which it was utilized. Other types of assessment information were used by some sites to help make general program decisions. In a few sites, the overall performance of the school helped to guide the program’s focus for the year. For example, one school made writing in the 4th grade a focus of its instructional program in 2002-2003. As a result, this emphasis was carried over into the after-school program. Some sites also developed annual goals based on the evaluation and feedback provided by Public Works, Inc. Finally, in a few of the sites

that assessed their participants after-school and on a regular basis, the information was utilized to inform program decisions for the following session.

The majority of sites incorporated some form of after-school assessment into their programs. Continuing with trends that emerged in 2002, some sites developed after-school report cards that were completed by after-school staff that covered areas such as behavior as well as academic and enrichment performance. At these sites, the report card was sent home to parents while a few were also sent to the participant's school day teacher. At a couple of sites, assessment is built into an enrichment component that all students participate in. As mentioned above, these sites share the information internally to help make program decisions. A few also share the information from the school day with teachers on an informal basis.

In the fourth session of 2003, a subset of six elementary sites participated in an enrichment pilot designed directly from the Open Court program utilized in the school day. The program focused on fluency and included a student self-assessment piece. While the information was not formally shared with key stakeholders such as parents or teachers during the program's pilot, PasadenaLEARNs' goal is to distribute the information in the future. At a few sites, assessment was also incorporated into the intervention and/or tutoring components, though the effort was most often informal.

Continuing with a trend that was first observed in 2001, most sites provided evaluation and feedback to program staff (including program partners). While the site coordinator usually took on the responsibility for evaluating staff, a couple of sites delegated the process to a teacher liaison. Sites used either a standardized evaluation form developed by the district or a similar format designed by the site. Sites continued to use this information in a variety of ways. Most sites provided evaluation feedback directly to staff. Some sites have used findings to help determine staff training topics and a couple utilized the information to make staffing decisions.

In Spring 2003, the district also implemented a program-wide assessment procedure for all PasadenaLEARNs after-school personnel (other than certificated teachers and program partners). All current after-school personnel who worked directly with students were required to take the 8th grade level assessment that covered reading, writing and mathematical skills. According to the district, approximately one-third of staff who took the assessment did not pass all parts. Since the policy established at the start of the 2002-2003 academic year said that all staff who worked with participants in PasadenaLEARNs were required to pass the test, most sites had to make staffing changes. As the program moves forward, any potential after-school employee in PasadenaLEARNs will be required to take and pass the assessment before they can be hired.

Finally, all sites put on a Learning Showcase as a capstone to each of the four program sessions. While content differed from site to site, the purpose of the Learning Showcase was to demonstrate what students had learned in the various enrichment and extracurricular classes. The showcases included sample work,

demonstrations and performances. Key stakeholders including parents, school staff and community members were invited to the events.

Assessment at the Middle School Level

All three middle schools included for-credit classes under the PasadenaLEARNs umbrella. Students at each of the sites were identified by the school counselors. These classes were offered in math and humanities to middle school students who needed the academic credits because they had previously failed the class. Because these offerings were an extension of the school day, enrolled students were graded and the information was incorporated into their school day transcripts. Beyond assessment in the for-credit classes however, only one of the three sites attempted to incorporate any assessment either through the use of student information or informal after-school assessment efforts.

Best Practices in Assessment

Best practices were identified in the area of *Assessment*. A best practice refers to an exemplary technique, strategy, practice or programmatic application at a site or sites. It can refer to a single effort within a site, such as an excellent programmatic offering, or the way in which a site or sites have generally approached the area of *Assessment*. The site or sites where the best practice was observed have been identified as a point of reference.

- At *Hamilton* Elementary the site coordinator and program staff utilize assessment in multiple ways to help inform program decisions, track student progress and link to the regular school day. The school's resource teacher examines participants' standardized test scores at the beginning of the year to identify a population of students to receive extra academic help. All students participate in math and English/ language arts enrichment taught by teachers from the school day. These teachers regularly assess students in both areas and utilize the information to help determine future curriculum. If the student is not in their own classroom during the school day, they also provide after-school assessment information to the participants' regular school day teachers. In return, regular school day teachers provide information on how the student is performing in school. By forming a continual feedback system, both after-school and regular school day teachers gain information to help align the two programs to best enhance student academic performance.
- After-school staff at *Cleveland* Elementary School utilize a variety of strategies to place students into its multi-program tutoring program. Teacher, parents, the Curriculum Resource Teacher (CRT) as well as the Family and Student Support Teams all refer students into PasadenaLEARNs tutoring. Once a student is referred, the site coordinator, in collaboration with the CRT teacher, examine the student's 10 week English Language Arts assessments (LIONs) to determine specific areas of need.

- An analysis of standardized test information as well as LIONs assessment data helped the site coordinator and principal to place students in math and English Language Arts intervention at *Webster*. Participants needing math intervention were referred to after-school math tutoring provided by certificated teachers with II/USP funding. Webster PasadenaLEARNs provided intensified English Language Arts enrichment class to participants identified as needing assistance in reading and literacy.
- Parents at *Franklin, Cleveland* and *Webster Elementary* received feedback on how their students were doing in the after-school program on a regular basis. The site coordinator at *Cleveland* developed an after-school report card that was sent home to parents five times during the 2001-2002 year. The report card included items on behavior, leadership and achievement and was completed by program staff during the weekly staff meetings. In addition to providing parents with feedback, after-school staff utilized the assessment information in conjunction with other student information to help guide students' programming.

Parents at *Webster* and *Franklin* received a similar document that was coordinated with the distribution of report cards so that parents of PasadenaLEARNs participants received both a regular and after-school report card. The site coordinators tracked student progress through classroom observation and discussions with program instructors.

- Assessment is built into the Open Court Power Hour structure piloted by *Willard, Madison, Roosevelt, Franklin, Cleveland* and *Webster* in Spring 2003. During each session, students self test language fluency and record their results to compare with subsequent sessions.

Promising Practices in Assessment

In addition to best practices, promising practices were identified in the area of *Assessment*. While best practices refer to specific techniques or programs, promising practices refer to general strategies that have been found to facilitate the smooth functioning of PasadenaLEARNs or may clearly demonstrate the standards that the program is striving towards.

- Evaluation information is utilized to improve the program.
- Assessment information from the school day is available to the site coordinator.
- Information from assessment conducted during the regular school day and teacher recommendations are analyzed on a per student basis and used to place students in the intervention, tutoring or the enrichment portions of the program.
- Student Performance Logs are copied and sent home to parents to provide feedback on homework completion.

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- A system for observing after-school instructors' performance and lesson plans and providing feedback is established, feedback is provided at least once per year and utilized to make decisions related to employment.
- The progress of students involved in tutoring or academic intervention are formally tracked with outcomes information shared with the site coordinator, teacher liaison and classroom teacher.
- The progress of students in enrichment classes is measured against the partner provided lesson plans. Feedback is provided to after-school instructors and staff.
- Individual sites have a mechanism such as the Learning Showcase to demonstrate to stakeholders what students have learned in enrichment and extracurricular classes.

Area 4: Literacy and Mathematics

Average Implementation Scores* Area 4: Literacy Mathematics			
Site Visit Cycle	Elementary School Average	Middle School Average	All Site Average
Spring 2003	8	6	8
Spring 2002	7	7	7
Spring 2001	5	*	6
<p>Literacy and Mathematics Benchmark: The curriculum includes a balance of tutoring and/or homework assistance connected to school curriculum and academic enrichment activities. Curriculum is provided by knowledgeable staff who are able to deliver sequenced lessons with appropriate pedagogy. Curriculum is standards-based and uses innovative teaching methods to motivate and engage students in academic subjects. Students performing below grade-level are enrolled in an academic intervention.</p>			
<p>In order to describe and distinguish between the range of PasadenaLEARNs offerings related to academic programs and activities, the evaluation uses the following definitions to describe various terms.</p> <p>Homework assistance describes a formalized period in which students work on their homework where the environment is conducive to learning such as a quiet, appropriate space to work that is well lit. Instructors actively circulate throughout the class to answer questions and assist on a one-on-one basis.</p> <p>Tutoring describes a program that identifies students who need academic support and work one-on-one or in a small group setting. Instructors have the specific objective of increasing performance in a given academic area. Tutoring can be homework based or follow a curriculum. It differs from homework assistance in that the need for help is identified prior to the period and requires more individualized attention. Tutoring differs from academic intervention in that students may or may not be performing below grade level in a given subject.</p> <p>Academic intervention describes a curricular component within the after-school program in which the objective is to increase the academic performance of students (identified through teacher referral, student achievement information or direct assessment) performing below grade level during the regular school day.</p> <p>Academic enrichment describes activities outside of intervention, tutoring and homework assistance whereby grade-level appropriate academic standards are integrated into the curriculum and made explicit to students through engaging and motivational pedagogy.</p>			

*On the 12 point scale, a score of "1" indicates "not implemented" whereas a score of "12" indicates that the program area has achieved benchmark implementation.

Overall, PasadenaLEARNs sites made progress in the area of literacy and mathematics from Spring 2002 to Spring 2003 making it one of the areas in which sites have made the greatest strides toward full implementation. Most of the gains are accounted for at the elementary level. Sites continued to offer homework assistance and/or academic intervention to underperforming students. Sites made the most progress in the integration of explicit academic enrichment aimed at all participants. While progress was made at the elementary sites on average overall the middle school sites lost ground in literacy and mathematics.

Stakeholder perspectives gained from annual PasadenaLEARNs surveys administered in Spring 2003 suggest that parents and school staff continue to place importance on the academic components of the program. As the program has evolved, both parents and school staff have placed higher expectations on the program for

incorporating direct academic linkages including the integration of academic offerings and standards. As expectations have risen, so has program quality as viewed by parents and school staff. Since the first year surveys were administered in 2000, both parents and school staff have ranked most program components as increasingly higher quality.

The importance parents placed on academics was further underscored by the reasons they gave for enrolling this child in the program in 2002-2003. For the majority (58%) of parents who responded, 2002-2003 was at least the second year their child participated in the program. When asked why they enrolled their child in PasadenaLEARNs, help with school work was the number one reason parents gave followed by the opportunity to participate in enrichment activities and childcare. Although the reported need for childcare among PasadenaLEARNs parents has increased each year from 46% in 2000 to 61% in 2003, findings related to enrollment suggest that finding childcare is secondary to providing their children with an after-school environment.

Homework Assistance

As of the Spring 2003 site visits, all sites continued to require students to participate in homework assistance. While the length of the daily period varied from site to site, as did when in the program day it was offered, the majority of the sites provided students with a quiet, well-staffed time for students to work on homework.

The physical space in which homework assistance took place has improved greatly over time. By Spring 2003, the after-school programs at most sites had been given access to enough classrooms and spaces so that only one student group occupied a classroom or space (such as the cafeteria or auditorium) at a time. In sites where more than one group shared space, sufficient staffing and good classroom management practices kept the environment favorable for learning.

The amount of time allocated for homework on a daily basis varied from 30 to 90 minutes depending on the site's philosophy towards homework completion. The official position of PasadenaLEARNs is that students be given time to work on, but not necessarily complete homework. However, due to decisions made by after-school staff as well as parent requests, a few sites require participants to complete homework assignments before moving to the next activity. According to interview data from site coordinators, most schools do not have a school-wide template for homework procedures. As a result, after-school participants at the same site may have varying amounts of homework depending on their grade level and teacher.

The time that homework assistance was offered during the program also varied from site to site. Many opted to place the homework period at the beginning of the program day. These sites felt that catching students right after the end of the school day would take advantage of the in-school mind-set. It was also mentioned that scheduling homework first meant that school teachers were more likely to agree to staff the time. A couple sites staggered the homework period, with different groups of students working on homework at different times. These sites concentrated staffing at a higher level during homework assistance so that students received more

individual attention. Finally, a few sites continued to offer homework during the last period of the day. While some sites were successful with this strategy, at a couple, early pick-up meant that some students had less time to work on homework during program time. Additionally, students were generally less-focused during this period, as were some after-school staff. After monitoring the implementation of homework assistance for several years, observation recommends that for PasadenaLEARNs homework assistance is most successful (as defined by classroom management, student focus and after-school staff and teacher availability) when offered during the first two hours of a three hour program.

At almost every site, the staffing ratio during homework assistance was not more than 20 students to one after-school staff person as required by the grant sources. Many sites provided a higher staff-to-student-ratio. While few sites continued to staff this time with certificated teachers, due to funding and teacher availability, after-school staff such as youth leaders proctored this period. While the environment was conducive to study at the majority of sites, classroom management issues at a few sites disrupted the time during classroom observations.

Some sites have developed additional strategies to help make homework assistance successful. Through communication with school staff, site coordinators at a few sites have arranged to get copies of homework assignments from all teachers with PasadenaLEARNs participants. In the event that a child claims to not have any homework or has forgotten the assignment, the site coordinator can verify or provide copies. At a few sites, teachers gave homework assignments directly to the site coordinator who distributed, collected and returned completed assignments to the teacher. Many sites also checked the homework of students who said they were finished for the day. Finally, the majority of sites continued to have back-up measures in place for when students finish or say they do not have homework. Several sites have developed grade-level specific folders and packets for students while others provide reading material or educational puzzles.

Academic Intervention and Tutoring

The vast majority of sites continue to provide a group of underperforming participants with either tutoring or formal academic intervention. Though most sites focused on literacy/ reading/ English language arts, the approach to serving this type of students varied from site to site. Very few math programs were observed.

While the middle school sites have included school-based programs through for-credit classes under the PasadenaLEARNs umbrella for some time, some elementary school sites began taking advantage of school-based programs during the 2002-2003 school year. Due to grant awards and participation in high stakes accountability reform, some schools allocated funds specifically for after-school tutoring and intervention. Instead of reinventing services the school was already offering, regular and after-school staff at these sites coordinated so that students who qualified spent the first hour of the after-school program with school-based intervention instruction and then transitioned to PasadenaLEARNs enrichment activities once finished.

Other sites hired certificated teachers to provide targeted curriculum for a small group of students (six to fifteen total). A couple of sites continued to use the Soar to Success program (reading) while others designed curriculum specific to students needs. Unless the tutoring or intervention program was school-based, in 2002-2003, none of the sites hired an outside organization to provide tutoring or intervention. In spring 2002, a couple of sites outsourced this component of the program. These sites cited funding as the motivating reason for not continuing with an outside provider.

In lieu of providing formal intervention, a few sites coordinated structured tutoring programs with unfunded partners. At these sites, tutoring strategies were developed by either the site or volunteer organization around student needs specifically. All tutors were trained, either through PUSD, the volunteer organization or PasadenaLEARNs. Most often, the ratio of student to tutor was one-to-one, though some utilized a small group (1:3) format.

In 2002-2003, PasadenaLEARNs made a program-wide decision to focus on reading and language arts, purposefully leaving out mathematics intervention and enrichment. In 2002-2003, PUSD adopted a new math program, called Saxon Math across elementary schools in the district. PasadenaLEARNs decided to allow the regular school day a year of implementation before beginning to integrate intervention based on the Saxon Math program. PasadenaLEARNs plans to begin integration of formal math intervention and enrichment in the 2003-2004 school year.

Explicit Academic Enrichment

Overall, PasadenaLEARNs made the most progress in the area of literacy and mathematics by introducing structured math and literacy enrichment. In spring 2003, just over half of the sites offered academic enrichment to all PasadenaLEARNs participants. While a few sites were already offering enrichment, several more introduced formal academic enrichment in the 2002-2003 school year. In addition, six of the sites began piloting the *PasadenaLEARNs Open Court Power Hour* during the Spring 2003 session.

About one in four sites included explicit math and literacy enrichment developed by certificated staff. While the enrichment component of the program was most often delivered by certificated instructors, well-trained program staff provided instruction at a few sites. Teachers aligned enrichment to what was going on in the school day, thus articulating across both programs and often incorporated components that the participants' regular school day teachers did not have time to get to during the regular school day. While informal, there was clear evidence that the after-school instructors who were also regular school teachers communicated on a regular basis with participants' teachers. In general, the quality of instruction and enrichment at these sites was very high. Students were engaged in the activities and classroom management issues were minimal.

Open Court in PUSD

In the 2002-2003 school year, Pasadena Unified School District adopted Open Court reading, published by SRA/McGraw Hill as the reading curriculum for all of its elementary schools. Open Court is a phonics-based and scripted curriculum couched in existing literature. In 2002-2003, all elementary students in PUSD participated in Open Court for a structured amount of time on a daily basis.

To compliment what was going on in the school day, PasadenaLEARNs piloted Open Court Power Hour in six elementary after-school sites. PasadenaLEARNs district personnel and the site coordinators at the six pilot sites built the pilot around fluency portions at each grade level of the Open Court program (most schools were not utilizing this component of the Open Court Curriculum). Leading up to the pilot in Spring 2003, a selection of after-school staff and certificated instructors were trained at each of the six demonstration sites. Once the pilot was launched, all participants at the pilot sites were exposed to two hours of fluency and vocabulary practice, weekly. Open Court Power Hour is not an intervention effort because all students, whether they were performing at or below grade level participated in the program. Moreover, student performance levels were not formally utilized to place students into working groups. PasadenaLEARNs plans to implement Open Court Power Hour program-wide in the 2003-2004 school year.

While most of the pilot sites opted to have certificated teachers provide Open Court Power Hour instruction with after-school program staff following a student-teacher model, lack of available certificated staff and funding constraints at a couple of sites meant that well-trained program staff provided instruction. While students were engaged and the quality of instruction was good across sites, a perceptible difference in sophistication between certificated and well trained after-school staff was observed. The plan for the Open Court Power Hour pilot included several phases of implementation. At the two sites that achieved the highest level of implementation, certificated teachers provided both planning and instruction.

Though PasadenaLEARNs in general made strides in implementing true academic enrichment, most sites focused on explicit literacy enrichment. Fewer sites offered math enrichment. As discussed in the previous section, this PasadenaLEARNs made a program-wide decision to not focus on mathematics in 2002-2003 as a result of the introduction of a new math program into the regular school day. In addition, only a few sites focused on incorporating enrichment in other subjects. One site offered a standards-based poetry class while another provided students with social science and geography enrichment. While all sites require instructors to provide standards-based lesson plans, translating plans into actual lessons has proved difficult for most after-school staff and partners.

Literacy and Math at the Middle School Sites

The PasadenaLEARNs middle school sites have taken a different approach to implementing literacy and math after-school. For-credit classes in math and

humanities for students at risk of failing a grade level are offered under the PasadenaLEARNs umbrella at all three sites. All three sites also offer homework assistance, though it was well implemented at two sites and below quality at the third. Beyond make-up classes and homework assistance, level of implementation varied among middle school sites. Attempts to incorporate academic enrichment were only made at one of the middle school sites. This site was able to draw from the school's International Baccalaureate program, an interdisciplinary approach to learning.

Best Practices in Literacy and Mathematics

Best practices were identified in the area of *Literacy and Mathematics*. A best practice refers to an exemplary technique, strategy, practice or programmatic application at a site or sites. It can refer to a single effort within a site, such as an excellent programmatic offering, or the way in which a site or sites have generally approached the area of *Literacy and Mathematics*. The site or sites where the best practice was observed have been identified as a point of reference.

Homework Assistance

- Students at *Hamilton Elementary School* were given packets of math and language arts worksheets to work on after they finish their homework. They worked in a classroom environment that was quiet and provided each student with enough space to decrease distractions and enough staffing to interact with students on a one-on-one basis when they required assistance.

Academic Intervention and Tutoring

- Approximately 30 *Cleveland* after-school participants benefited from tutoring in 2002-2003. Volunteers from various groups including PUSD's Parents in Education (PIE) Office ROP, WIA and Work Ability provided multiple levels of tutoring for participants. Tutors trained through PIE met with the tutee's regular classroom teacher and provided one-on-one tutoring. Other volunteer tutors worked with small groups of students, supervised by certificated teachers with a specific curriculum (Kids Lit). The site coordinator and CRT teacher screened participants and based on need, matched them with an appropriate tutor.
- The site coordinator at Willard utilized 2002 SAT-9 scores to identify after-school students for participation in tutoring. Local high school volunteers were trained by the site coordinator to tutor students in math and English Language Arts two to four times per week. In addition to providing intensified homework assistance, tutors utilized Math STEP's and Soar to Success curricula modified by the site coordinator for use during after-school.

Academic Enrichment

- All participants at *Hamilton* and *Washington Elementary* participated in explicit math and English Language Arts enrichment. Certificated teachers

worked with students in both subjects three times weekly. At Washington, the lead teacher developed curriculum and provided instruction for students in K-3. The Open Court intervention curriculum was utilized to provide Washington participants in the 4th and 5th grade with English Language Arts enrichment (this was separate from Open Court Power Hour which was not piloted at this site).

Certificated teachers developed their own enrichment activities in English Language Arts and Math at Hamilton based on the school day instructional program. Instructors placed specific emphasis on writing with the 4th grade participants to help prepare them for the writing portion of the spring STAR testing.

- All participants at *Altadena* took a poetry class during the 3rd or 4th sessions of 2002-2003. Certificated teachers designed the curriculum that was catered to grade-level standards and included multiple strategies including reading, writing, performing and art. In addition to studying the fundamentals of poetry such as meter and language, the instructors covered modern forms of poetry such as hip hop.

Promising Practices in Literacy and Mathematics

In addition to best practices, promising practices were identified in the area of *Literacy and Mathematics*. While best practices refer to specific techniques or programs, promising practices refer to general strategies that have been found to facilitate the smooth functioning of PasadenaLEARNs or may clearly demonstrate the standards that the program is striving towards.

- After-school staff is able to articulate and distinguish between homework assistance, academic intervention and academic enrichment. All of these components should be included in the program.
- Homework assistance is based on the proposition that students require individualized attention and supervision. A person interacts with students directly, at least to help read the homework instructions and review what was accomplished and, if necessary, further coaching and assistance is provided.
- Homework or tutoring is organized by grade-level or grade-level groupings such as K-1, 2-3, or 4-5. After-school teachers are assigned to the grade-level they teach during the regular school day or an appropriate grade-level grouping, but not necessarily their own students.
- Homework or tutoring takes place in a quiet classroom environment where students sit at desks or tables.
- Instructors have an academic curriculum and activities prepared for when students complete or do not have homework.

- The after-school program includes an academic intervention component for students determined to be performing below grade level. In literacy, the *Open Court* or *Early Success/Soar to Success* curricula are the most appropriate given its links to the District-adopted literacy curriculum used during the regular school day. Moreover, the after-school intervention component provides more individualized instruction through a low teacher/student ratio as well as effective and engaging pedagogy.
- A math intervention has been identified or developed. Math intervention is equally emphasized in importance.
- Extracurricular and enrichment activities integrate academic content and standards. Each external partner's proposal includes lesson plans illustrating this integration, with explicit academic outcomes that communicate the specific goals and the standards to be met daily. Training is provided to external program partners in order to ensure that academics are integrated into extracurricular and enrichment course offerings.
- To alleviate the potential lack of staff and teacher burnout, tutoring and/or intervention are subcontracted to agencies trained specifically to deliver academic intervention services to underperforming students.
- A teacher liaison facilitates connections between the regular school day and after-school program through sharing student data, developing and organizing academic programming and providing formal feedback on the after-school program to regular school day staff.

Area 5: Leadership and Character Development

Average Implementation Scores*			
Area 5: Leadership and Character Development			
Site Visit Cycle	Elementary School Average	Middle School Average	All Site Average
	8	5	7
Spring 2002	8	7	8
Spring 2001	7	*	6
Leadership/ Character Development Benchmark: The curriculum includes activities and programs aimed at improving the leadership and character development of students. Students learn their role in their community and how they can affect change in their own life and the world around them. Students are learning appropriate rules as well as social and personal skills.			

*On the 12 point scale, a score of "1" indicates "not implemented" whereas a score of "12" indicates that the program area has achieved benchmark implementation.

The overall PasadenaLEARNs average in the area of leadership and character development decreased slightly from Spring 2002 to Spring 2003. While the elementary average remained the same, middle schools lost ground. However, 2002-2003 was the first year in which five of the 19 sites were evaluated in this area. Since a variety of expectations were added to the five sites, most elected to focus on program infrastructure and other program areas, leaving this area for future implementation. When the five sites are removed from the average, the mean score stayed the same from 2002 to 2003, or about three-quarters of the way to full implementation. As the scores reflect, most efforts to incorporate leadership and character development occurred at the elementary school level, while very little was done in the way of implementing this component at two of the three middle school sites.

Sites that had achieved the highest level of implementation continued to provide multiple leadership and character development opportunities. These sites layered formal classroom offerings and student control and responsibility for program content with good staff role models to create an environment ready to take advantage of explicit and implicit learning moments.

In general, sites continued efforts that were begun in earlier years. Almost all of the elementary sites offered some type of direct leadership education to some participants while approximately half of the sites offered leadership and development education to all students. While sites have begun to explore other packages the leadership curriculum titled "64 Ways to Practice Non-Violence" published by the Center for the Advancement of Non-Violence continued to be a popular approach among sites where core after-school staff provided instruction. Other sites continued to use outside and community providers to provide related offerings including mentoring and conflict resolution.

One in five sites offered students specific leadership roles. Some sites incorporated student leadership teams of communities. These groups helped to make program decision. At some sites they were also given the responsibility of planning events and participating in program development. Some PasadenaLEARNs participants also found their voice in the community as representatives of the after-school program. Students from multiple sites attended community and school board meetings, conferences and participated on a variety of student panels.

Up to Spring 2003, many sites had implemented specific discipline policies and programs. Some sites elected to align these policies directly with the school day while others adopted existing policies to fit with their unique after-school environment. While a formalized behavior code and/or discipline policy existed at most sites, in practice, the successful implementation of these policies depended upon the after-school program staffs' ability to manage classroom environments and serve as good role models to students. Some of the sites with well developed behavior plans met challenges in facilitating good behavior among participants because of a dearth in skills among program staff. The presence of skilled after-school staff who serve as good role models to PasadenaLEARNs participants not only fosters imitation among participants, but also builds into the infrastructure of the program by fostering an environment conducive to learning.

Finally, while most sites offer indirect leadership development opportunities through activities such as sports, dance and drama, many do not help students to make the connection between the activity and opportunity to develop leadership and character skills overall. Sites that have done this successfully have utilized strategies including discussions and writing exercises as part of these activities.

Best Practices in Leadership and Character Development

Best practices were identified in the area of *Leadership and Character Development*. A best practice refers to an exemplary technique, strategy, practice or programmatic application at a site or sites. It can refer to a single effort within a site, such as an excellent programmatic offering, or the way in which a site or sites have generally approached the area of *Leadership and Character Development*. The site or sites where the best practice was observed have been identified as a point of reference.

- Through its integration with International Baccalaureate (IB) in the school day, *Willard* has made leadership and character develop a priority for all of its after-school participants. The site coordinator collaborated with the school's IB coordinator to explicitly carry through the community and character development themes from the school day into the after-school program. The result was a battery of initiatives that reached all students. Kindergarten and first grade participants learned about world cultures and differences through their Around the World class. Second graders participated in Standing Together, a world culture and geography class. Third graders participated in the Pasadena Future Scholars program in which guest speakers from the local Pasadena community provided lectures and instruction. Fourth and fifth grade students participated in Peace Makers, a

conflict management class offered through Infinite Potential. Finally, 4th and 5th grade girls also participated in YWCA programming.

- Through its IB initiative, PasadenaLEARNs at *Wilson* Middle School has focused its efforts on integrating community service into the after-school program. The program sponsored two initiatives in 2002-2003. With a small grant from a local community agency, PasadenaLEARNs students put-on a carnival in which event entrance was the price of a canned good. Canned goods were donated back into the community. The regular school day and after-school programs also collaborated on a school mural. Students learned about the environment through an ecology unit during the school day. This was connected to the design and painting of a similarly themed school mural by a commissioned artist and after-school participants.

Promising Practices

In addition to best practices, promising practices were identified in the area of *Leadership and Character Development*. While best practices refer to specific techniques or programs, promising practices refer to general strategies that have been found to facilitate the smooth functioning of PasadenaLEARNs or may clearly demonstrate the standards that the program is striving towards.

- The leadership/character development aspect is explicit in the extracurricular and enrichment activities. The lesson plan or pedagogical method for each offering clearly demonstrates how leadership and character development will be taught and/or reinforced.
- The community knowledge, appreciation and involvement components are explicit in the extracurricular activities. The lesson plan or pedagogical method for each extracurricular or enrichment course offering clearly demonstrates how community or neighborhood is defined, taught and/or reinforced.
- Leadership classes are offered and delivered to all students. These classes highlight character development, community involvement and civic duty and are tailored to be age-appropriate to the different grade-levels served.
- Team leaders, teachers and partners serve as role models to students. They model exemplary characteristics to students through program delivery and one-on-one interactions.
- Student representatives serve on the site team. They are given a voice in the decision-making process and their opinions are actively solicited during meetings.

Area 6: Extracurricular Activities

Average Implementation Scores*			
Area 6: Extracurricular Activities			
Site Visit Cycle	Elementary School Average	Middle School Average	All Site Average
Spring 2003	8	6	7
Spring 2002	8	7	8
Spring 2001	7	*	7

Extracurricular Activities Benchmark: The program offers a wide-range of extracurricular activities. Student interest is taken into consideration both when activities are designed and during student enrollment. Academic standards are incorporated into extracurricular activities. Students are aware of the link between extracurricular activities and their school work.

*On the 12 point scale, a score of “1” indicates “not implemented” whereas a score of “12” indicates that the program area has achieved benchmark implementation.

PasadenaLEARNs experienced a slight loss in implementation in the area of extracurricular activities. When elementary and middle school sites are examined separately, the overall elementary average remained the same from Spring 2002 to Spring 2003. Like the overall average, the middle school average lost ground. As funding streams come to an end and the expectation to serve as many students with high quality programming continues, sites have had to make pointed decisions regarding programming. With the focus on academics, many sites elected to modify the extracurricular components of the program. While some sites actually reduced the number of activities and classes offered, others turned away from outside partners in exchange for having core staff provide instruction. Sites have done these things with varying degrees of success, resulting in an overall lack of progress in the area of extracurricular activities from Spring 2002 to Spring 2003.

While some sites reduced the number of classes and activities offered, most continue to offers students a good variety of activities. On a weekly basis, most participants at the majority of sites participated in multiple activities that included movement (sports, free play, dance, etc.), performing arts such as drama, music, visual arts and crafts including cooking and sewing.

In general sites continued to reduce the number of program partners who provided instruction. Please refer to the Appendix for a complete list of program partners by site. Resulting from cuts in funding, some sites did not use any partners while others selected a few with which they had established strong working relationships. Interestingly, a single partner does not stand out among the sites, instead, sites built unique relationships with different partners depending on the program’s unique environment.

While most sites continued to work with one or two partners, almost all sites shifted toward utilizing core after-school program staff to provide extracurricular instruction. Early on, most sites utilized external staff (program partners) to provide the instructional components of the program. As the program has evolved, many sites have begun using a second model, in which core staff also provide instruction. This approach has been met with varying degrees of success. Depending on the

climate of the site and skill of the core staff person, instruction was as good as or better than the program partner in some sites while the opposite was true in others. In addition to creative and engaging lesson plans, classroom management skills also affect the quality of programming. Though many sites have provided staff development to core staff, challenges persist. In late Spring 2003 a testing procedure was implemented at the district level for all PasadenaLEARNs employees. Those who want to provide instruction are required to pass the exam. While it may be too soon to gauge the effects of this new procedure, it is anticipated that site coordinators and site teams will have a more qualified pool of candidates as a result.

Most sites incorporated student interest at either the design or programming level. Most often, students were surveyed at the end of the session regarding program satisfaction and offerings they would like to see. Site teams and after-school staff took findings from the surveys under consideration when selecting programming. Students also participate on the site team at a third of the sites. A few sites provided students with a choice of activities at the enrollment level. Students were allowed to select themselves into groups depending on their interests with the option of switching once the session was over. Because students were grouped by grade level at the majority of sites, choice generally came in the form of one activity or another.

Activities continued to be grade appropriate at most sites. Because all partners and staff who provided instruction were required to submit a 10-week lesson plan linked to academic standards, at least on paper, all activities were sequenced and geared toward specific grade levels. Putting the lesson plans into practice on paper continues to be a pervasive challenge for some instructors however.

Extracurricular Activities at Middle School Sites

Each of the three middle school sites incorporated extracurricular activities differently ranging from a variety of quality activities to one or two options. Among the sites with limited offerings, both site coordinators noted that lack of interest among participants and limited funding played principal roles in the dearth of activities. Students tended to gravitate toward sports and dance classes. Students were allowed to select themselves into the activities at all sites.

Best Practices in Extracurricular Activities

Best practices were identified in the area of *Extracurricular Activities*. A best practice refers to an exemplary technique, strategy, practice or programmatic application at a site or sites. It can refer to a single effort within a site, such as an excellent programmatic offering, or the way in which a site or sites have generally approached the area of *Extracurricular Activities*. The site or sites where the best practice was observed have been identified as a point of reference.

- The PasadenaLEARNs program at *Wilson Middle School* served as the umbrella for all after-school activities. In addition to coordinating make-up classes for students who failed academic subjects, the program was also the umbrella for drill team, athletics and music and enrichment activities such as Odyssey of the Mind.

Promising Practices in Extracurricular Activities

In addition to best practices, promising practices were identified in the area of *Extracurricular Activities*. While best practices refer to specific techniques or programs, promising practices refer to general strategies that have been found to facilitate the smooth functioning of PasadenaLEARNs or may clearly demonstrate the standards that the program is striving towards.

- There is a broad and interesting range of extracurricular activities. Some of the notable and popular examples are sports, ethnic dance, cooking, sewing, journalism, cartooning and robotics. Students are exposed to things they might not have had to opportunity to experience otherwise.
- Activities offered are at grade level and age appropriate to the students being served. If the activity is offered to more than one grade level, age group or to students with special needs, adjustments are made in the curriculum and lesson plans to best serve the level of the students.
- All children have at least one “movement” type of extracurricular activity (e.g. sports, dance) that provides an outlet for accumulated energy from the regular school day’s activities.
- The program includes a strategy to accommodate student interest in the design and enrollment in extracurricular activities. There is a mechanism for determining whether an activity is popular with students and discontinuing courses that do not generate sufficient interest.
- Where appropriate, the academic links inherent in extracurricular activities is broadened and made explicit to participants.

Area 7: School Linkages

Average Implementation Scores*			
Area 7: Linkages to School			
Site Visit Cycle	Elementary School Average	Middle School Average	All Site Average
Spring 2003	8	5	7
Spring 2002	7	5	7
Spring 2001	6	*	6
<p>Linkages to School Benchmark: Curriculum, assessment and extracurricular activities of the after-school program are linked to overall school goals and expectations for improved student achievement. School and after-school program staff meet formally and informally and communicate regularly about student and program performance. After-school curricula are aligned with the regular day instructional program. Articulation across and between grade levels is apparent within the program. Principal serves as a vital link between the school and the program.</p>			

*On the 12 point scale, a score of “1” indicates “not implemented” whereas a score of “12” indicates that the program area has achieved benchmark implementation.

The overall average remained at over halfway towards implementation. However, on average, the elementary sites made progress toward stronger connections to the school day in 2002-2003 with over half of the individual elementary sites making progress toward implementation.

Sites made progress toward strengthening school linkages in a variety of ways with strengthening the principal-site coordinator relationship and further aligning the after-school program to school goals as two of the most successful strategies.

In about a third of the sites, either the school’s leadership (principal) or the after-school leadership (site coordinator) changed in 2002-2003. As mentioned in the vision area, relationships were formed between site coordinator and principals at some of these sites where before the interaction was minimal to negative. The explicit benefits of having the principal serve as a program advocate was not the only advantage for these sites. The indirect rewards included increased staff buy-in because of principal buy-in which trickled down to increased access to school facilities including classrooms, and greater attendance at after-school functions by school staff.

By Spring 2003, the majority of the sites were providing either tutoring or academic intervention to underperforming students and about half of the sites provided all students with formal academic enrichment on a weekly basis (six of these sites participated in the Open Court Power Hour pilot in Session 4). Along with strengthening the academic portions of the program, the increase in formal math and literacy enrichment helped to further align the after-school program with the schools’ instructional program and goals for improvement by continuing the enforcement of academic standards into non-school time. At many of the sites, teachers from the school day provided instruction for the programs’ academic components. As a result, certified teachers provided instruction in most of the PasadenaLEARNs sites. While these are positive steps toward full implementation in

the area of school linkages, aligning after-school instruction and goals with regular day instruction and goals was generally limited to the explicitly academic components of the program (such as homework, intervention/ tutoring and math and literacy enrichment).

Carrying forth a trend from Spring 2002, a few sites continued to utilize a teacher liaison. These sites allocated monies to fund a certificated teacher for a number of hours each week. While the general role of the teacher liaison was to help the after-school program align to the regular school day, the way in which sites defined the specific role of the teacher liaison differed between sites. Most often, the teacher liaison helped to select curriculum and/ or develop after-school curriculum for tutoring/ intervention and enrichment. At some sites the teacher liaison provided training to after-school staff, particularly in aligning lesson plans with academic standards. Finally, at a few sites, the teacher liaison observed and provided feedback on performance to after-school staff. At these sites, the teacher liaison evaluated after-school staff on a regular basis and provided direct feedback. While this practice was implemented 2002-2003, in observation, Public *Works*, Inc. did not discern a difference in staffing quality between years at the sites where a teacher liaison evaluated after-school staff.

While almost every site had a direct connection with certificated or certified school staff, overall school staff awareness and direct involvement decreased from 2002 to 2003. Most sites included a teacher on the site team. However in observation, fewer certificated staff were documented as actually attending and participating on the site team than in previous years. Moreover, only 17% of school staff who responded to the annual 2003 PasadenaLEARNs survey said that they worked in the after-school program, down from 25% in 2002 and 47% in 2000. Several factors including lack of teacher interest, teacher burnout and decreased after-school budgets account for this decrease. This finding further confirms a trend established in Spring 2002. Due to various factors, sites have opted to work with a handful of certificated staff willing to form an after-school cadre in aligning the after-school and regular school day programs instead of spreading the available funds and hours among as many school staff as possible.

Site coordinators and some after-school staff have also sought to make connections to the school day by making themselves physically visible to school staff. As the programs have established themselves on school sites, site coordinators at the majority have attempted to integrate with the school community. At most sites, the site coordinator attends school staff meetings, making announcements and presentations on a regular basis. At other sites, PasadenaLEARNs site coordinators sit on school committees such as the Student Support Teams and Family Support Teams.

Despite attempting to increase program visibility, survey responses from school staff not directly involved in the program indicated that while they knew the program existed and how to refer students, they lacked knowledge about the content of the program. While individual sites made gains in providing academic content and examining student information from the regular school day, the vast majority of sites still do not provide formal feedback to teachers regarding students' performance in

the after-school program. Regular feedback to teachers regarding student performance is one way for sites to strengthen linkages to school staff directly and indirectly involved in the program.

School Linkages at the Middle School Level

In general, the middle school sites have made considerably less progress toward creating a seamless day through school linkages than the elementary school sites. Several variables play into this finding including lack of principal support, a lack of communication and coordination between the regular and after-school programs and a general unwillingness on the part of school staff to engage in the after-school program (either through instruction, support or voluntary involvement). Wilson Middle School is the exception in this group of sites.

Best Practices in School Linkages

Best practices were identified in the area of *Linkages to School*. A best practice refers to an exemplary technique, strategy, practice or programmatic application at a site or sites. It can refer to a single effort within a site, such as an excellent programmatic offering, or the way in which a site or sites have generally approached the area of *Linkages to School*. The site or sites where the best practice was observed have been identified as a point of reference.

- PasadenaLEARNs is formally written into school instructional plans at *Cleveland*, *Hamilton* and *Willard* Elementary Schools as well as *Wilson* Middle School. At Hamilton, PasadenaLEARNs is written into the overall instruction plan as an intervention. At Cleveland, the after-school program was written into the school's Immediate Intervention/ Underperforming Schools Program (II/USP) strategic plan. The site coordinator participated on the II/USP action team and helped articulate the program's role as a social and academic intervention program.

PasadenaLEARNs at Willard and Wilson were written into the schools' International Baccalaureate (IB) programs. The site coordinators at these sites worked with the IB coordinators to explicitly integrate IB thematic strands into the after-school program, including community service, foreign languages and world culture

- So that both regular school and after-school staff were all on the same page regarding discipline policies, at the beginning of the academic year, the principal at *Altadena Elementary* provided after-school program staff with the same discipline training she provided to regular school day staff. As a result, procedures and practices were consistent from the regular school day to the after-school from the policy to the method of documenting behavior.

Promising Practices in School Linkages

In addition to best practices, promising practices were identified in the area of *Linkages to School*. While best practices refer to specific techniques or programs,

promising practices refer to general strategies that have been found to facilitate the smooth functioning of PasadenaLEARNs or may clearly demonstrate the standards that the program is striving towards.

- The principal serves as a catalyst for linkages between the after-school program and the regular school day. He/she advocates for the PasadenaLEARNs program, giving it significant staff time and school priority, including the provision of school support and resources where appropriate (i.e., instructional materials).
- School staff meetings regularly include the after-school program on the agenda, giving this program prominence as part of a whole school strategy and providing a forum for communication about program issues, students and the relation of after-school with regular day curriculum and assessment.
- Regular grade-level meetings are used as forums for sharing information about the after-school program and resolving the particular academic problems of students.
- Students who need intervention are identified and recognized by teaching staff through school day assessment procedures and priority enrollment processes.
- The site coordinator works closely with a teacher liaison or CRT to identify underperforming students and to program academic activities.
- The site coordinator makes it a point to communicate with classroom teachers on a regular basis through formal and informal meetings and written communication.
- Teachers from the regular school day are actively recruited to teach in the after-school program.

Area 8: Parent Involvement

Average Implementation Scores*			
Area 8: Parent Involvement			
Site Visit Cycle	Elementary School Average	Middle School Average	All Site Average
Spring 2003	8	4	7
Spring 2002	8	6	7
Spring 2001	7	*	5
<p>Parent Involvement Benchmark: Parents are aware of the purpose, schedule and content of the after-school program. Parental input is solicited in decisions related to their child and the overall program design. Parents receive regular feedback on their child’s academic and social performance and progress. There is a mechanism for disseminating information about program activities and events to parents. Parents feel comfortable discussing issues with school and program staff. Parent education is incorporated into the after-school program.</p>			

*On the 12 point scale, a score of “1” indicates “not implemented” whereas a score of “12” indicates that the program area has achieved benchmark implementation.

Overall, sites stayed at the same level of implementation in the area of parent involvement from Spring 2002 to Spring 2003. While seven sites (all elementary) made progress toward implementation, general lack of implementation at the middle school level resulted in an average loss of implementation.

Parents continued to be very satisfied with communication between the after-school program and themselves. Ninety percent of parents who responded to the annual PasadenaLEARNs parent survey reported that they were given information about program activities and events as well as are informed about their child’s schedule and program options. The vast majority (98%) also said that they felt comfortable approaching after-school staff to discuss their child and the program. Regarding methods of communication, sites generally continued to pursue avenues previously established as successful including fliers, letters, regular events and phone calls. Site visit observations also demonstrated that compared with previous years, more sites held one-on-one meetings and family nights designed to specifically draw-in the PasadenaLEARNs population.

Parent survey responses (73%) also indicated that they received regular feedback on their child’s performance and progress. In observation, this feedback was generally informal. Only about a third of the sites provided parents with consistent formalized feedback. These sites provided information through a report-card format that graded participants’ after-school performance in various areas such as behavior and homework. The remaining sites relied on interaction during student check-out and phone calls or meetings on an as needed basis to communicate student progress. Though survey findings indicate that parents are satisfied with this component of the program, as sites concentrate more and more on academic program content, providing stakeholders including parents with regular feedback on student progress will be a key measure of the effectiveness of program implementation.

Consistent with previous years, the site team continued to a point at which parent involvement was most formalized. Most sites included parents on their site teams. Interestingly, the majority (64%) of parents who responded to the survey said that their input had been sought regarding program design. Knowing that the majority of parents of PasadenaLEARNs participants did not sit on the site teams, this finding suggests that at least where parents are concerned, programs are finding ways to cast the decision-making net beyond just the site team.

In the past, sites have made gains in implementation by providing parent education as a component of the after-school program. By Spring 2003, sites had moved away from providing direct services to focusing on connecting parents with educational opportunities already present at the school and in the community. Consistent with previous years, most sites had a formal referral process in place for parents seeking education and/or services. In addition, a few sites forged relationships with the PTA and other parent organizations. Interview data revealed that budget constraints, lack of parent interest as well as more fully articulated relationships with entities already providing education, contributed to this subtle shift.

While parents may be informed and feel they have a role in the decision-making process, few were directly involved in PasadenaLEARNs through either volunteering and/or working in the program. This has been a consistent trend over the years, the reported increased need for childcare by parents offers a reason why this area of implementation has not changed since the program started. As the program has expanded since 2000, the reported need for childcare has also increased. In 2000 less than half of parents said they needed after-school care while 60% indicated needing care in 2003. With more than half of parents either engaged in activities outside of the home during after-school time, it is not surprising that very few parents volunteer in PasadenaLEARNs.

Parent Involvement at the Middle Schools

As school level increases, parent involvement generally decreases. This extends to after-school involvement at PasadenaLEARNs middle schools. Parents participated on the site team and received regular feedback at one of the sites, parent involvement was limited at the other two middle school sites. While this is due in part to the lack of visibility of middle school parents (many students have permission to walk home alone while elementary students are generally met by parents at the end of the day), general lack of effort to inform and incorporate parent input and involvement at two of the three middle school sites resulted in overall lack of parent involvement.

Best Practices in Parent Involvement

Best practices were identified in the area of *Parent Involvement*. A best practice refers to an exemplary technique, strategy, practice or programmatic application at a site or sites. It can refer to a single effort within a site, such as an excellent programmatic offering, or the way in which a site or sites have generally approached the area of *Parent Involvement*. The site or sites where the best practice was observed have been identified as a point of reference.

- *Webster, Franklin* and *Cleveland* provided parents with formalized feedback on the students' performance in the program. Both instruments are described in the Best Practices section of the Assessment area.
- At intake, the *Cleveland* site coordinator meets with each participant's parents to discuss program content, procedures and student expectations.
- *Webster* sponsored several Family Nights for families of all Webster students. PasadenaLEARNs student leadership classes helped plan the events that included a sock hop, Dr. Seuss night and dinners. After-school staff and site team representatives provided the support to put student ideas into action while the principal helped publicize the events to non-participant families. In addition to providing students and their families with entertainment in a safe environment, the Family Nights were an opportunity for after-school staff to share program information and gather parent feedback.

Promising Practices in Parent Involvement

In addition to best practices, promising practices were identified in the area of *Parent Involvement*. While best practices refer to specific techniques or programs, promising practices refer to general strategies that have been found to facilitate the smooth functioning of PasadenaLEARNs or may clearly demonstrate the standards that the program is striving towards.

- The site Coordinator is visible and accessible to parents by phone and during check-out time.
- All parents are invited to a parent orientation that describes and actively recruits parents into the after-school program.
- Parents are invited to attend student displays and performances resulting from the after-school program.
- Parents receive feedback on their child's performance in the after-school program.
- Parents serve on the site team and provide input into program design.
- Parent education is coordinated or offered with the after-school program.

Area 9: Community Involvement

Average Implementation Scores*			
Area 9: Community Involvement			
Site Visit Cycle	Elementary School Average	Middle School Average	All Site Average
Spring 2003	8	5	7
Spring 2002	8	8	7
Spring 2001	6	*	7
Community Involvement Benchmark: Funded partners contribute to reaching the program’s shared vision and goals. Funded partners communicate and coordinate to create an articulated, comprehensive program. The program is well-integrated with other programs in the immediate community. All stakeholders participate in key governance and decision-making through the site team. Volunteers understand their role in the program.			

*On the 12 point scale, a score of “1” indicates “not implemented” whereas a score of “12” indicates that the program area has achieved benchmark implementation.

The level of community involvement at PasadenaLEARNs sites remained the same overall from Spring 2002 to Spring 2003. While almost half of the individual sites made gains, Spring 2003 was the first year five of the sites were evaluated regarding community involvement. Similar to the status regarding the integration of leadership and character development, community involvement was generally not a priority at the new PasadenaLEARNs sites.

While the overall level of implementation was the same between years, the role of the community in PasadenaLEARNs has changed over time, particularly in relation to funded partners. As the name infers, funded partners include individuals and organizations from the community that subcontract with sites to provide services such as instruction for a fee. As written in the original grant, the concept was to form partnerships with community organizations that would contribute to the process of forming site-based community learning centers. When the program rolled-out in 2000, PasadenaLEARNs sites relied heavily upon funded partners. As time passed, both parties learned that what worked very well at one site, might not at another. As a result, sites generally built small cadres of partnerships to fit the uniqueness of the after-school program at the site level. At the same time, many sites found themselves budgeting to fewer dollars, causing them to not only become highly selective of partners, but also to develop alternate strategies for providing instruction. The overall result, has been a reduction in the number of partners or organizations and single persons providing service per site, over time, as displayed in Table 3.2.

In the original PasadenaLEARNs grant, program partners were to have provided an increased percentage of in-kind services each year. While this goal has not been widely realized, there was evidence that a few sites had continued to build relationships with selected partners that moved beyond provider and client. Following a trend that began in the 2001-2002 school year, a few partners have written and won proposals to help provide in-kind funding to sites.

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Convening program partners at the site level continued to be a challenge. While core after-school staff met regularly at most sites, program partners generally did not attend the meetings. Over time, site coordinators developed a number of strategies designed to capture program input from program partners, the site team being most common. Among sites with active site teams, almost all had at least one funded program partner listed on the team’s roster. While partner representation continued to be strong in 2002-2003 at some sites, a couple of sites noted that partners did not attend site team meetings. Site visit information revealed that the reason for this lie with both the site and the program partner. Some sites did not go far in recruiting partners to participate on the team. Conversely, despite recruitment efforts, some sites were not successful in recruiting a program partner to participate in the site team consistently.

Table 3.2: Net change in number of partner organizations by site from 2001-2002 to 2002-2003

School	Number of Funded Partners Operating in the Program		
	2001-2002	2002-2003	Change
Altadena	6	4	(-)
Burbank	na	1	Na ²⁵
Cleveland	5	5	(-)
Edison	3	5	+
Eliot	na	1	Na
Field	1	1	=
Franklin	6	7	(-)
Hamilton	1	2	+
Jackson	6	3	(-)
Loma Alta	5	1	(-)
Longfellow	10	7	(-)
Madison	6	9	+
Roosevelt	6	2	(-)
San Rafael	1	2	+
Washington ES	2	3	+
Washington Middle	1	1	=
Webster	5	7	+
Willard	5	4	(-)
Wilson	4	2	(-)
Overall Average number of Partners	4	3	(-)

The quality of program delivered by program partners was generally above average at the majority of sites. Before a partner is hired, the site team reviews the proposed lesson plan for quality and connections to academic standards, thus building in quality control. While lesson content was good, lack of classroom management skills among some instructors allowed student discipline issues to interrupt instruction. This has been a challenge over the years. While site coordinators may have the ability to provide training to core staff, the amount and content of training

²⁵ The sites with “Na” noted in this column are new PasadenaLEARNs programs in 2003-2004, therefore do not have a comparison year.

program partners receive is an unknown variable. However, as sites become more selective about partners, well trained instructors put some program partners at advantage over others.

Citywide Human Services and Recreation and Other Unfunded Partners

The partnership between PasadenaLEARNs and Citywide Parks and Recreation has evolved over time. In Spring 2002, the City of Pasadena allocated \$64,000 of in-kind Human Services and Recreation resources to the original eight PasadenaLEARNs sites whose federal funding ended that spring. The in-kind donation took the form of structured instruction at the eight sites. Representatives from PasadenaLEARNs and Pasadena City worked closely to plan for the classes, many of which were open to both PasadenaLEARNs and Human Services and Recreation participants. According to interview data as well as program observation, the classes were very successful ranging from dance to organized sports to model car building.

While the venture was successful, the relationship between the two entities was inconsistent across other sites and generally fell into three categories: collaborative, coordinated and completely separate. Over time, the partnerships have been slow to develop at some sites, depending on the leadership of both programs. As a result, at about a third of the sites with Human Services and Recreation, the two programs exist separately. On the other hand, a few sites championed new renewed relationships with Human Services and Recreation that resulted in the sharing of programming and resources. Several sites have also shared a strong and positive relationship with Human Services and Recreation. These sites share programming space and coordinate on events and student behavioral expectations.

A cadre of sites continued to harness other unfunded partners from the community, including individual volunteers. While few new partnerships were formed from Spring 2002 to Spring 2003, sites with existing relationships continued to foster connections. Through Pasadena City College, the STAR program provided mentoring and conflict resolution management programming at several sites for the second year. Local businesses such as IndieMac bank provided tutors, and students from a variety of local high schools volunteered at sites on a regular basis.

Each session, all sites organize a Learning Showcase event. Each event adopted a different flavor to demonstrate what participants had learned in PasadenaLEARNs. In addition to parents and school staff, community members were always invited to the program. Additionally, a few sites connected with the school's PTA. Through this partnership, both organizations held fundraisers to supplement program resources. For example, at one site, the PTA allocated scholarship money for uniforms for all of the girls who participated in Girl Scouts through the site's PasadenaLEARNs program. Finally, multiple sites held events explicitly aimed at garnering community support. Events such as picnics and a community faire worked to draw in individuals from the surrounding community who might not have a direct affiliation with the school.

A handful of sites found continued success in canvassing the local business community for donations and resources. Some sites received donations and gifts in the form of supplies, services and food.

Community Involvement at the Middle Schools

Community involvement at the middle school level was inconsistent across sites. One site had very little involvement from outside the school campus. Another had a couple of strong unfunded partners that existed before the program and then were brought under the PasadenaLEARNs umbrella. The last site shared more formal ties with the community including consistent representation on the site team, unfunded instructors and community service collaborations.

Best Practices in Community Involvement

Best practices were identified in the area of *Community Involvement*. A best practice refers to an exemplary technique, strategy, practice or programmatic application at a site or sites. It can refer to a single effort within a site, such as an excellent programmatic offering, or the way in which a site or sites have generally approached the area of *Community Involvement*. The site or sites where the best practice was observed have been identified as a point of reference.

- *Cleveland* harnessed the power of a cadre of regular volunteers to fill specific roles in the after-school program. Volunteers came from a variety of sources including PUSD's Parents in Education Office (PIE), local public and private high schools, a local church, Work Investment Act (WIA), ROP and Work Ability. Based on their background and expertise, volunteers provided multiple forms of support to the after-school program including mentoring and team leader assistance. As described in the Best Practices section in Literacy and Mathematics, volunteers were the main source of trained tutors.
- Students at *Cleveland*, *Loma Alta* and *Altadena* have all benefited from conflict management and mentoring classes provided through the Students Talk About Race (STAR) program. This unfunded partner is directed by an English professor at Pasadena City College and has been providing services to students in the PUSD since 1994. The purpose of the program is to facilitate tolerance and sensitivity to diversity through a specially designed curriculum and interaction with a college student facilitator. Before working with the elementary students, the college student facilitators receive extensive training in the program's curriculum and instruction.
- For the second year, approximately 20 students from a local high school tutored PasadenaLEARNs participants at *Willard Elementary School* three times weekly in Spring 2003. Through a needs assessment sent to the school day teachers of all PasadenaLEARNs students, the site coordinator identified students in need of academic assistance as well as the specific skills they needed help with. With this information, the site coordinator developed individualized plans for each student. The tutors were trained by the site

coordinator and through the PUSD and assigned to specific student volunteers.

Promising Practices in Community Involvement

In addition to best practices, promising practices were identified in the area of *Community Involvement*. While best practices refer to specific techniques or programs, promising practices refer to general strategies that have been found to facilitate the smooth functioning of PasadenaLEARNs or may clearly demonstrate the standards that the program is striving towards.

- Funded partners participate in decision-making processes related to the after-school program. For example, they are viewed as an integral part of the site team, and meetings take the schedules of external partners into consideration.
- There is a strategy for recruiting and involving non-funded partners.
- Orientation and training is provided to all external partners so that these individuals and groups are aware of the after-school program's goals and objectives, appropriate classroom management and pedagogy, and district/grant timeframe and policies.
- Community citizens who are not a formal part of the school community (i.e., not a parent, partner or staff) are actively involved in the program either through the site team or as volunteers.
- After-school program hosts a community related event (such as a science fair or barbecue) that brings together all stakeholders including parents, partners, students and after-school staff.
- The site coordinator solicits donations in the form of goods and services from local businesses for after-school events.
- The site coordinator and program partner collaborate to identify and pursue extramural funding sources to cover partner costs and fees.
- The program collaborates with Human Services and Recreation to provide participants from both programs with increased opportunities and a more safe and secure after-school environment.

Area 10: Social Services

Average Implementation Scores*			
Area 10: Social Services			
Site Visit Cycle	Elementary School Average	Middle School Average	All Site Average
Spring 2003	7	4	7
Spring 2002	7	6	7
Spring 2001	7	*	7

Social Services Benchmark: The program has developed a system for referring students and families to health and social services agencies. Partnerships with local public and private providers are in place. The concerns and issues of school site resource personnel (e.g. nurses, school psychologists, etc.) are coordinated with the overall after-school program. Staff is knowledgeable of what to do in cases of abuse.

*On the 12 point scale, a score of “1” indicates “not implemented” whereas a score of “12” indicates that the program area has achieved benchmark implementation.

At the program level, PasadenaLEARNs has not made progress in the area of social services in the last three years. However, at the site level, almost half made discernable progress from Spring 2002 to Spring 2003. Social services is another area in which 2002-2003 was the first year the five new PasadenaLEARNs sites were expected to incorporate into their program. As would be expected, most of these sites made little progress in the area of social services, bringing down the overall average.

As of Spring 2003, almost all sites had a formal social services process in place. Depending on the site, the site coordinator developed a protocol for after-school program staff to follow when they felt a participant or family needed a referral to mental or physical health services. Some sites adopted the forms utilized in the school day, while others worked with the school’s agency or resource personnel to develop documents unique to the after-school program.

In addition to developing forms, site coordinators and after-school staff made progress in developing relationships with school resource personnel, particularly the school psychologist and/or behavior specialist. While site coordinators consulted with resource personnel regarding individual students at some sites, other sites were able to leverage the expertise of various resource personnel to provide training. School personnel provided training to PasadenaLEARNs staff at various sites in areas such as anger management, conflict resolution and integrating special education students into the after-school fold.

Participation on school committees such as the Student Support Team and Family Support Team was another way in which site coordinators at some sites formally connected with teachers and resource personnel from the school day regarding the physical and mental health of participations. At multiple sites, the site coordinator was brought in on school day meetings for individual students in order to give the after-school perspective. At a growing number of sites, participation in PasadenaLEARNs is viewed as an important component of a student’s behavioral intervention plan.

Most sites also had a relationship with the school's mental health provider. At some sites the linkage was informal and related to the social service referral process. Other sites have been able to champion the role of the provider in a variety of ways. At about a third of the sites, the provider has a list of PasadenaLEARNs participants and pulls the students out of the after-school program for counseling sessions. This helps the provider to extend the school day and see a larger caseload of students. In addition to working with resource personnel to provide related training, site coordinators have also worked with their school's provider as well as external agencies such as Day One and the local fire and police departments. These agencies have provided training to both students and program staff.

Social Services at the Middle School Level

Only one of the three middle school sites made explicit attempts to integrate a social services component into the PasadenaLEARNs program. This site has a strong history of coordinating with the school's resource personnel as well as service provider.

Best Practices in Social Services

In addition to best practices, promising practices were identified in the area of *Community Involvement*. While best practices refer to specific techniques or programs, promising practices refer to general strategies that have been found to facilitate the smooth functioning of PasadenaLEARNs or may clearly demonstrate the standards that the program is striving towards.

- All social services including mental and physical health services such as counseling and health care for the regular and after-school day alike were coordinated through the *Madison Family Village* at Madison Elementary. The PasadenaLEARNs site coordinator also coordinated the services provided by the Village, creating a direct linkage between the after-school program and social services. Because services were centrally located, social service providers could extend their regular school day caseload to provide services to students after-school. One of the service providers, The Sycamores also provided direct instruction in the program through a leadership class. Because parent education was also coordinated through the Village, the site coordinator at Madison was able to link a larger number of parents of PasadenaLEARNs participants to both social service resources and parent education.
- At *Wilson Middle School*, Hillside Social Services plays an integral role in the delivery of the after-school program. In addition to providing counseling to students during the program and participating in the site team, staff also provide after-school classes for first generation immigrant students. Students in this group, called *Nuestro Tiempo* are grouped for homework and a class elective. They work on language integration and colloquial skills to facilitate the acculturation process.

Promising Practices in Social Services

In addition to best practices, promising practices were identified in the area of *Social Services*. While best practices refer to specific techniques or programs, promising practices refer to general strategies that have been found to facilitate the smooth functioning of PasadenaLEARNs or may clearly demonstrate the standards that the program is striving towards.

- If there are social services on campus (e.g., Healthy Start, nurses, etc.) the site coordinator has created a link and after-school staff have a clear understanding of the referral and service processes.
- If there are social services on campus, the site coordinator has collaborated with providers to coordinate student scheduling in order to increase the opportunity for a student to be served. For example, collaboration may occur in which a student receives counseling during after-school hours.
- The site has a health clerk or nurse during the after-school program hours. If the school does not have this resource personnel, after-school program staff are trained in CPR and first aide.
- The after-school program has a mechanism for referring students/families to mental and physical health services.
- Social service providers collaborate with after-school staff to provide programming for students and families.

Area 11: Safety

Average Implementation Scores*			
Area 11: Safety			
Site Visit Cycle	Elementary School Average	Middle School Average	All Site Average
Spring 2003	9	6	9
Spring 2002	8	7	8
Spring 2001	7	*	8
Safety Benchmark: The program has a safe, pleasant environment that promotes school pride and student learning. Efforts to maintain and beautify school surroundings are evident. Program staff is responsive to the safety concerns of parents and students. Space is adequate for the size of the staff and number of students. Coordination is apparent with appropriate agencies (e.g. police, fire, etc.)			

*On the 12 point scale, a score of “1” indicates “not implemented” whereas a score of “12” indicates that the program area has achieved benchmark implementation.

Overall PasadenaLEARNs made progress in the area of safety from Spring 2002 to Spring 2003. As construction resulting from the District’s Measure Y came to an end at some schools, the general school, and thus after-school environment, improved greatly at many of the sites. Elementary sites continued to provide participants with a safe place to be after-school, following a protocol of well developed safety related procedures. As the implementation scores reflect, on average, the middle school sites have met with challenges related to both the general school context as well as the administration of the after-school program.

Stakeholder perceptions underscore the site visit findings. Evidence from stakeholder surveys suggest that with the exception of one middle school site, students, parents and school staff feel PasadenaLEARNs provides students with a safe place to be during after-school hours. Across the years, a higher percentage of participants have reported feeling safer after-school than in the school day. This year’s findings were generally consistent, though overall, the gap between the school day and after-school widened slightly.

At most sites, both participants and program staff and partners wore identification. Students generally wore name badges while core after-school program staff wore PUSD picture identification badges. Partners were more likely to wear identifying clothing such as t-shirts or vests from their organization. This trend continued from the 2001-2002 school year and continued to help set the program apart from other adults on campus, giving it an identity that visibly heightened professionalism.

Sites spent the first two years of program implementation formalizing check-in and check-out procedures, institutionalizing the processes along the way. In Spring 2003, the vast majority of sites continued to practice strict check-in and check-out procedures. Actual procedures continued to vary from site to site with some reconvening all students in a centralized area and others having sign-out in

designated classrooms. Regardless of methods, all elementary school sites required parents or certified guardians to sign students out of the program every night.

Over time, the after-school programs have gained greater access to classrooms and school facilities. In the 2002-2003 school year, some sites benefited from the schools' transition out of portable classrooms into new buildings. With a host of unused classrooms on-site, the principals at several sites allowed PasadenaLEARNs the sole use of the temporary classrooms. While this was a luxury in the 2002-2003 school year, it is not likely that the school sites will retain the temporary classrooms. At the majority of sites, PasadenaLEARNs has gained access to classrooms. According to school principals the most successful strategy has been to make it clear that all classrooms will be used at a point during the year after-school.

Site coordinators have also gained access to designated office space. When the program rolled-out, many site coordinators were given temporary spaces such as a corner of the library or cafeteria. As the program has become a campus fixture, many have garnered larger, more permanent office space in which to hold meetings, interact with parents, house program computers and store program supplies.

At the majority of sites, students continued to transition from class to class lead by program staff. However, pervasive construction at some schools has caused after-school programming to be spread out. In the past, some sites responded to this issue by eliminating transitions. This was not observed in Spring 2003. As a result, transition time was exceptionally long at about one in four sites because participants had to walk around construction barriers. In anticipation, one site built extra transition time into the program. However, class time was compromised at other sites.

Classroom management has been an area of concern off and on since the roll-out of the program. While improvements at some sites have contributed to a pleasant environment, classroom management issues persist at other sites. In about one-in-three sites, classroom management compromised the safety of the after-school program. In addition to interfering with the delivery of program content, disruptive student conduct, lack of respect for peers, and general disorganization, all affected safety at a few sites in Spring 2003.

Safety at the Middle School Sites

Historically, achieving a safe after-school environment has been more of a challenge at the middle school than elementary school level for various reasons. First, middle school campuses are larger than elementary schools, and all three campuses have groups from the outside after-school on a regular basis. Each of the three after-school sites were also under major construction efforts during the 2002-2003 school year, limiting facilities use and de-centralizing the program. While the middle school sites did not have control over the first two factors, they were in varying stages of implementing safety practices they could influence. Two of the three sites employed security during after-school hours to help monitor both participants and the students. At these sites, program participants were generally accounted for at all times. Students were in class during class time and transitions were smooth and

efficient. The lack of hired security or vigilant adults at the third site negatively impacted program safety. Students took advantage of the lack of supervision and elected not to go to classes, instead loitering around the campus. Moreover, during observation, the site coordinator spent a significant amount of program time “looking for students” as opposed to focusing on other program aspects.

Best Practices in Safety

Best practices were identified in the area of *Safety*. A best practice refers to an exemplary technique, strategy, practice or programmatic application at a site or sites. It can refer to a single effort within a site, such as an excellent programmatic offering, or the way in which a site or sites have generally approached the area of *Safety*. The site or sites where the best practice was observed have been identified as a point of reference.

- Organizing the after-school program in a centralized location increases safety and potentially decreases transition time used for travel. While the lay-out of a school plays an important role, *Hamilton, Franklin, Field* and *Willard Elementary Schools* have organized the components of their programs to be close in proximity. At Hamilton and Field, students rotate through the same three classrooms in each of the three class periods. At Franklin and Willard, all after-school programming (with the exception of outdoor activities) takes place within the same area of the school’s wing.
- In addition to housing the information in a centralized location, all team leaders at *Franklin Elementary* carry emergency contact information of each student in their group throughout the program day. Information includes emergency phone numbers and health information.

Promising Practices in Safety

In addition to best practices, promising practices were identified in the area of *Safety*. While best practices refer to specific techniques or programs, promising practices refer to general strategies that have been found to facilitate the smooth functioning of PasadenaLEARNs or may clearly demonstrate the standards that the program is striving towards.

- Children are accompanied by an adult at all times during the program including transitions and check-out.
- The students have their nametags on at all times. These tags have full and complete information about their schedule and location by time period, displayed in such a way that any adult reading it can understand quickly where the student should be.
- All after-school staff wear nametags and can be easily identified.
- Roll sheets are used for attendance in every class period and stored electronically for easy retrieval.

- There are rigorous checkout procedures. A parent must sign next to their child's name on a student list with the time picked up, which is archived and easily retrieved. Adults picking up students are asked to show identification. Students allowed to check themselves out have a parent permission slip on file. Students are still required to sign themselves out of the program with a recorded time.
- There are a limited number of entrance and exit points to the school including playground gates. Only one gate and one door are accessible during program hours.
- Programming takes place in a centralized location or group of classes to minimize distance covered between class transitions. Programming is not held in remote campus areas.
- Programming takes place in classrooms or facilities equipped to compensate for weather including cold and heat.
- There are clear rules for where parents are allowed and not allowed to drive during after-school pick-up time. Staff monitor parents for driving and parking safety.
- Bused children are safely escorted and checked out on to the bus.
- The Citywide Human Services and Recreation program is well coordinated with the PasadenaLEARNs program as a means to ensure a common set of policies regarding persons on campus and other issues related to student safety.
- Campuses are well-lit.
- The Site Coordinator and key program staff are in constant communication via walkie talkie.
- There is a disaster plan designed specifically for the after-school program that students and program staff have practiced.

Area 12: Institutionalization

Average Implementation Scores*			
Area 12: Institutionalization			
Site Visit Cycle	Elementary School Average	Middle School Average	All Site Average
	6	7	7
Spring 2002	6	7	7
Spring 2001	5	*	6

Institutionalization Benchmark: The program staff, site team and partners have a plan for how to institutionalize the program at their school. Fiscal resources outside the grant are being leveraged. Partnerships with existing community agencies have been formed. The number of students served has expanded from the original number served. All grade levels at the school are being served.

*On the 12 point scale, a score of “1” indicates “not implemented” whereas a score of “12” indicates that the program area has achieved benchmark implementation.

Over time the challenges of institutionalizing and sustaining PasadenaLEARNs have become separate but interrelated undertakings. PasadenaLEARNs at the district level along with the Partnership for Children, Youth and Families and the Pasadena Educational Foundation have taken-on the task of securing funding for PasadenaLEARNs while the individual sites have been charged with institutionalizing the program at the school. As the implementation scores reflect, PasadenaLEARNs overall did not make progress toward implementation in this area from 2002 to 2003. While this was due in part to the five new PasadenaLEARNs sites, that concentrated on establishing program infrastructure; well established sites were also responsible for not contributing to implementation in this area. While there is evidence that programs are becoming an integral component of the school program, most sites have yet to actually develop a formal plan for ensuring strong stakeholder buy-in for when the existing grant funding ends.

By Spring 2003, the vast majority of sites had yet to develop formal plans for program institutionalization. While site teams continued to meet and focus on program related concerns, very few sites actively addressed plans for creating a stakeholder belief system that PasadenaLEARNs is an integral component of a seamless school day. While it is clear that some sites were so focused on other program related issues that they may have not had time to address institutionalization, there is also evidence that because PasadenaLEARNs has been successful in finding new funding streams as others end, sites don’t feel the immediate need to move to action. While it is true that all sites will continue to be funded for several more years because of new grant sources, some sites are having to do with reduced budgets. For this reason, it is imperative that site teams turn their attention toward program institutionalization. In the coming years, sites will need the support and buy-in of school staff, parents and the community if they are to sustain in the long run through school and other resources.

Despite not having formalized plans, most sites were making a collection of efforts to institutionalize the program. Most sites were serving students in all grade levels, including special education students where applicable. The majority of sites also continued to charge fees to eligible families. Consistent with previous years, the

percentage of families paying fees at sites ranged from 0-20%. It is not surprising that the sites with the largest percentage of families paying fees were also the sites where the highest percentage of parents reported needing childcare.

The fee structure as it existed in the 2002-2003 school year was set by the district for all PasadenaLEARNs sites. Two fee scales were offered at each site. When parents enrolled their students, they were asked whether they could afford to pay a \$3 per day or \$15 dollar per week fee. Based on information disclosed on a scholarship application form, those who said they could not afford to pay the fee were awarded scholarships and their child participated for free. Families that could afford to pay \$15 per week per child, did. Families that wanted their children to participate in one or two classes without the requirement of having to stay the full program day paid \$3 per day per hour.

PasadenaLEARNs personnel introduced the current fee structure as a method of testing the viability of eventually implementing a more structured strategy. In its current format, even if the majority of participants at each site paid fees, the total revenue would account for less than two percent of the program's operating fees. As a next step in the implementation process, PasadenaLEARNs has considered introducing a more formal certification process in which all families who applied for scholarships would have to be certified as eligible. Indications are promising that a revised fee structure could significantly contribute to the program's revenue. The willingness of families to pay under the current structure is a symbol that parents place value on the program. In addition, as the program has expanded, so has the socioeconomic range of its participants to include middle and upper middle class households who could afford to pay for the program.

Approximately one in four sites garnered funding from outside sources. A few sites received annual grants from Pasadena Mental Health. These sites used the additional funding to help supplement summer programming. A few other sites received small grants from the local community to implement specific programs and activities. As with program fees, the small amount of money earned is more symbolic of the buy-in from the local community than the actual dollar amount.

Schools have also begun to plug resources into the after-school program. At the end of the 2001-2002 school year, the school site councils at each of the eight original sites voted to allocate a discrete amount (from \$5,000 to \$15,000 depending on the size of the school) of Title I funds to PasadenaLEARNs. In addition, at about a quarter of the sites, PasadenaLEARNs and the school have coordinated to provide after-school intervention and tutoring with school-based funds (such as II/USP, Title I and other grants). While PasadenaLEARNs participants were not the only students to participate in these school-based initiatives, the coordination allowed PasadenaLEARNs to reallocate funding that would otherwise be used to tutoring or intervention. While sites did not make a formal request for Title I funds for the 2003-2004 school year because of school-wide budget cuts, these efforts establish a strong precedent for future collaboration.

Sustainability

At the district level, progress was made in the pursuit of additional funding to sustain PasadenaLEARNs beyond the original grant monies. In winter of 2002, the program reapplied, and was awarded another three years of funding through the California Department of Education's After School Education and Safety Program for the original eight sites. In Winter 2003, the CDE grant came to an end for the second cohort of six sites; PasadenaLEARNs applied again and was again awarded recertification at these sites. In addition, in Fall 2002, PasadenaLEARNs applied for California Twenty-first Century Community Learning Center (formerly administered by the federal government) for the original cohort one sites and three additional sites. PasadenaLEARNs was awarded grants for all but three sites.

As funding at established sites has been renewed, PasadenaLEARNs has continued to expand in number of sites on an annual basis. From the 2001-2002 to the 2002-2003 school year, two new PasadenaLEARNs sites were funded, and three sites that were formally funded through LACOE only received additional grant monies to become full PasadenaLEARNs sites. While constant expansion poses implementation challenges at the program level, it is a clear indication that grant providers such as the California Department of Education as well as the federal department of education see PasadenaLEARNs as a successful franchise.

Through the efforts of the Pasadena Education Foundation, PasadenaLEARNs has also benefited from multiple grants including an anonymous donation for \$100,000 and a \$50,000 grant from the Parsons Foundation. PasadenaLEARNs has also benefited from various smaller grants that have been awarded to the program as well as individual sites.

Efforts have not been limited to formal grant streams. In Summer 2002, PasadenaLEARNs entered into a coalition with Pasadena Water and Power. In the summer of 2002, all Pasadena customers received an energy credit on their bill statements (called a Temporary Surcharge Credit). Customers had the option of donating this credit to PasadenaLEARNs by indicating their preference on the bill. To help increase the visibility of this effort, the PUSD donated financial backing and resources to develop a marketing campaign. The initiative raised \$130,000.

Finally, in Spring 2002, the Pasadena City Council passed a measure to allocate approximately \$354,000 (not including the \$64,000 in-kind from City-Wide Parks and Recreation) to PasadenaLEARNs to help supplant lost funding for the eight original sites. As of Summer 2003, PasadenaLEARNs is negotiating with Pasadena City Council regarding further supplemental funding.

Best Practices in Institutionalization

Best practices were identified in the area of *Institutionalization*. A best practice refers to an exemplary technique, strategy, practice or programmatic application at a site or sites. It can refer to a single effort within a site, such as an excellent programmatic offering, or the way in which a site or sites have generally approached the area of *Institutionalization*. The site or sites where the best practice was observed have been identified as a point of reference.

- From the outset, *Madison Elementary School* has embraced the PasadenaLEARNs after-school program as an integral aspect of its commitment to creating a true neighborhood learning center in which students, parents and community affiliates congregate for education, social services and social purposes. In the 2001-2002 year, their efforts galvanized into the Madison Family Village. The principal, instructional staff and after-school program staff work together to create a seamless culture in which learning is a top priority. While Madison does not have a direct sustainability plan, indirect efforts continued to be widespread across the after-school program and regular school day. For example, by coordinating parent education, social services and the after-school programs, multiple funding streams have been leveraged to eliminate duplication and make the most of the available funding.

A major contributor to this institutional culture has been the involvement of the Pasadena Junior League. In addition to adopting the school, the organization has also adopted the after-school program and contributes directly and indirectly to the program. During the school year, Junior League purchased a house across the street from the school. The house was transformed into a family center that offered parent education and social service resources as well as after-school tutoring. In conjunction with *Madison* and Eliot Middle School, the Junior League helped find grant money from the Boone Foundation for a mother-daughter program that promotes scholarship. Twenty Madison students participated in this program during after-school hours.

With the sunset on the federal source of funding at Madison in June 2002, the institutional culture and support of the Junior League are helping to build a sustainable infrastructure for the after-school program as a part of a bigger vision of a Neighborhood Learning and Service Center.

Promising Practices in Institutionalization

In addition to best practices, **promising practices** were identified in the area of Institutionalization. While best practices refer to specific techniques or programs, promising practices refer to general strategies that have been found to facilitate the smooth functioning of PasadenaLEARNs or may clearly demonstrate the standards that the program is striving towards.

- The number of students being served has expanded to meet the demand.
- All grade levels are being served.
- Title I and other categorical funding sources are being leveraged as potential resources for institutionalizing the after-school intervention strategy.
- There is a strategy for increasing collaboration and harnessing community support. Efforts include public performances and community events as well as school board and city council appearances.
- Sites are collaborating with program partners and outside organizations on writing grants for programming and staffing resources.

V. Conclusions and Recommendations

Since 1999-2000, PasadenaLEARNs has sought to achieve the goals of increasing student achievement; fostering leadership development and community enrichment and involvement, and providing a safe environment for participants. To measure the extent to which PasadenaLEARNs achieves its central goals in each academic year, Public Works, Inc. has conducted annual, comprehensive program evaluation beginning in the 2000 baseline year. Each of the evaluation methods—site visits, surveys and outcomes analysis—tell a piece of the PasadenaLEARNs story. Combined, the findings from these strategies offer a more comprehensive picture of the extent to which PasadenaLEARNs is achieving its fundamental goals.

Increasing student achievement is a key goal of PasadenaLEARNs. In 2002-2003, Public Works, Inc. shifted its examination toward describing student achievement based on the newly introduced CAT-6 and California Standards Tests (CST).²⁶ Findings demonstrated that both frequent participants and non-participants made significant gains in performance level on both the English Language Arts and Mathematics California Standards Tests. Students who participated in PasadenaLEARNs in 2002-2003 on a frequent basis were significantly more likely to make gains than non-participants. In addition to general gains, the percentage of frequent participants and non-participants who met the California Content Standards in English Arts significantly increased from 2002-2003. These gains are encouraging indicators of student success, particularly among PasadenaLEARNs frequent participants. Highlights include:

- A significantly higher percentage of frequent participants increased at least one performance level on the 2003 English Language Arts California Standards Test.
- A higher percentage of Hispanic frequent participants who were ELL met the California State Standards in both English Language Arts and Mathematics in 2003 than Hispanic ELL non-participants.
- Frequent participants attended school an average of nine more days than non-participants.

Supporting Student Achievement through PasadenaLEARNs

The descriptive findings also helped to confirm that PasadenaLEARNs students both require and can benefit from additional academic assistance. While 25% of frequent participants met the California Content Standards in English Language Arts and Math, the average student performed at the Basic to Below Basic levels (similar to non-participants). Moreover, a disproportionately high percentage of frequent PasadenaLEARNs participants were African American and CalWORKs compared with non-participants. Moreover, a disproportionately high percentage of

²⁶ At least three years of data are required to thoroughly examine programmatic impact through multiple regression analysis. In 2002-2003, one year of CAT-6 and two years of CST data were available for PUSD students.

frequent PasadenaLEARNs participants were African American and CalWORKs compared with non-participants, and success with ELL students in terms of academic achievement, provides evidence that PasadenaLEARNs is targeting the right group of students for intervention. Stakeholder findings confirm that parents have also identified this need. When asked why they enroll their children in PasadenaLEARNs, help with schoolwork was the number one reason given by parent respondents. Findings from the Spring 2003 site visits and stakeholder survey offer evidence that to meet these needs, PasadenaLEARNs has increasingly focused on academic achievement.

Multiple factors including decreased funding, increased parent and school staff expectations and a program-wide decision to focus on student achievement served as the impetus for many sites to reprioritize program content. In essence, most of the sites were charged with doing more with less. As a result, sites chose to de-emphasize small group intervention in lieu of serving all students with direct academic enrichment.

In 2002-2003, the majority of sites provided academic enrichment to all of their participants. While a few sites were already providing academic enrichment, several more introduced quality, formal academic enrichment in 2002-2003. PasadenaLEARNs also introduced Open Court Power Hour at six sites in spring 2003. The standardized strategy provided students with structured language arts enrichment directly aligned with the school day's instructional program. As the pilot expands to include all PasadenaLEARNs sites in the 2003-2004 school year, all students may be given the opportunity to participate in English Language Arts enrichment.

While sites have made gains in providing English Language Arts programming, most did not offer mathematics enrichment or intervention in 2002-2003. The decision to not focus on mathematics in 2002-2003 was made intentionally across the PasadenaLEARNs program to allow students and classroom teachers to acclimate to and implement the new Saxon Math program. As PasadenaLEARNs enters its fifth year of program implementation without formal mathematics programming, this area of academics still needs to be addressed.

In 2002-2003, the majority of sites utilized student information such as standardized test data to place underperforming students in intervention and tutoring programs. However, beyond the identification of underperforming students, most sites did not use student achievement information to guide other aspects of PasadenaLEARNs programming. Quality homework is required at all sites. However, the more achievement data can be used to differentiate academic support, the more progress will be attained on academic indicators.

Recommendations for Supporting Student Achievement

- In order to reach all PasadenaLEARNs participants at the elementary levels, PasadenaLEARNs should expand the Open Court Power Hour to all elementary PasadenaLEARNs sites. Moreover, middle school achievement information strongly suggests that participants at the middle school level would also benefit from direct academic programming in English Language Arts.
- The math achievement levels of PasadenaLEARNs participants indicate that the need for assistance in mathematics is as great as the need for assistance in English Language Arts. The introduction of formal Math enrichment at all sites is an optimal strategy, however, sites have only begun to implement standardized English Language Arts enrichment. Introducing math enrichment will take time. Assigned homework has traditionally been math-heavy, providing sites with a pre-existing environment in which to work on students' Math skills. The addition of supplemental math work for when students have finished homework or claim to not have any as well as organized math games and activities aligned with grade level Mathematics standards would provide sites with steps toward integrating Math into PasadenaLEARNs.
- As sites shift toward serving all students with direct academic programming, knowledge of student academic performance at the site level is integral to providing effective academic enrichment for all participants. The Public Works, Inc. evaluation provides an overview of how students across PasadenaLEARNs performed in Spring 2003. However, participant achievement varied considerably by site. By using CST proficiency level information specific to the site, each PasadenaLEARNs site can differentiate programming to target the specific needs of its participants. Moreover, descriptive findings on the 2003 CST demonstrate that most PasadenaLEARNs participants performed at the Basic and Below Basic proficiency levels while a relatively small percentage of students performed at Far Below Basic. With the regular school day focused on moving the students at Basic toward Proficient, PasadenaLEARNs would be strategic in gearing its enrichment toward bringing students from the Below Basic to Basic levels.

Developing Future Leaders and Citizens

Developing civic minded youth who are prepared to step into the role of leader by serving as positive community members is another central goal of PasadenaLEARNs. In 2002-2003 most sites incorporated leadership and character development programming and opportunities into their program schedule. Over the years, PasadenaLEARNs has moved beyond offering direct “leadership” classes. In 2002-2003, PasadenaLEARNs participants took on a larger role in influencing program direction by representing their student body on site teams and committees as well as organizing and running program events. PasadenaLEARNs participants have also gained a voice in the community through participation in conferences and forums along with community service experiences.

Classroom management and student discipline issues have been a challenge at some sites since the program began in 1999-2000. Though in the minority, classroom management distracts from the overall environment by: disrupting instruction, distracting students who want to learn and not providing the model for leadership and citizenship desired.

Recommendations for Developing Future Leaders and Citizens

- Many of the sites that have had full-fledged PasadenaLEARNs programs for multiple years offer students multiple levels of leadership programming. However, in 2002-2003, five sites were required to include leadership development for the first time. With leadership development as a central PasadenaLEARNs goal, emphasis should be concentrated on helping the five new sites to develop leadership programming and opportunities.
- In order to develop thoughtful citizens and future leaders, PasadenaLEARNs sites need to utilize a multi-pronged approach to leadership and character development. Sites should layer multiple strategy to include not only explicit classroom education, but also adult role models through after-school staff and hands-on opportunities such as after-school leadership and community service to practice and cultivate new skills.
- Sites need to continue to focus on improving classroom management after-school. Over time, sites have made various efforts to both improve the skills of after-school staff and encourage good behavior among participants including staff training at both the site and district levels and the development of student behavior policies. While these efforts have been very successful at some sites, others sites continue to be challenged. In general, student behavior was better at sites where certificated staff provided instruction. However, as site level budgets become leaner, employing certificated staff is not a viable solution at many sites. New hiring requirements such as the basic skills test may result in a higher caliber of applicants who bring with them a stronger skill set.

Focus on Safety

Providing students with a safe place to be after-school school is a key goal of PasadenaLEARNs. Evidence from stakeholder surveys and site visits suggest that with the exception of one site, PasadenaLEARNs provides students with a safe place to be during after-school hours.²⁷ Across the years, a higher percentage of participants have reported feeling safer after-school than in the school day. This year's findings were generally consistent, though overall, the gap between the school day and after-school widened. Overtime, students have expressed feeling increasingly safe after-school compared with the school day environment.

Historically, sites have been successful in providing a safe and organized after-school environment. Parents report sending their student to the program year after year. In the past two years, sites have enhanced their academic programs with explicit enrichment and academic offerings. The high level of stakeholder satisfaction underscores these successes at the elementary level. Parents, students and school staff all felt that the PasadenaLEARNs elementary sites provided a safe haven for students to be after-school. Stakeholder satisfaction findings demonstrate that their expectations are being met. Parents rate the program highly, as do school staff. Moreover, students enjoy participating in the program and many return year after year.

Recommendation on Safety

- With safety as a strong PasadenaLEARNs cornerstone, after-school sites need to continue with the charge of providing a safe after-school environment even as the program continues to expand.

²⁷ This site was closed in June 2003. With approval from CDE, funding was redirected to another site within PUSD.

Sustaining PasadenaLEARNs

As PasadenaLEARNs has expanded, so have efforts to institutionalize and sustain the after-school initiative. In the effort to create a seamless school day, a supportive principal and a strong relationship with the site coordinator have been crucial elements to implementing PasadenaLEARNs sites that are valued by the school staff and aligned with the schools goals.

In winter of 2002, the program reapplied, and was awarded another three years of funding through the California Department of Education's After School Education and Safety Program for the original eight sites. In Winter 2003, the CDE grant came to an end for the second cohort of six sites; PasadenaLEARNs applied again and was again awarded recertification at these sites based on the success of program implementation and student outcomes. In addition, in fall 2002, PasadenaLEARNs applied for California Twenty-first Century Community Learning Center (formerly administered by the federal government) for the original cohort one sites and three additional sites. PasadenaLEARNs was awarded grants at eight sites.

PasadenaLEARNs has also received one-time funding from the City of Pasadena, a Tax rebate and multiple private grants and donations. While these monies are an achievement in themselves, sites have already been challenged to become creative with dwindling budgets as PasadenaLEARNs continues to search for permanent funding to institutionalize the after-school program into the PUSD landscape.

Next Steps in Evaluation

This report is the final report of the 2002-2003 PasadenaLEARNs evaluation. As with the 2001-2002 evaluation, Public Works, Inc. utilized a variety of strategies to measure program implementation and goal attainment in 2002-2003.

A list of evaluation reports completed to date as well as the expected dates of the site visit and final reports are listed in Table 5.1 below. These reports can be obtained from either Margaret Shoemaker, Director of the PasadenaLEARNs Program or Sue Miele, Coordinator of the Partnership for Children, Youth and Families.

Table 5.1: PasadenaLEARNs and LACOE After-school Program Reports Currently Available

Report	Date Available
Evaluation of the PasadenaLEARNs After-school Program Interim Report: Baseline Implementation Results	March, 2000
Evaluation of the LACOE After-school Program Interim Report: Baseline Implementation Results	June 2000
Evaluation of the PasadenaLEARNs After-school Program Summarized Survey Findings	September 2000
Evaluation of the PasadenaLEARNs After-school Program Final Baseline Report	November 2000
Evaluation of the LACOE After-school Program Final Baseline Report	December 2000
Evaluation of the PasadenaLEARNs After-school Program Interim Report: Fall 2000 Implementation Results (Fall site visits)	February 2001
Evaluation of the PasadenaLEARNs After-school Program Interim Report: Summarized 2000-2001 Survey Findings (survey results)	July 2001
Evaluation of the PasadenaLEARNs After-school Program Interim Report: Spring 2001 Implementation Results and Best Program Practices (spring site visits)	August 2001
Evaluation of the PasadenaLEARNs After-school Program Final 2000-2001 Report	October 2001
Evaluation of the PasadenaLEARNs After-school Program Interim Report: Summarized 2001-2002 Survey Findings (survey results)	July 2002
Evaluation of the PasadenaLEARNs After-school Program Interim Report: Spring 2002 Implementation Results and Best Program Practices (spring site visits)	Summer 2002
Evaluation of the PasadenaLEARNs After-school Program Final 2001-2002 Report	Fall 2002
Evaluation of the PasadenaLEARNs After-school Program Interim Report: Summarized 2002-2003 Survey Findings (survey results)	July 2003
Evaluation of the PasadenaLEARNs After-school Program Interim Report: Spring 2003 Implementation Results and Best Program Practices (spring site visits)	September 2003
Evaluation of the PasadenaLEARNs After-school Program Final 2002-2003 Report	February 2004

Appendix A

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Appendix B
Site Visit Inventory Rubric

PasadenaLEARNS—Program Inventory Rubric

Area 1: Vision

<p>There is a clear, shared vision for the purpose of the program with measurable goals and objectives. Principal, staff, site team, and partners are aware of the shared vision and goals and their role in meeting them. All are involved in shaping the vision. Principal, staff, site team, and partners understand how the after-school program fits into the overall vision and goals of the school.</p>		<p>There is a vision for the purpose of the program, but it lacks measurable goals and objectives. Efforts are made to ensure that principal, staff and partners are aware of the vision and goals and their role in meeting them. All are encouraged to be involved in shaping the vision. Principal, staff, site team, and partners have their own understanding of how the after-school program fits into the overall vision and goals of the school.</p>	<p>There is little or no vision for the purpose of the program with no measurable goals and objectives. Principal, staff and partners are not aware of their role in the program and how it fits together. There is little or no curricular alignment of the after-school program with the regular day instructional program. There is little or no understanding of how the after-school program fits into the overall vision and goals of the school.</p>
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12 11 10 9 8 7 6 5 4 3 2 1

Area 2: Program Management

<p>There is a clear governance and management structure to the program with an accountability system and responsibility structure. Principal serves as a leader in setting direction and facilitating school-wide communication. Principal encourages the site team to make program decisions. The partners and staff are well-organized and communicate effectively. All stakeholders have opportunities to become involved in the decision-making related to the program. Site team demonstrates understanding of roles and responsibilities. Resources are used efficiently and are linked to program outcomes. Electronic and paper records of student progress are organized and accessible. Program staff is knowledgeable and skilled.</p>		<p>There is a governance and management structure to the program with plans to include an accountability system and responsibility structure. Principal sometimes serves as a leader in setting direction and facilitating school-wide communication. The partners and staff are organized and communicating. Some stakeholders have opportunities to become involved in the decision-making related to the program. Site team is clear on most roles and responsibilities. For the most part, resources are used efficiently and are linked to program outcomes. Electronic and paper records of student progress are available. Some program staff is knowledgeable and skilled.</p>	<p>There is no clear governance and management structure to the program and no clear lines of accountability or/and responsibility structure. Principal not involved. The partners and staff are not organized and communicate ineffectively. Stakeholders have limited or no opportunities to become involved in the decision-making related to the program. Site team is unclear on roles and responsibilities. Resources are used inefficiently and are not linked to program outcomes. Electronic and paper records of student progress are disorganized and inaccessible. Few of the program staff is knowledgeable and skilled.</p>
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Appendix B: Site Visit Inventory Rubric

Area 3: Assessment

<p>Students are assessed regularly by each partner and the coordinator or information from the school day is incorporated into the program. Assessment information is used to improve the program’s delivery of curriculum to each individual. Student information is shared with after-school staff. Assessment data is used to shape decision about refining and reforming aspects of the after-school program. Assessment strategies used in the after-school program are linked to assessment practices in the regular school setting.</p>	<p>Students are assessed regularly by each partner and the coordinator or information from the school day is incorporated into the program. Assessment information is not yet used to improve the program’s delivery of curriculum to each individual or to shape decisions about refining and reforming aspects of the after-school program. Assessment strategies used in the after-school program are linked to assessment practices in the regular school setting.</p>	<p>Students are not assessed regularly by each partner and/or the coordinator. Assessment information is not used for program improvement or individualized instruction. There is no link between assessment strategies used in the after-school program and those used in the regular school setting.</p>
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12 11 10 9 8 7 6 5 4 3 2 1

Area 4: Literacy and Mathematics

<p>The curriculum includes a balance of tutoring and/or homework assistance connected to the school curriculum <u>and</u> academic enrichment activities. Curriculum is provided by knowledgeable staff who is able to deliver sequenced lessons with appropriate pedagogy. Curriculum is standards-based and uses innovative teaching methods to motivate and engage students in academic subjects. Students performing below grade-level are enrolled in an academic intervention. Curriculum includes a quiet time to complete homework with assistance when needed.</p>	<p>The curriculum includes tutoring and/or homework assistance connected to the school curriculum and academic enrichment activities. Efforts are being made to adequately deliver both components. 75-50% of the staff is knowledgeable and able to delivery sequenced lessons with appropriate pedagogy. Some curriculum is standards-based and uses innovative teaching methods to motivate and engage students in academic subjects. Curriculum includes a quiet time to complete homework with assistance when needed.</p>	<p>The curriculum does not include tutoring and/or homework assistance connected to the school curriculum. Most academic enrichment activities are undefined and not linked to school practice. The staff lacks knowledge and training in delivering sequenced lessons with the use of appropriate pedagogy. Curriculum is not standards-based nor does it use innovative teaching methods to motivate and engage students in academics.</p>
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Appendix B: Site Visit Inventory Rubric

Area 5: Leadership/Character Development

<p>The curriculum includes activities and programs aimed at improving the leadership and character development of students. The program models leadership and character development. Students learn their role in their community and how they can effect change in their own life and the world around them. Students are learning appropriate rules as well as social and personal skills.</p>		<p>The curriculum includes some activities and programs aimed at improving the leadership and character development of students. The program models leadership and character development. Students are learning appropriate rules as well as some social and personal skills.</p>		<p>The curriculum does not include activities and programs aimed at improving the leadership and character development of students. Students do not learn their role in their community and how they can effect change in their own life and the world around them. Students are not learning appropriate or social and personal skills.</p>
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Area 6: Extracurricular Activities

<p>The program offers a wide-range of extracurricular activities. Student interest is taken into consideration both when activities are designed and during student enrollment. Academic standards are incorporated into extracurricular activities. Students are aware of the link between extracurricular activities and their school work.</p>		<p>The program offers extracurricular activities. Student interest is taken into consideration during student enrollment, but not necessarily when designed. Academic standards are somewhat incorporated into extra-curricular activities. Students only sometimes understand the link between extracurricular activities and their school work.</p>		<p>The program offers a limited range of extracurricular activities. Student interest is not taken into consideration when activities are designed or when students are enrolled. Academic standards are not incorporated into extra-curricular activities. There is no link between extracurricular activities and school work.</p>
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12 11 10 9 8 7 6 5 4 3 2 1

Appendix B: Site Visit Inventory Rubric

Area 7: Linkages to School

<p>Curriculum, assessment and extracurricular activities of the after-school program are linked to overall school goals and expectations for improved student achievement. School and after-school program staff meet formally and informally and communicate regularly about student and program performance. After-school curricula is aligned with the regular day instructional program. Grade-level articulation occurs across the regular day and after-school program. Articulation across and between grade levels is apparent within the program. Principal serves as a vital link between the school and the program. Teachers are aware of the program schedule and how to enroll students.</p>		<p>Curriculum and assessment of the after-school program are linked to overall school goals and expectations for improved student achievement. School and after-school program staff sometimes meet (mostly informally) and communicate about student and program performance. Parts of the after-school curricula is aligned with the regular day instructional program. Some grade-level articulation occurs across the regular day and after-school program. Some articulation across and between grade levels is apparent within the program. Principal links the school and the program.</p>		<p>Curriculum, assessment and extracurricular activities of the after-school program are not linked to overall school goals and expectations for improved student achievement. There is no communication between school and after-school program staff. After-school curricula is not aligned with the regular day instructional program. There is little articulation across and between grade levels within the program. Principal does not link the school and the program.</p>
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Area 8: Parent Involvement

<p>Parents are aware of the purpose, schedule and content of the after-school program. Parental input is solicited in decisions related to their child and the overall program design. Parents receive regular feedback on their child’s academic and social performance and progress. There is a mechanism for disseminating information about program activities and events to parents. Parents feel comfortable discussing issues with school and program staff. Parent education is incorporated into the after-school program.</p>		<p>Parents are aware of the purpose, schedule and content of the program. A few parents are solicited in decisions related to their child and the overall program design. Parents receive periodic feedback on their child’s academic and social performance and progress. There is a mechanism for disseminating information about program activities and events to parents. Some parents feel comfortable discussing issues with school and program staff. Some parent education opportunities are offered.</p>		<p>Parents are not aware of the purpose, schedule and content of the program. Parental input is not solicited in decisions related to their child and the overall program design. There is little feedback to parents on their child’s academic and social performance and progress or information about activities and events to parents. Parents do not feel comfortable discussing issues with school and program staff. No parent education is incorporated into the program.</p>
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Appendix B: Site Visit Inventory Rubric

12 11 10 9 8 7 6 5 4 3 2 1

Area 9: Community Involvement

<p>Funded partners contribute to reaching the program’s shared vision and goals. Funded partners communicate and coordinate to create an articulated, comprehensive after-school program. Unfunded partners play a vital role in the delivery of a comprehensive program. The program is well-integrated with other programs in the immediate community. All stakeholders participate in key governance and decision-making through the site team. Volunteers understand their role in the program.</p>	<p>Funded partners contribute to reaching the program’s vision and goals. Funded partners have not yet created an articulated, comprehensive after-school program. The role of unfunded partners in the delivery of the program is not yet clear. The program is integrated with most other programs in the immediate community. Some stakeholders participate in key governance and decision-making the site team. Volunteers understand their role in the program.</p>	<p>Funded partners do not contribute to reaching the program’s vision and goals. Because of little communication and coordination, funded partners do not create an articulated, comprehensive after-school program. The program is not integrated with other programs in the immediate community. Few stake-holders participate in key governance and decision-making the site team. There are no volunteers or they are unclear on their role in the program.</p>
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12 11 10 9 8 7 6 5 4 3 2 1

Area 10: Social Services

<p>The program has developed a system for referring students and families to health and social services agencies. Partnerships with local public and private providers are in place. The concerns and issues of school site resource personnel (e.g. nurses, school psychologists, etc.) are coordinated with the overall after-school program. Staff is knowledgeable of what to do in cases of abuse.</p>	<p>The program has a limited system for referring students and families to health and social services agencies. Some partnerships exist with local public and private providers. The concerns and issues of school site resource personnel (e.g. nurses, school psychologists, etc.) are inconsistently coordinated with the overall after-school program. Some staff is knowledgeable of what to do in cases of abuse.</p>	<p>Referring students to health and social service agencies is not viewed as part of the after-school program. Through the after-school program, there are no partnerships with local public and private providers in place. The concerns and issues of school site resource personnel (e.g. nurses, school psychologists, etc.) are not coordinated with the overall after-school program. Few staff is knowledgeable of what to do in cases of abuse.</p>
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12 11 10 9 8 7 6 5 4 3 2 1

Appendix B: Site Visit Inventory Rubric

Area 11: Safety

<p>The program has a safe, pleasant environment that promotes school pride and student learning. There is a formal procedure for students being picked up, bussed or walking home including sign-out lists. Program staff is responsive to the safety concerns of parents and students. Students are accounted for at all times in the program. Space is adequate for the size of the staff and number of students. Coordination is apparent with appropriate agencies (e.g. police, fire, etc.)</p>	<p>The program has a safe environment that promotes student learning. There is a formal procedure for students being picked up, bussed or walking home. For the most part, program staff is responsive to the safety concerns of parents and students. Space is somewhat adequate for the size of the staff and number of students. Some coordination with appropriate agencies (e.g. police, fire, etc.) exists.</p>	<p>The program feels unsafe and unpleasant. The environment does not promote school pride and student learning. There are limited efforts to maintain school surroundings. Program staff is not responsive to the safety concerns of parents and students. Space is not adequate for the size of the staff and number of students. There is no coordination with appropriate agencies (e.g. police, fire, etc.).</p>
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12 11 10 9 8 7 6 5 4 3 2 1

Area 12: Institutionalization

<p>The program staff, site team and partners have a plan for how to institutionalize the program at their school. Fiscal resources outside the grant are being leveraged. Partnerships with existing community agencies have been formed. The number of students served has expanded from the original number served. All grade levels at the school are being served. The program is viewed as a vital extension of the school day.</p>	<p>The program staff, site team and partners are thinking about how to institutionalize the program at their school. Fiscal resources outside the grant are not yet being leveraged. Partnerships with existing community agencies have been formed. All grade levels at the school are being served. The program is viewed as an extension of the school day.</p>	<p>The program staff, site team and partners are not planning for institutionalization of the program at their school. Fiscal resources outside the grant are not being leveraged. Limited to no partnerships with existing community agencies have been formed. Not all grade levels at the school are being served. The program is not necessarily viewed as an extension of the school day.</p>
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12 11 10 9 8 7 6 5 4 3 2 1

Best Area:

Best Practice:

Needs improvement:

Appendix C

Stakeholder Survey Instruments

Appendix C: Stakeholder Survey

**After-school Student Survey
Grades 3-5**

School: _____

(1) I am in grade: 3 4 5

(2) I speak:

English

Spanish

Armenian

Other: _____

(3) My family categorizes itself as (please check your response):

African American



















Asian

Latino































White

Other _____

Directions: Please tell us how you feel about the questions below. Read each question. Read the answers to the questions. Please **circle** the face that shows how you feel.

School Questions:	Yes	No	Not Sure
(4) Do you like your school?			
(5) Do you like your teacher?			
(6) Are you learning something new everyday?			
(7) Is your school work interesting?			
(8) Do you like using the school library?			
(9) Is your school clean?			

Appendix C: Stakeholder Survey

School Questions:	Yes	No	Not Sure
(10) Is your school safe?			
(11) Do you feel the school rules are fair?			
(12) Do you and other students follow the school rules?			
(13) Does your homework help you learn more?			
(14) Do you feel that your teachers help you?			
(15) Do you feel that your teachers help other students at your school?			
(16) Do you like being in school?			
(17) Do you feel that the grades you get on classroom assignments, homework, and report cards are fair?			
(18) Does your teacher give you information on how well you are doing in school?			
(19) Do your teachers meet with your parents about you are doing in school?			

After-school Program


































(20) What programs are you involved in the after-school program (check **all that apply**)?

- Tutoring/Homework help
- Academic Enrichment (Math and Literacy Programs)
- Leadership/Character Education
- Technology/Computers Programs
- Sports Programs
- Arts, Crafts, Drama Programs
- Free Play
- Other: _____

Appendix C: Stakeholder Survey

(21) What programs do you wish were offered in the after-school program(check **only two**)?


































- Tutoring/Homework help
- Academic Enrichment (Math and Literacy Programs)
- Leadership/Character Education
- Technology/Computers Programs
- Sports Programs
- Arts, Crafts, Drama Programs
- Free Play
- Other: _____

After-school Program Questions:	Yes	No	Not Sure
(22) Do you like coming to your after-school program?			
(23) Do you feel safe in your after-school program?			
(24) Do you think your teachers in the after-school program help you learn more so that you do better in school?			
(25) Do you get to play in the after-school program?			
(26) Do you like the teachers in your after-school program?			
(27) Does the program help you do better on homework?			
(28) Does the program help you do better in school?			
(29) Do you learn how to be a good leader?			
(30) Do you learn more about your community?			
(31) Do you get to be with your friends?			
(32) Do you get to use computers?			

Appendix C: Stakeholder Survey

(33) What do you like best about the program?

(34) What do you like least about the program?

Tell Us About Yourself!	Yes	No	Not Sure
(35) Do you think you are a good student?			
(36) Do you think you can be anything you want when you grow up?			
(37) Do you think you will go to college?			
(38) Do you like school?			
(39) Do you talk to your parent or parents about how you are doing in school?			
(40) Do you do homework everyday?			
(41) Does an adult help you with your homework?			
(42) Does an adult in your family limit how much TV you watch?			
(43) Does an adult in your family limit how much time you spend playing computer games?			
(44) Does one of your parents meet with your teacher every month?			
(45) Does one of your parents go to Open House or Back-to-School night each year?			

Thank You!

**After-school Student Survey
Grades 6-8**

School: _____

(1) I am in grade (please **check** your response): 6 7 8

(2) Do you speak (please **check** your response):

- English
- Spanish
- Armenian
- Other: _____

(3) My family categorizes itself as (please **check** your response):

- African American
- Asian
- Latino
- White
- Other _____

Directions: Please tell us how you feel about the statements below. **Circle** the number that best shows how you feel.

School

<i>I like . . .</i>	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
(4) The range of elective classes available to me	1	2	3	4	N/S
(5) The way teachers assign homework	1	2	3	4	N/S
(6) The way teachers grade my work	1	2	3	4	N/S
(7) The reports teachers give to my parents about my progress	1	2	3	4	N/S
(8) The career counseling I receive	1	2	3	4	N/S
(9) The health services available	1	2	3	4	N/S

Appendix C: Stakeholder Surveys

<i>I like . . .</i>	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
(10) The assistance my family and I get for high school planning	1	2	3	4	N/S
(11) The influence I have in school decisions that affect me	1	2	3	4	N/S
(12) The way student discipline is handled	1	2	3	4	N/S
(13) The behavior of other students	1	2	3	4	N/S
(14) The rules at school	1	2	3	4	N/S
(15) The enforcement of rules at school	1	2	3	4	N/S
(16) The safety of the campus	1	2	3	4	N/S
(17) The way other students treat me	1	2	3	4	N/S
(18) The school library	1	2	3	4	N/S
(19) The appearance of the school buildings and grounds	1	2	3	4	N/S
(20) The help the teachers provide to help me succeed	1	2	3	4	N/S
(21) The amount of time scheduled for class periods	1	2	3	4	N/S
(22) The size of the classes	1	2	3	4	N/S
(23) The support from the principal	1	2	3	4	N/S
(24) The support from teachers	1	2	3	4	N/S
(25) The support from counselors	1	2	3	4	N/S
(26) The support my school has received from parents and the community	1	2	3	4	N/S

Appendix C: Stakeholder Surveys

After-school Program

(27) What programs are you involved in the after-school program (please check **all that apply**)?

- Tutoring/Homework Assistance
- Academic Enrichment Programs
- Leadership/Character Development Programs
- Technology/Computers Programs
- Sports Programs
- Arts, Crafts, Drama Programs
- Free Play
- Other: _____

(28) What programs do you wish were offered in the after-school program (check **only one or two**)?

- Tutoring/Homework Assistance
- Academic Enrichment Programs
- Leadership/Character Education Programs
- Technology/Computers Programs
- Sports Programs
- Arts, Crafts, Drama Programs
- Free Play
- Other: _____

After-school Program

<i>I like . . .</i>	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
(29) The safety in my after-school program	1	2	3	4	N/S
(30) The teachers in my after-school program	1	2	3	4	N/S
(31) How much help I get on my homework in the after-school program	1	2	3	4	N/S
(32) How much better I do on my homework because of the after-school program	1	2	3	4	N/S

Appendix C: Stakeholder Surveys

<i>I like . . .</i>	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
(33) How much better I do in school because of the after-school program	1	2	3	4	N/S
(34) The free-time in the after-school program	1	2	3	4	N/S
(35) How much I am learning about being a good leader	1	2	3	4	N/S
(36) How much I am learning about my community	1	2	3	4	N/S
(37) How much I get to use computers	1	2	3	4	N/S
(38) The other students in the program	1	2	3	4	N/S
(39) My after-school program	1	2	3	4	N/S

(40) What do you like best about the program?

(41) What do you like least about the program?

Appendix C: Stakeholder Surveys

Tell Us About Yourself

	Yes	No	Not Sure
(42) Do you think you are a good student?	1	2	N/S
(43) Do you think you can be anything you want when you grow up?	1	2	N/S
(44) Do you think you will go to college?	1	2	N/S
(45) Do you like school?	1	2	N/S
(46) Do you talk to a parent or parents about how you are doing in school?	1	2	N/S
(47) Do you do homework everyday?	1	2	N/S
(48) Does an adult help you with your homework?	1	2	N/S
(49) Does an adult help you with your homework?	1	2	N/S
(50) Does an adult in your family limit how much time you spend playing computer games?	1	2	N/S
(51) Does one of your parents meet with your teachers regularly?	1	2	N/S
(52) Does one of your parents go to Open House or Back-to-School night every year?	1	2	N/S

(53) What high school are you planning to attend?_____

Thank You!

Appendix C: Stakeholder Surveys

**After-school Program
Parent Survey**

(1) Please put an **X** on all that apply:

- I am a parent/guardian of a child or children in the Pasadena Unified School District
- I am a paid employee of the District and work at my child's school
- I am a paid employee of the District and work at another school in the District
- I serve on the School Site Team (overall school issues)
- I serve on the After-school Site Team
- Other: _____

(2) How many school age children do you have? _____

(3) Please **X** the schools that your children attend:

- | | | |
|--|---|--|
| <input type="checkbox"/> Cleveland Elementary | <input type="checkbox"/> Willard Elementary | <input type="checkbox"/> Jackson Elementary |
| <input type="checkbox"/> Washington Elementary | <input type="checkbox"/> Washington Middle | <input type="checkbox"/> Longfellow Elementary |
| <input type="checkbox"/> Madison Elementary | <input type="checkbox"/> Wilson Middle | <input type="checkbox"/> Altadena Elementary |
| <input type="checkbox"/> Edison Elementary | <input type="checkbox"/> Franklin Elementary | <input type="checkbox"/> Field Elementary |
| <input type="checkbox"/> Hamilton Elementary | <input type="checkbox"/> Loma Alta Elementary | <input type="checkbox"/> Roosevelt Elementary |
| <input type="checkbox"/> San Rafael Elementary | <input type="checkbox"/> Webster Elementary | |
| <input type="checkbox"/> Other: _____ | | |

(4) How many children do you have in the after-school program at this school? _____

(4a) How long have your children participated in the after-school program? (Please check)

- Less than 1 month 1-2 months 2-3 months 3-4 months
- 4-5 months more than 5 months Other: _____

(4b) Did your children participate in either the after-school program last year?

- Yes No

(5) What grade levels are your children in school? (Please circle)

K 1 2 3 4 5 6 7 8

(6) How many adults live in your house? _____

(7) Do all adults living in your house work? Yes No

(8) Is there an adult at home when the children are finished with school? Yes No

(9) Is there an adult at home when the children are finished with after-school? Yes
 No

(10) Do you use the after-school program because all adults in the house work and you need child care for your children? Yes
 No

Appendix C: Stakeholder Surveys

(11) Why did you enroll your child in the after-school program (Please **X** all that apply)?

- I need child care
- I wanted my child to have help with homework and school work
- I thought my child needed extra academic assistance
- I wanted my child to participate in sports
- I wanted my child to participate in music, art and other activities
- Other: _____

(12) Where would your child be if the after-school program did not exist (Please **X** one)?

- At home with you
- At home with an adult living in your home
- At a relative's house
- At a friend's house
- Other: _____
- At day-care
- In the Recreation Program
- At the Boys & Girls Club or YMCA

(13) Until what time do you need childcare (please **circle** the best answer)?

Do not need childcare 3:00 3:30 4:00 4:30 5:00 5:30 6:00 6:30 7:00

(14) How many days per week do you need childcare (please **circle** the best answer)?

Do not need child care 1 day 2 days 3 days 4 days 5 days

(15) Have you ever observed your child in the after-school program? Yes No

(16) What type of activities does the after-school program provide (please check **all that apply**)?

- Tutoring and Homework Assistance
- Academic Enrichment
- Leadership and Character Education
- Technology and Computer Assistance
- Sports
- Music, Arts, Crafts, Drama
- Free Play
- Other: _____

(17) What type of activities do you think your child needs most (please check **only two**)?

- Tutoring and Homework Assistance
- Academic Enrichment
- Leadership and Character Education
- Technology and Computer Assistance
- Sports
- Music, Arts, Crafts, Drama
- Free Play
- Other: _____

Appendix C: Stakeholder Surveys

Please express your level of agreement with the following statements about the after-school program at your school.

	Strongly Disagree	Dis-agree	Agree	Strongly Agree	
Parent Involvement					
(18) Parents are aware of the purpose of the program.	1	2	3	4	Don't Know
(19) Parents are informed of the schedule and their child's program options.	1	2	3	4	DK
(20) Parent input is asked in decisions related to their child.	1	2	3	4	DK
(21) Parent input is asked in decisions related to overall program design.	1	2	3	4	DK
(22) Parents receive regular feedback on their child's academic and social performance and progress.	1	2	3	4	DK
(23) Parents are given information about program activities and events.	1	2	3	4	DK
(24) Parents feel comfortable discussing issues with school and program staff.	1	2	3	4	DK
(25) Parent education and outreach are included in the after-school program.	1	2	3	4	DK

How important do you feel the following parts are to a successful after-school program?

	Not Important	Some-what	Important	Very Important	
Program Design					
(26) Students are regularly assessed in the program.	1	2	3	4	DK
(27) Curriculum includes tutoring and homework assistance connected to school curriculum.	1	2	3	4	DK
(28) Curriculum includes academic enrichment activities.	1	2	3	4	DK
(29) Curriculum is standards-based.	1	2	3	4	DK
(30) Curriculum uses teaching methods that motivate and engage students.	1	2	3	4	DK
(31) Leadership and character development is offered in the program.	1	2	3	4	DK
(32) Sport activities are offered in the program.	1	2	3	4	DK
(33) Art and music education are offered in the program.	1	2	3	4	DK
(34) Free play is part of the program.	1	2	3	4	DK
(35) Students' achievement levels are taken into consideration when designing and enrolling students in activities.	1	2	3	4	DK
(36) Students' interests are taken into consideration when designing and enrolling students in activities.	1	2	3	4	DK
(37) Curriculum and activities in the program are linked to curriculum and activities occurring during the regular school day.	1	2	3	4	DK
(38) Health and social services are an important part of the after-school program	1	2	3	4	DK

Appendix C: Stakeholder Surveys

If you were asked to grade the after-school program your child is enrolled in at your school, how would the program grade? Please grade the program below.

	Failing	Average Job!	Good Job!	Excellent Job!	
Program Design					
(39) Students are regularly assessed in the program.	F	C	B	A	DK
(40) Curriculum includes tutoring and homework assistance connected to school curriculum.	F	C	B	A	DK
(41) Curriculum includes academic enrichment activities.	F	C	B	A	DK
(42) Curriculum is standards-based.	F	C	B	A	DK
(43) Curriculum uses teaching methods that motivate and engage students.	F	C	B	A	DK
(44) Leadership and character development is offered in the program.	F	C	B	A	DK
(45) Sport activities are offered in the program.	F	C	B	A	DK
(46) Art and music education are offered in the program.	F	C	B	A	DK
(47) Free play is part of the program.	F	C	B	A	DK

	Failing	Average Job!	Good Job!	Excellent Job!	
Program Design (cont.)					
(48) Students' achievement levels are taken into consideration when designing and enrolling students in activities.	F	C	B	A	DK
(49) Students' interests are taken into consideration when designing and enrolling students in activities.	F	C	B	A	DK
(50) Curriculum and activities in the program are linked to curriculum and activities occurring during the regular school day.	F	C	B	A	DK
(51) Health and social services are an important part of the after-school program	F	C	B	A	DK

(52) What do you like **best** about the after-school program at this school?

(53) What do you think needs the most **improvement** in the after-school program at this school?

(54) Please check all the activities which you do at home with your child **WEEKLY**.

- Help with your child's homework
- Read to or with your child
- Limit television watching
- Limit playing video games
- Go to the public library
- Attend practices or competitions
- Go to a museum or other educational field trip

Appendix C: Stakeholder Surveys

(55) Please check all the school activities in which you have been involved in:

- Help with your child's homework
- PTA/Parent Association
- Volunteer to help the teacher in the classroom
- Volunteer in school outside of the classroom, including office work, yard duty or field trips
- Volunteer in the after-school program
- Attend school performances or sporting events
- Attend parent conferences
- Attend open-house or back to school night
- Attend meeting on child's behavior or attendance problems
- Other. Please describe the activity. _____

(56) My family categorizes itself as: (please check your response)

- African American Latino
- White Asian
- Other _____

(57) Your Zip Code: _____

Thank you for your participation in this survey!

Please return the completed survey in the stamped, addressed enveloped provided.

Appendix C: Stakeholder Surveys

**After-school Program
Certificated/Classified Survey**

Please place X on the appropriate box:

Job Description:

- Principal
- Vice Principal
- Dean or Counselor
- Curriculum Resource Personnel or Curriculum Coach
- K-2 Teacher
- 3-6 Teacher
- 7-8 Teacher
- Instructional Assistant
- Resource Personnel (nurse, psychologist, etc.)
- Cafeteria Personnel
- Office Personnel
- Other: _____

I have worked at this school:

- Less than one year
- One to two years
- Two to five years
- More than five years

I am working in a **paid** capacity in the after-school program at our school:

- Yes
- No
- I don't know

I am working in a **volunteer** capacity in the after-school program at our school:

- Yes
- No
- I don't know

I am involved in designing the after-school program at our school:

- Yes
- No
- I don't know

I participate in the after-school program site team at our school:

- Yes
- No
- I don't know

Appendix C: Stakeholder Surveys

Please express your level of agreement with the following statements:

	Strongly Disagree	Dis-agree	Agree	Strongly Agree	
Vision/Articulation					
(1) There is a clear vision for the purpose of the program.	1	2	3	4	Don't Know
(2) The program has measurable goals and objectives.	1	2	3	4	DK
(3) The school staff understands the vision for the program.	1	2	3	4	DK
(4) The after-school staff and program partners understand the vision.	1	2	3	4	DK
Program Management					
(5) The principal is an effective leader in the program.	1	2	3	4	DK
(6) School staff is involved in the design and implementation of the program.	1	2	3	4	DK
(7) The concerns of school site resource personnel (e.g. nurses, school psychologists, etc.) are coordinated with after-school efforts.	1	2	3	4	DK
(8) All stakeholders have opportunities to become involved in the decision-making.	1	2	3	4	DK
(9) The site team is an effective governance structure.	1	2	3	4	DK
(10) Partners and program are well-organized.	1	2	3	4	DK
(11) Program staff is knowledgeable and skilled.	1	2	3	4	DK
(12) Coordinator is an effective leader and manager.	1	2	3	4	DK
(13) Current communication strategies are effective.	1	2	3	4	DK
(14) Accountability, authority and responsibility are clear.	1	2	3	4	DK
(15) The program has a safe, pleasant environment.	1	2	3	4	DK
(16) The size of the facilities is adequate for the program.	1	2	3	4	DK
Community Involvement					
(17) Funded partners contribute to reaching the program's vision and goals.	1	2	3	4	DK
(18) Unfunded partners contribute to reaching the program's vision and goals.	1	2	3	4	DK
(19) Partners communicate and coordinate to create a grade-level articulated, comprehensive program.	1	2	3	4	DK
(20) The program is well-integrated with other programs in the immediate community.	1	2	3	4	DK
(21) The RFP process was fair and unbiased.	1	2	3	4	DK
(22) The RFP process was organized and efficient.	1	2	3	4	DK
(23) Volunteers are effectively integrated into the program.	1	2	3	4	DK
(24) Partnerships with local public and private health and social service providers are in place.	1	2	3	4	DK
(25) Coordination is occurring with appropriate agencies for safety (e.g. fire, police).	1	2	3	4	DK

Appendix C: Stakeholder Surveys

Please express your level of agreement with the following statements:

	Strongly Disagree	Dis-agree	Agree	Strongly Agree	
Parent Involvement					
(26) Parents are aware of the purpose of the program.	1	2	3	4	Don't Know
(27) Parents are informed of the schedule and their child's program options.	1	2	3	4	DK
(28) Parent input is solicited in decisions related to their child.	1	2	3	4	DK
(29) Parent input is solicited in decisions related to overall program design.	1	2	3	4	DK
(30) Parents receive regular feedback on their child's academic performance and progress.	1	2	3	4	DK
(31) There is a mechanism for disseminating information about program activities and events to parents.	1	2	3	4	DK
(32) Parents feel comfortable discussing issues with school and program staff.	1	2	3	4	DK
(33) Parent education and outreach are incorporated into the after-school program.	1	2	3	4	DK

How important do you feel the following components are to an effective after-school program?

	Not Important	Some-what	Important	Very Important	
Program Design					
(34) Students are regularly assessed in the program.	1	2	3	4	DK
(35) Curriculum includes tutoring and/or homework assistance connected to school curriculum.	1	2	3	4	DK
(36) Curriculum includes academic enrichment activities.	1	2	3	4	DK
(37) Curriculum is standards-based.	1	2	3	4	DK
(38) Curriculum uses innovative teaching methods to motivate and engage students.	1	2	3	4	DK
(39) Leadership and character education are offered in the program.	1	2	3	4	DK
(40) Sport activities are offered in the program.	1	2	3	4	DK
(41) Art and music education are offered in the program.	1	2	3	4	DK
(42) Free play is part of the program.	1	2	3	4	DK
(43) Students' achievement levels are taken into consideration when designing and enrolling students in activities.	1	2	3	4	DK
(44) Students' interests are taken into consideration when designing and enrolling students in activities.	1	2	3	4	DK
(45) Curriculum and activities in the program are linked to curriculum and activities occurring during the regular school day.	1	2	3	4	DK
(46) Health and social services are an integral part of the after-school program	1	2	3	4	DK

Appendix C: Stakeholder Surveys

If you were asked to grade the after-school program you are involved with on the above components, how would the program grade?

	Failing	Average Job!	Good Job!	Excellent Job!	
Program Design					
(47) Students are regularly assessed in the program.	F	C	B	A	DK
(48) Curriculum includes tutoring and/or homework assistance connected to school curriculum.	F	C	B	A	DK
(49) Curriculum includes academic enrichment activities.	F	C	B	A	DK
(50) Curriculum is standards-based.	F	C	B	A	DK
(51) Curriculum uses innovative teaching methods to motivate and engage students.	F	C	B	A	DK
(52) Leadership and character education are offered in the program.	F	C	B	A	DK
(53) Sport activities are offered in the program.	F	C	B	A	DK
(54) Art and music education are offered in the program.	F	C	B	A	DK
(55) Free play is part of the program.	F	C	B	A	DK
(56) Students' achievement levels are taken into consideration when designing and enrolling students in activities.	F	C	B	A	DK
(57) Students' interests are taken into consideration when designing and enrolling students in activities.	F	C	B	A	DK
(58) Curriculum and activities in the program are linked to curriculum and activities occurring during the regular school day.	F	C	B	A	DK
(59) Health and social services are an integral part of the after-school program	F	C	B	A	DK

(60) What type of activities does the after-school program provide (please check **all that apply**)?

- | | |
|---|---|
| <input type="checkbox"/> Tutoring/Homework Assistance | <input type="checkbox"/> Technology/Computer Assistance |
| <input type="checkbox"/> Academic Enrichment | <input type="checkbox"/> Sports |
| <input type="checkbox"/> Leadership/Character Education | <input type="checkbox"/> Arts, Crafts, Drama |
| <input type="checkbox"/> Free Play | |
| <input type="checkbox"/> Other: _____ | |

(61) What type of activities do you think the children at your school need most (please check **only two**)?

- | | |
|---|---|
| <input type="checkbox"/> Tutoring/Homework Assistance | <input type="checkbox"/> Technology/Computer Assistance |
| <input type="checkbox"/> Academic Enrichment | <input type="checkbox"/> Sports |
| <input type="checkbox"/> Leadership/Character Education | <input type="checkbox"/> Arts, Crafts, Drama |
| <input type="checkbox"/> Free Play | |
| <input type="checkbox"/> Other: _____ | |

Appendix C: Stakeholder Surveys

(62) What do you like best about the current program?

(63) What do you think needs the most improvement?

(64) What **district** support is necessary to make the program a success?

(65) What **school** support is necessary to make the program a success?

Thank you for your participation in this survey!

Unless otherwise instructed, please return your completed survey sealed in the envelope provided to the labeled box in the school's main office.

**Public Works, Inc.
90 N. Daisy Avenue
Pasadena, CA 91107
(626) 564-9890
(626) 564-0657 fax**

Appendix D
Student Performance Log Instrument

STUDENT PERFORMANCE LOG

PasadenaLEARNS

Your student (listed on the 2nd line of the label above) is currently participating in the PasadenaLEARNS After-school program at your school. In order to best assess how well the after school program is improving each student’s classroom performance, we would appreciate it if you could provide us with an assessment of his/her performance. This report will be used in the after-school grant evaluations required by the CDE and U.S. Department of Education.

Homework

100-90% of homework was complete this month. 4	89-75% of homework was complete this month. 3	74-50% of homework was complete this month. 2	Less than 50% of homework was complete this month. 1
Homework is completed at the highest standard, thoughtfully, and accurately. 4	Homework is complete, mostly accurate and satisfactory. 3	Homework is not always completed and contains errors, but demonstrate some effort. 2	Homework, when completed, is sloppy, incomplete, and shows little effort. 1

Leadership

Actively participates in school and community and serves as a leader to his/her classmates. 4	Actively participates in school and community. 3	Participates in school and community. 2	Rarely (if not at all) participates in school and community. 1
---	--	---	--

Behavior

Behavior and attitude are very positive. No discipline problems to report. 4	Behavior and attitude are mostly positive. Few discipline problems. 3	Behavior and attitude are inconsistent. Some discipline problems. 2	Behavior and attitude are in need of improvement. Many discipline problems. 1
--	---	---	---

Appendix D: Student Performance Log Instrument

Literacy Achievement

100-90% of language arts classroom assignments were completed this month. 4	89-75% of language arts classroom assignments were completed this month. 3	74-50% of language arts classroom assignments were completed this month. 2	Less than 50% of classroom language arts assignments were completed. 1
Language arts classroom assignments are completed above grade level, thoughtfully, and accurately. 4	Language arts classroom assignments are completed at grade level, thoughtfully, and accurately. 3	Language arts classroom assignments are inconsistent. Sometimes the work is at grade level and sometimes it is below grade level. Work contains errors, but demonstrates effort. 2	Language arts classroom assignments are below grade level. 1

Regarding literacy/language arts, has the student's performance (please circle):

Student continues to perform at or above grade level	Student has shown improvement <i>toward grade level</i>	Student has shown little or <i>no improvement</i>
--	--	--

Mathematics Achievement

100-90% of math classroom assignments were completed this month. 4	89-75% of math classroom assignments were completed this month. 3	74-50% of math classroom assignments were completed this month. 2	Less than 50% of math classroom assignments were completed. 1
Math classroom assignments are completed above grade level, thoughtfully, and accurately. 4	Math classroom assignments are completed at grade level, thoughtfully, and accurately. 3	Math classroom assignments are inconsistent. Sometimes the work is at grade level and sometimes it is below grade level. Work contains errors, but demonstrates effort. 2	Math classroom assignments are below grade level. 1

Regarding mathematics, has the student's performance (please circle):

Student continues to perform at or above grade level	Student has shown improvement <i>toward grade level</i>	Student has shown little or <i>no improvement</i>
--	--	--

Regarding Academic Performance in general (please circle):

Student continues to perform at or above grade level	Student has shown improvement <i>toward grade level</i>	Student has shown little or <i>no improvement</i>
--	--	--

Appendix E
Student Outcomes Descriptives

Appendix E: Student Outcomes Descriptives

Table E-1: Demographic characteristics of participants and non-participants

Background Characteristics	All Participants		Frequent Participants		Non-Participants	
	N	%	N	%	N	%
Overall	3363	100.0%	1351	100.0%	6468	100.0%
School Level						
Elementary	2582	76.8%	1206	89.3%	4555	70.4%
Middle School	781	23.2%	145	10.7%	1913	29.6%
Total	3363	100.0%	1351	100.0%	6468	100.0%
School						
Altadena	136	4.0%	50	3.7%	158	2.4%
Burbank	156	4.6%	68	5.0%	311	4.8%
Cleveland	118	3.5%	96	7.1%	467	7.2%
Edison	121	3.6%	78	5.8%	373	5.8%
Field	118	3.5%	104	7.7%	383	5.9%
Franklin	157	4.7%	84	6.2%	639	9.9%
Hamilton	174	5.2%	21	1.6%	409	6.3%
Jackson	188	5.6%	88	6.5%	266	4.1%
Loma Alta	110	3.3%	87	6.4%	103	1.6%
Longfellow	183	5.4%	70	5.2%	405	6.3%
Madison	242	7.2%	68	5.0%	180	2.8%
Roosevelt	112	3.3%	75	5.6%	320	4.9%
San Rafael	195	5.8%	68	5.0%	231	3.6%
Washington	194	5.8%	63	4.7%	176	2.7%
Webster	199	5.9%	74	5.5%	176	2.7%
Willard	179	5.3%	80	5.9%	250	3.9%
Eliot Middle	103	3.1%	54	4.0%	447	6.9%
Washington Middle	248	7.4%	83	6.1%	309	4.8%
Wilson Middle	430	12.8%	40	3.0%	865	13.4%
Total	3363	100.0%	1351	100.0%	6468	100.0%
Grade						
K	160	4.8%	61	4.5%	526	8.1%
1st	503	15.0%	235	17.4%	1148	17.7%
2nd	395	11.7%	199	14.7%	680	10.5%
3rd	471	14.0%	234	17.3%	628	9.7%
4th	467	13.9%	225	16.7%	592	9.2%
5th	417	12.4%	176	13.0%	667	10.3%
6th Elementary	169	5.0%	76	5.6%	313	4.8%
6th Middle	183	5.4%	45	3.3%	388	6.0%
7th	284	8.4%	64	4.7%	805	12.4%
8th	314	9.3%	36	2.7%	721	11.1%
Total	3363	100.0%	1351	100.0%	6468	100.0%
Ethnicity						
Hispanic	1474	54.6%	521	49.4%	2769	59.8%
African American	908	33.6%	395	37.4%	1026	22.2%
White	249	9.2%	102	9.7%	650	14.0%
Other	69	2.6%	37	3.5%	183	4.0%
Total	2700	100.0%	1055	100.0%	4628	100.0%
ELL						
Yes	824	30.7%	277	26.4%	1480	32.2%
No	1863	69.3%	773	73.6%	3115	67.8%
Total	2687	100.0%	1050	100.0%	4595	100.0%
Free/Reduced Meal						
Yes	2063	76.7%	785	74.5%	3293	71.7%
No	628	23.3%	268	25.5%	1298	28.3%
Total	2691	100.0%	1053	100.0%	4591	100.0%
Participated in 01-02	1198	35.6%	627	46.4%	--	--
New to program	2165	64.4%	724	53.6%	--	--
Total	3363	100.0%	1351	100.0%	--	--

* When there were 10 or fewer cases the finding could not be generalized and therefore was not reported

Appendix E: Student Outcomes Descriptives

Table E-2: Demographic characteristics of returning and new participants

Background Characteristics	Participated in		New to Program in	
	2001-02 and 2002-03		2002-03	
	N	%	N	%
All Participants	1198	100.0%	2165	100.0%
Frequent Participants	627	52.3%	724	33.4%
Non-Frequent Participants	571	47.7%	1441	66.6%
School Level				
Elementary	930	77.6%	1652	76.3%
Middle School	268	22.4%	513	23.7%
Total	1198	100.0%	2165	100.0%
School				
Altadena	51	4.3%	85	3.9%
Burbank	*	*	149	6.9%
Cleveland	54	4.5%	64	3.0%
Edison	51	4.3%	70	3.2%
Field	12	1.0%	106	4.9%
Franklin	69	5.8%	88	4.1%
Hamilton	46	3.8%	128	5.9%
Jackson	79	6.6%	109	5.0%
Loma Alta	41	3.4%	69	3.2%
Longfellow	70	5.8%	113	5.2%
Madison	92	7.7%	150	6.9%
Roosevelt	63	5.3%	49	2.3%
San Rafael	81	6.8%	114	5.3%
Washington	62	5.2%	132	6.1%
Webster	66	5.5%	133	6.1%
Willard	86	7.2%	93	4.3%
Eliot Middle	26	2.2%	77	3.6%
Washington Middle	96	8.0%	152	7.0%
Wilson Middle	146	12.2%	284	13.1%
Total	1198	100.0%	2165	100.0%
Grade				
K	--	--	160	7.4%
1st	83	6.9%	420	19.4%
2nd	155	12.9%	240	11.1%
3rd	215	17.9%	256	11.8%
4th	215	17.9%	252	11.6%
5th	178	14.9%	239	11.0%
6th Elementary	84	7.0%	85	3.9%
6th Middle	49	4.1%	134	6.2%
7th	99	8.3%	185	8.5%
8th	120	10.0%	194	9.0%
Total	1198	100.0%	2165	100.0%
Ethnicity				
Hispanic	616	55.2%	858	54.1%
African American	394	35.3%	514	32.4%
White	78	7.0%	171	10.8%
Other	27	2.4%	42	2.6%
Total	1115	100.0%	1585	100.0%
ELL				
Yes	356	32.0%	468	29.7%
No	755	68.0%	1108	70.3%
Total	1111	100.0%	1576	100.0%
Free/Reduced Meal				
Yes	883	79.3%	1180	74.8%
No	230	20.7%	398	25.2%
Total	1113	100.0%	1578	100.0%

* When there were 10 or fewer cases the finding could not be generalized and therefore was not reported

Appendix E: Student Outcomes Descriptives

Table E-3: PasadenaLEARNS mean program attendance (out of 180 days) 2000-01, 2001-02, and 2002-03 by demographic characteristics

Background Characteristics	2000-01			2001-02			2002-03		
	N	Mean	Rate	N	Mean	Rate	N	Mean	Rate
All Participants	702	104	58%	1203	98	54%	3363	85	47%
Frequent Participants	346	124	69%	628	120	67%	1351	152	84%
Non-Frequent Participants	356	84	47%	575	74	41%	2012	40	22%
School Level									
Elementary	517	111	62%	934	111	62%	2582	99	55%
Middle School	185	83	46%	269	51	28%	781	38	21%
Total	702	104	58%	1203	98	54%	3363	85	47%
School									
Altadena	37	144	80%	51	134	74%	136	124	69%
Burbank	*	*	*	*	*	*	156	106	59%
Cleveland	45	98	54%	54	112	62%	118	102	57%
Edison	40	115	64%	51	128	71%	121	137	76%
Field	--	--	--	12	72	40%	118	115	64%
Franklin	44	108	60%	70	118	66%	157	100	56%
Hamilton	--	--	--	46	69	38%	174	88	49%
Jackson	51	89	49%	79	115	64%	188	79	44%
Loma Alta	32	124	69%	41	104	58%	110	124	69%
Longfellow	45	138	77%	73	132	73%	183	101	56%
Madison	49	114	63%	92	109	61%	242	75	42%
Roosevelt	30	117	65%	63	134	74%	112	131	73%
San Rafael	--	--	--	81	72	40%	195	85	47%
Washington	29	116	64%	62	94	52%	194	76	42%
Webster	55	107	59%	66	131	73%	199	89	49%
Willard	50	86	48%	86	109	61%	179	115	64%
Eliot Middle	29	119	66%	26	103	57%	103	62	34%
Washington Middle	64	79	44%	96	32	18%	248	28	16%
Wilson Middle	92	74	41%	147	54	30%	430	38	21%
Total	702	104	58%	1203	98	54%	3363	85	47%
Grade									
K	--	--	--	--	--	--	160	85	47%
1st	--	--	--	84	95	53%	503	98	54%
2nd	54	109	61%	156	113	63%	395	108	60%
3rd	139	112	62%	215	110	61%	471	103	57%
4th	141	107	59%	216	117	65%	467	102	57%
5th	129	113	63%	179	108	60%	417	91	51%
6th Elementary	54	118	66%	84	120	67%	169	99	55%
6th Middle	49	105	58%	49	95	53%	183	45	25%
7th	58	87	48%	99	48	27%	284	43	24%
8th	78	66	37%	121	36	20%	314	30	17%
Total	702	104	58%	1203	98	54%	3363	85	47%
Ethnicity									
Hispanic	367	98	54%	617	92	51%	1474	79	44%
African American	268	112	62%	396	108	60%	908	88	49%
White	48	100	56%	78	95	53%	249	82	46%
Other	19	102	57%	28	99	55%	69	97	54%
Total	702	104	58%	1119	98	54%	2700	83	46%
ELL									
Yes	213	98	54%	356	93	52%	824	77	43%
No	486	106	59%	759	100	56%	1863	85	47%
Total	699	104	58%	1115	98	54%	2687	83	46%
Free/Reduced Meal									
Yes	537	102	57%	887	97	54%	2063	83	46%
No	164	108	60%	230	103	57%	628	84	47%
Total	701	104	58%	1117	98	54%	2691	83	46%
Participated in 01-02	480	116	64%	1198	98	54%	1198	102	57%
New to program	222	76	42%	*	*	*	2165	76	42%
Total	702	104	58%	1203	98	54%	3363	85	47%

* When there were 10 or fewer cases the finding could not be generalized and therefore was not reported

Appendix E: Student Outcomes Descriptives

Table E-4: Frequent participants in 2001-02 and/or 2002-03 by demographic characteristics

Background Characteristics	All Frequent Participants		Frequent Participants in 2001-02 and 2002-03		Frequent Participants in 2002-03 Only	
	N	%	N	%	N	%
Frequent Participants	1351	100.0%	403	100.0%	948	100.0%
School Level						
Elementary	1206	89.3%	376	93.3%	830	87.6%
Middle School	145	10.7%	27	6.7%	118	12.4%
Total	1351	100.0%	403	100.0%	948	100.0%
School						
Altadena	50	3.7%	30	7.4%	20	2.1%
Burbank	68	5.0%	*	*	63	6.6%
Cleveland	96	7.1%	22	5.5%	74	7.8%
Edison	78	5.8%	27	6.7%	51	5.4%
Field	104	7.7%	*	*	102	10.8%
Franklin	84	6.2%	36	8.9%	48	5.1%
Hamilton	21	1.6%	12	3.0%	*	*
Jackson	88	6.5%	28	6.9%	60	6.3%
Loma Alta	87	6.4%	20	5.0%	67	7.1%
Longfellow	70	5.2%	39	9.7%	31	3.3%
Madison	68	5.0%	31	7.7%	37	3.9%
Roosevelt	75	5.6%	27	6.7%	48	5.1%
San Rafael	68	5.0%	*	*	62	6.5%
Washington	63	4.7%	18	4.5%	45	4.7%
Webster	74	5.5%	37	9.2%	37	3.9%
Willard	80	5.9%	36	8.9%	44	4.6%
Eliot Middle	54	4.0%	13	3.2%	41	4.3%
Washington Middle	83	6.1%	*	*	81	8.5%
Wilson Middle	40	3.0%	12	3.0%	28	3.0%
Total	1351	100.0%	403	100.0%	948	100.0%
Grade						
K	61	4.5%	--	--	61	6.4%
1st	235	17.4%	23	5.7%	212	22.4%
2nd	199	14.7%	64	15.9%	135	14.2%
3rd	234	17.3%	92	22.8%	142	15.0%
4th	225	16.7%	92	22.8%	133	14.0%
5th	176	13.0%	68	16.9%	108	11.4%
6th Elementary	76	5.6%	37	9.2%	39	4.1%
6th Middle	45	3.3%	13	3.2%	32	3.4%
7th	64	4.7%	*	*	54	5.7%
8th	36	2.7%	*	*	32	3.4%
Total	1351	100.0%	403	100.0%	948	100.0%
Ethnicity						
Hispanic	521	49.4%	181	47.6%	340	50.4%
African American	395	37.4%	158	41.6%	237	35.1%
White	102	9.7%	27	7.1%	75	11.1%
Other	37	3.5%	14	3.7%	23	3.4%
Total	1055	100.0%	380	100.0%	675	100.0%
ELL						
Yes	277	26.4%	97	25.7%	180	26.8%
No	773	73.6%	281	74.3%	492	73.2%
Total	1050	100.0%	378	100.0%	672	100.0%
Free/Reduced Meal						
Yes	785	74.5%	288	76.0%	497	73.7%
No	268	25.5%	91	24.0%	177	26.3%
Total	1053	100.0%	379	100.0%	674	100.0%
Participated in 01-02	627	46.4%	403	100.0%	224	23.6%
New to program	724	53.6%	--	--	724	76.4%
Total	1351	100.0%	403	100.0%	948	100.0%

* When there were 10 or fewer cases the finding could not be generalized and therefore was not reported

Appendix E: Student Outcomes Descriptives

Table E-5: Number of participants, frequent participants and percent frequent in 2002-03 by demographic characteristics

Background Characteristics	All	Frequent	% Frequent in
	Participants	Participants	2002-03
	N	N	%
All Participants	3363	1351	40.2%
School Level			
Elementary	2582	1206	46.7%
Middle School	781	145	18.6%
Total	3363	1351	40.2%
School			
Altadena	136	50	36.8%
Burbank	156	68	43.6%
Cleveland	118	96	81.4%
Edison	121	78	64.5%
Field	118	104	88.1%
Franklin	157	84	53.5%
Hamilton	174	21	12.1%
Jackson	188	88	46.8%
Loma Alta	110	87	79.1%
Longfellow	183	70	38.3%
Madison	242	68	28.1%
Roosevelt	112	75	67.0%
San Rafael	195	68	34.9%
Washington	194	63	32.5%
Webster	199	74	37.2%
Willard	179	80	44.7%
Eliot Middle	103	54	52.4%
Washington Middle	248	83	33.5%
Wilson Middle	430	40	9.3%
Total	3363	1351	40.2%
Grade			
K	160	61	38.1%
1st	503	235	46.7%
2nd	395	199	50.4%
3rd	471	234	49.7%
4th	467	225	48.2%
5th	417	176	42.2%
6th Elementary	169	76	45.0%
6th Middle	183	45	24.6%
7th	284	64	22.5%
8th	314	36	11.5%
Total	3363	1351	40.2%
Ethnicity			
Hispanic	1474	521	35.3%
African American	908	395	43.5%
White	249	102	41.0%
Other	69	37	53.6%
Total	2700	1055	39.1%
ELL			
Yes	824	277	33.6%
No	1863	773	41.5%
Total	2687	1050	39.1%
Free/Reduced Meal			
Yes	2063	785	38.1%
No	628	268	42.7%
Total	2691	1053	39.1%
Participated in 01-02	1198	627	52.3%
New to program	2165	724	33.4%
Total	3363	1351	40.2%

* When there were 10 or fewer cases the finding could not be generalized and therefore was not reported

Appendix E: Student Outcomes Descriptives

Table E-6: 2002-03 Regular school day attendance of frequent and non-participants by demographic characteristics

Background Characteristics	Frequent Participants			Non-Participants		
	N	Mean	Rate	N	Mean	Rate
Overall	1351	173	96%	6468	164	91%
School Level						
Elementary	1206	173	96%	4555	163	91%
Middle School	145	176	98%	1913	165	92%
Total	1351	173	96%	6468	164	91%
School						
Altadena	88	172	96%	266	156	87%
Burbank	80	173	96%	250	162	90%
Cleveland	50	166	92%	158	150	83%
Edison	87	168	93%	103	156	87%
Field	70	173	96%	405	165	92%
Franklin	68	172	96%	180	159	88%
Hamilton	75	175	97%	320	165	92%
Jackson	68	172	96%	311	161	89%
Loma Alta	68	171	95%	231	158	88%
Longfellow	96	172	96%	467	164	91%
Madison	78	174	97%	373	166	92%
Roosevelt	74	174	97%	176	157	87%
San Rafael	63	175	97%	176	163	91%
Washington	54	176	98%	447	172	96%
Webster	83	172	96%	309	164	91%
Willard	104	177	98%	383	168	93%
Eliot Middle	40	173	96%	865	164	91%
Washington Middle	21	176	98%	409	166	92%
Wilson Middle	84	177	98%	639	166	92%
Total	1351	173	96%	6468	164	91%
Grade						
K	61	168	93%	526	154	86%
1st	235	171	95%	1148	165	92%
2nd	199	173	96%	680	164	91%
3rd	234	174	97%	628	163	91%
4th	225	174	97%	592	164	91%
5th	176	173	96%	667	164	91%
6th Elementary	76	172	96%	313	171	95%
6th Middle	45	174	97%	388	162	90%
7th	64	176	98%	805	166	92%
8th	36	176	98%	721	165	92%
Total	1351	173	96%	6468	164	91%
Ethnicity						
Hispanic	521	175	97%	2769	169	94%
African American	395	172	96%	1026	165	92%
White	102	173	96%	650	168	93%
Other	37	176	98%	183	159	88%
Total	1055	174	97%	4628	168	93%
ELL						
Yes	277	176	98%	1480	169	94%
No	773	173	96%	3115	168	93%
Total	1050	174	97%	4595	168	93%
Free/Reduced Meal						
Yes	785	174	97%	3293	168	93%
No	268	173	96%	1298	169	94%
Total	1053	174	97%	4591	168	93%
Participated in 01-02	627	174	97%	--	--	--
New to program	724	172	96%	--	--	--
Total	1351	173	96%	--	--	--

* When there were 10 or fewer cases the finding could not be generalized and therefore was not reported

Appendix E: Student Outcomes Descriptives

Table E-7: Net change in regular school day attendance rate by demographic characteristics - Frequent Participants

Background Characteristics	Regular School Day Attendance							Net Change	
	2000-01		2001-02		2002-03		Mean	Rate	
	N	Mean	Rate	Mean	Rate	Mean			Rate
Frequent Participants	478	169	94%	173	96%	174	97%	5	3%
School Level									
Elementary	373	169	94%	172	96%	173	96%	4	2%
Middle School	105	167	93%	176	98%	176	98%	9	5%
Total	478	169	94%	173	96%	174	97%	5	3%
School									
Altadena	33	167	93%	171	95%	173	96%	6	3%
Burbank	*	*	*	*	*	*	*	*	*
Cleveland	18	168	93%	168	93%	171	95%	3	2%
Edison	29	173	96%	170	94%	166	92%	-7	-4%
Field	24	168	93%	173	96%	174	97%	6	3%
Franklin	24	170	94%	174	97%	175	97%	5	3%
Hamilton	30	173	96%	174	97%	175	97%	2	1%
Jackson	13	173	96%	174	97%	174	97%	1	1%
Loma Alta	22	160	89%	170	94%	166	92%	6	3%
Longfellow	32	165	92%	174	97%	173	96%	8	4%
Madison	17	173	96%	171	95%	172	96%	-1	-1%
Roosevelt	32	173	96%	173	96%	175	97%	2	1%
San Rafael	22	169	94%	172	96%	175	97%	6	3%
Washington	20	176	98%	174	97%	174	97%	-2	-1%
Webster	26	172	96%	173	96%	172	96%	0	0%
Willard	28	160	89%	171	95%	177	98%	17	9%
Eliot Middle	21	162	90%	173	96%	174	97%	12	7%
Washington Middle	18	153	85%	176	98%	175	97%	22	12%
Wilson Middle	66	173	96%	176	98%	177	98%	4	2%
Total	478	169	94%	173	96%	174	97%	5	3%
Grade									
2nd	*	*	*	*	*	*	*	*	*
3rd	17	172	96%	168	93%	168	93%	-4	-2%
4th	165	168	93%	172	96%	174	97%	6	3%
5th	129	171	95%	172	96%	172	96%	1	1%
6th Elementary	61	168	93%	172	96%	172	96%	4	2%
6th Middle	36	168	93%	172	96%	174	97%	6	3%
7th	46	163	91%	177	98%	177	98%	14	8%
8th	23	176	98%	178	99%	178	99%	2	1%
Total	478	169	94%	173	96%	174	97%	5	3%
Ethnicity									
Hispanic	246	168	93%	174	97%	175	97%	7	4%
African American	177	169	94%	172	96%	172	96%	3	2%
White	34	168	93%	171	95%	173	96%	5	3%
Other	21	174	97%	175	97%	175	97%	1	1%
Total	478	169	94%	173	96%	174	97%	5	3%
ELL									
Yes	106	171	95%	175	97%	176	98%	5	3%
No	368	168	93%	172	96%	173	96%	5	3%
Total	474	169	94%	173	96%	174	97%	5	3%
Free/Reduced Meal									
Yes	360	169	94%	173	96%	174	97%	5	3%
No	117	169	94%	173	96%	174	97%	5	3%
Total	477	169	94%	173	96%	174	97%	5	3%
Participated in 01-02	318	169	94%	173	96%	174	97%	5	3%
New to program	160	169	94%	173	96%	173	96%	4	2%
Total	478	169	94%	173	96%	174	97%	5	3%

* When there were 10 or fewer cases the finding could not be generalized and therefore was not reported

Appendix E: Student Outcomes Descriptives

Table E-8: Net change in regular school day attendance rate by demographic characteristics - Non-Participants

Background Characteristics	Regular School Day Attendance							Net Change	
	00-01		01-02		02-03		Mean	Rate	
	N	Mean	Rate	Mean	Rate	Mean			Rate
Non-Participants	1841	169	94%	171	95%	172	96%	3	2%
School Level									
Elementary	1081	169	94%	170	94%	171	95%	2	1%
Middle School	760	170	94%	173	96%	173	96%	3	2%
Total	1841	169	94%	171	95%	172	96%	3	2%
School									
Altadena	74	168	93%	168	93%	166	92%	-2	-1%
Burbank	*	*	*	*	*	*	*	*	*
Cleveland	26	170	94%	165	92%	169	94%	-1	-1%
Edison	23	165	92%	169	94%	168	93%	3	2%
Field	129	166	92%	171	95%	170	94%	4	2%
Franklin	47	164	91%	171	95%	169	94%	5	3%
Hamilton	110	170	94%	171	95%	172	96%	2	1%
Jackson	79	168	93%	168	93%	172	96%	4	2%
Loma Alta	38	168	93%	171	95%	172	96%	4	2%
Longfellow	134	171	95%	171	95%	172	96%	1	1%
Madison	75	168	93%	171	95%	172	96%	4	2%
Roosevelt	39	171	95%	171	95%	172	96%	1	1%
San Rafael	32	172	96%	173	96%	174	97%	2	1%
Washington	105	169	94%	170	94%	176	98%	7	4%
Webster	97	171	95%	170	94%	169	94%	-2	-1%
Willard	70	172	96%	171	95%	176	98%	4	2%
Eliot Middle	158	170	94%	171	95%	170	94%	0	0%
Washington Middle	250	169	94%	171	95%	173	96%	4	2%
Wilson Middle	352	170	94%	174	97%	175	97%	5	3%
Total	1841	169	94%	171	95%	172	96%	3	2%
Grade									
2nd	--	--	--	--	--	--	--	--	--
3rd	23	164	91%	165	92%	169	94%	5	3%
4th	380	169	94%	171	95%	173	96%	4	2%
5th	451	169	94%	169	94%	170	94%	1	1%
6th Elementary	227	169	94%	171	95%	172	96%	3	2%
6th Middle	195	170	94%	170	94%	171	95%	1	1%
7th	320	169	94%	173	96%	174	97%	5	3%
8th	245	170	94%	174	97%	174	97%	4	2%
Total	1841	169	94%	171	95%	172	96%	3	2%
Ethnicity									
Hispanic	1218	170	94%	172	96%	173	96%	3	2%
African American	346	167	93%	169	94%	170	94%	3	2%
White	216	169	94%	170	94%	171	95%	2	1%
Other	61	169	94%	174	97%	172	96%	3	2%
Total	1841	169	94%	171	95%	172	96%	3	2%
ELL									
Yes	553	170	94%	172	96%	173	96%	3	2%
No	1285	169	94%	171	95%	172	96%	3	2%
Total	1838	169	94%	171	95%	172	96%	3	2%
Free/Reduced Meal									
Yes	1347	169	94%	171	95%	172	96%	3	2%
No	488	170	94%	172	96%	173	96%	3	2%
Total	1835	169	94%	171	95%	172	96%	3	2%
Participated in 01-02	--	--	--	--	--	--	--	--	--
New to program	--	--	--	--	--	--	--	--	--
Total	--	--	--	--	--	--	--	--	--

* When there were 10 or fewer cases the finding could not be generalized and therefore was not reported

Appendix E: Student Outcomes Descriptives

Table E-9: 2003 CAT/6 Reading NPR breakdown of frequent and non-participants by demographic characteristics

Background Characteristics	Frequent Participants			Non-Participants		
	N	At/Above 50	Below 50	N	At/Above 50	Below 50
Overall	1013	27.1%	72.9%	4297	31.2%	68.8%
School Level						
Elementary	874	26.0%	74.0%	2620	30.7%	69.3%
Middle School	139	34.5%	65.5%	1677	32.0%	68.0%
Total	1013	27.1%	72.9%	4297	31.2%	68.8%
School						
Altadena	67	31.3%	68.7%	172	18.6%	81.4%
Burbank	52	28.8%	71.2%	172	32.6%	67.4%
Cleveland	40	17.5%	82.5%	73	24.7%	75.3%
Edison	67	20.9%	79.1%	50	32.0%	68.0%
Field	48	27.1%	72.9%	274	38.3%	61.7%
Franklin	53	24.5%	75.5%	112	28.6%	71.4%
Hamilton	63	23.8%	76.2%	225	43.6%	56.4%
Jackson	47	25.5%	74.5%	167	29.9%	70.1%
Loma Alta	51	25.5%	74.5%	107	25.2%	74.8%
Longfellow	64	14.1%	85.9%	290	32.4%	67.6%
Madison	49	18.4%	81.6%	203	23.2%	76.8%
Roosevelt	55	41.8%	58.2%	72	26.4%	73.6%
San Rafael	43	18.6%	81.4%	84	34.5%	65.5%
Washington	43	18.6%	81.4%	246	19.5%	80.5%
Webster	60	41.7%	58.3%	182	31.9%	68.1%
Willard	72	30.6%	69.4%	191	39.8%	60.2%
Eliot Middle	37	29.7%	70.3%	728	32.3%	67.7%
Washington Middle	20	20.0%	80.0%	384	25.0%	75.0%
Wilson Middle	82	40.2%	59.8%	565	36.5%	63.5%
Total	1013	27.1%	72.9%	4297	31.2%	68.8%
Grade						
2nd	189	33.9%	66.1%	619	39.9%	60.1%
3rd	227	21.6%	78.4%	565	27.8%	72.2%
4th	217	18.4%	81.6%	532	19.9%	80.1%
5th	167	31.1%	68.9%	610	29.3%	70.7%
6th Elementary	74	29.7%	70.3%	294	39.5%	60.5%
6th Middle	43	34.9%	65.1%	349	32.1%	67.9%
7th	62	38.7%	61.3%	726	32.6%	67.4%
8th	34	26.5%	73.5%	602	31.2%	68.8%
Total	1013	27.1%	72.9%	4297	31.2%	68.8%
Ethnicity						
Hispanic	501	25.7%	74.3%	2603	27.3%	72.7%
African American	378	23.8%	76.2%	930	27.3%	72.7%
White	97	39.2%	60.8%	592	49.5%	50.5%
Other	37	48.6%	51.4%	172	48.8%	51.2%
Total	1013	27.1%	72.9%	4297	31.2%	68.8%
ELL						
Yes	265	16.2%	83.8%	1353	13.1%	86.9%
No	744	30.9%	69.1%	2916	39.7%	60.3%
Total	1009	27.1%	72.9%	4269	31.3%	68.7%
Free/Reduced Meal						
Yes	753	25.5%	74.5%	3056	25.9%	74.1%
No	259	31.7%	68.3%	1212	44.9%	55.1%
Total	1012	27.1%	72.9%	4268	31.3%	68.7%
Participated in 01-02	558	27.6%	72.4%	--	--	--
New to program	455	26.6%	73.4%	--	--	--
Total	1013	27.1%	72.9%	--	--	--

* When there were 10 or fewer cases the finding could not be generalized and therefore was not reported

Appendix E: Student Outcomes Descriptives

Table E-10: 2003 CAT/6 Math NPR breakdown of frequent and non-participants by demographic characteristics

Background Characteristics	Frequent Participants			Non-Participants		
	N	At/Above 50	Below 50	N	At/Above 50	Below 50
Overall	1021	42.5%	57.5%	4292	45.0%	55.0%
School Level						
Elementary	883	43.4%	56.6%	2634	48.4%	51.6%
Middle School	138	37.0%	63.0%	1658	39.6%	60.4%
Total	1021	42.5%	57.5%	4292	45.0%	55.0%
School						
Altadena	68	39.7%	60.3%	168	24.4%	75.6%
Burbank	51	37.3%	62.7%	173	46.8%	53.2%
Cleveland	41	34.1%	65.9%	78	44.9%	55.1%
Edison	66	36.4%	63.6%	50	48.0%	52.0%
Field	48	52.1%	47.9%	274	55.5%	44.5%
Franklin	53	30.2%	69.8%	112	46.4%	53.6%
Hamilton	64	60.9%	39.1%	224	62.5%	37.5%
Jackson	47	44.7%	55.3%	168	51.8%	48.2%
Loma Alta	51	45.1%	54.9%	107	38.3%	61.7%
Longfellow	65	32.3%	67.7%	291	48.5%	51.5%
Madison	51	37.3%	62.7%	209	42.6%	57.4%
Roosevelt	57	56.1%	43.9%	74	41.9%	58.1%
San Rafael	43	34.9%	65.1%	84	53.6%	46.4%
Washington	43	30.2%	69.8%	245	42.4%	57.6%
Webster	60	41.7%	58.3%	183	55.7%	44.3%
Willard	75	66.7%	33.3%	194	56.7%	43.3%
Eliot Middle	36	25.0%	75.0%	723	39.0%	61.0%
Washington Middle	20	25.0%	75.0%	374	35.3%	64.7%
Wilson Middle	82	45.1%	54.9%	561	43.1%	56.9%
Total	1021	42.5%	57.5%	4292	45.0%	55.0%
Grade						
2nd	190	50.5%	49.5%	618	55.2%	44.8%
3rd	230	45.2%	54.8%	568	52.5%	47.5%
4th	218	35.3%	64.7%	534	42.7%	57.3%
5th	171	43.9%	56.1%	617	42.9%	57.1%
6th Elementary	74	41.9%	58.1%	297	48.1%	51.9%
6th Middle	43	46.5%	53.5%	346	39.6%	60.4%
7th	61	37.7%	62.3%	721	37.6%	62.4%
8th	34	23.5%	76.5%	591	42.0%	58.0%
Total	1021	42.5%	57.5%	4292	45.0%	55.0%
Ethnicity						
Hispanic	508	44.9%	55.1%	2603	42.3%	57.7%
African American	377	33.7%	66.3%	926	37.0%	63.0%
White	99	54.5%	45.5%	591	61.4%	38.6%
Other	37	67.6%	32.4%	172	71.5%	28.5%
Total	1021	42.5%	57.5%	4292	45.0%	55.0%
ELL						
Yes	267	37.8%	62.2%	1357	31.0%	69.0%
No	750	44.1%	55.9%	2907	51.7%	48.3%
Total	1017	42.5%	57.5%	4264	45.1%	54.9%
Free/Reduced Meal						
Yes	759	40.7%	59.3%	3057	40.9%	59.1%
No	261	47.5%	52.5%	1205	55.7%	44.3%
Total	1020	42.5%	57.5%	4262	45.1%	54.9%
Participated in 01-02	563	42.6%	57.4%	--	--	--
New to program	458	42.4%	57.6%	--	--	--
Total	1021	42.5%	57.5%	--	--	--

* When there were 10 or fewer cases the finding could not be generalized and therefore was not reported

Appendix E: Student Outcomes Descriptives

Table E-11: 2002 and 2003 California Standards scaled scores (English Language Arts) by demographic characteristics

Background Characteristics	2002 California Standards Scaled Scores (English Language Arts)				2003 California Standards Scaled Scores (English Language Arts)			
	Frequent Participants		Non-Participants		Frequent Participants		Non-Participants	
	N	Mean	N	Mean	N	Mean	N	Mean
Overall	720	313	3091	316	983	323	4305	322
School Level								
Elementary	613	313	1723	318	864	324	2621	326
Middle School	107	313	1368	315	119	317	1684	315
Total	720	313	3091	316	983	323	4305	322
Grade								
2nd	--	--	--	--	185	333	616	333
3rd	202	314	470	320	225	319	568	322
4th	195	308	463	316	217	320	532	325
5th	149	324	520	318	164	325	610	322
6th Elementary	67	306	270	317	73	321	295	327
6th Middle	32	318	271	314	37	317	349	315
7th	45	314	612	313	52	321	727	315
8th	30	304	485	318	30	308	608	314
Total	720	313	3091	316	983	323	4305	322
Ethnicity								
Hispanic	360	309	1898	310	486	321	2608	317
African American	274	312	656	311	371	318	931	313
White	62	334	423	342	92	338	593	347
Other	24	343	114	352	34	356	173	351
Total	720	313	3091	316	983	323	4305	322
ELL								
Yes	176	291	933	290	257	311	1353	302
No	539	321	2150	328	722	327	2924	331
Total	715	313	3083	317	979	323	4277	322
Free/Reduced Meal								
Yes	534	309	2190	309	729	320	3064	315
No	184	326	890	334	253	331	1212	339
Total	718	313	3080	317	982	323	4276	322
Participated in 01-02	434	312	--	--	541	324	--	--
New to program	286	315	--	--	442	321	--	--
Total	720	313	--	--	983	323	--	--

* When there were 10 or fewer cases the finding could not be generalized and therefore was not reported

Appendix E: Student Outcomes Descriptives

Table E-12: 2002 and 2003 California Standards scaled scores (Mathematics) by demographic characteristics

Background Characteristics	2002 California Standards Scaled Scores (Mathematics)				2003 California Standards Scaled Scores (Mathematics)			
	Frequent Participants		Non-Participants		Frequent Participants		Non-Participants	
	N	Mean	N	Mean	N	Mean	N	Mean
Overall	747	322	3229	323	992	321	4273	324
School Level								
Elementary	638	325	1809	330	874	324	2634	334
Middle School	109	306	1420	315	118	300	1639	309
Total	747	322	3229	323	992	321	4273	324
Grade								
2nd	--	--	--	--	187	337	616	344
3rd	215	338	507	347	227	330	575	344
4th	199	322	479	332	219	318	533	330
5th	156	324	541	323	168	316	614	322
6th Elementary	68	298	282	306	73	308	296	322
6th Middle	33	316	279	312	36	312	349	308
7th	46	309	626	319	52	303	724	307
8th	30	290	515	311	30	280	566	312
Total	747	322	3229	323	992	321	4273	324
Ethnicity								
Hispanic	374	328	1967	320	493	326	2602	322
African American	284	308	699	307	371	307	910	308
White	65	345	442	350	94	336	588	346
Other	24	347	121	368	34	355	173	363
Total	747	322	3229	323	992	321	4273	324
ELL								
Yes	183	311	975	305	259	321	1356	311
No	559	326	2246	331	729	321	2889	330
Total	742	323	3221	323	988	321	4245	324
Free/Reduced Meal								
Yes	555	319	2300	317	738	319	3046	319
No	190	334	918	338	253	326	1197	337
Total	745	322	3218	323	991	321	4243	324
Participated in 01-02	451	323	--	--	550	323	--	--
New to program	296	321	--	--	442	318	--	--
Total	747	322	--	--	992	321	--	--

* When there were 10 or fewer cases the finding could not be generalized and therefore was not reported

Appendix E: Student Outcomes Descriptives

Table E-13: 2002 and 2003 California Standards designation (English Language Arts) by demographic characteristics - Frequent Participants

Background Characteristics	2002 California Standards Levels (English Language Arts)						2003 California Standards Levels (English Language Arts)					
	N	Advanced	Proficient	Basic	Below Basic	Far Below Basic	N	Advanced	Proficient	Basic	Below Basic	Far Below Basic
Overall	720	4.0%	17.4%	37.5%	27.8%	13.3%	983	6.5%	19.5%	40.9%	22.8%	10.3%
School Level												
Elementary	613	4.2%	17.5%	37.7%	27.2%	13.4%	864	6.9%	19.6%	41.2%	22.9%	9.4%
Middle School	107	2.8%	16.8%	36.5%	30.8%	13.1%	119	3.4%	19.3%	38.7%	21.9%	16.8%
Total	720	4.0%	17.4%	37.5%	27.8%	13.3%	983	6.5%	19.5%	40.9%	22.8%	10.3%
Grade												
2nd	--	--	--	--	--	--	185	10.8%	24.3%	35.7%	20.5%	8.6%
3rd	202	3.0%	18.8%	37.1%	28.7%	12.4%	225	6.2%	20.9%	36.9%	23.6%	12.4%
4th	195	4.6%	17.9%	28.2%	31.3%	17.9%	217	5.1%	17.1%	41.5%	27.2%	9.2%
5th	149	7.4%	18.8%	44.3%	18.1%	11.4%	164	7.3%	17.1%	48.8%	20.1%	6.7%
6th Elementary	67	--	9.0%	52.2%	31.3%	7.5%	73	4.1%	16.4%	50.7%	20.5%	8.2%
6th Middle	32	3.1%	15.6%	40.6%	28.1%	12.5%	37	2.7%	16.2%	43.2%	18.9%	18.9%
7th	45	4.4%	20.0%	33.3%	31.1%	11.1%	52	5.8%	26.9%	34.6%	13.5%	19.2%
8th	30	--	13.3%	36.7%	33.3%	16.7%	30	--	10.0%	40.0%	40.0%	10.0%
Total	720	4.0%	17.4%	37.5%	27.8%	13.3%	983	6.5%	19.5%	40.9%	22.8%	10.3%
Ethnicity												
Hispanic	360	2.5%	16.7%	37.5%	27.5%	15.8%	486	4.9%	19.8%	42.6%	22.2%	10.5%
African American	274	4.4%	15.0%	38.0%	31.4%	11.3%	371	5.7%	15.9%	40.4%	26.7%	11.3%
White	62	9.7%	22.6%	40.3%	19.4%	8.1%	92	12.0%	26.1%	41.3%	12.0%	8.7%
Other	24	8.3%	41.7%	25.0%	12.5%	12.5%	34	23.5%	38.2%	20.6%	17.6%	
Total	720	4.0%	17.4%	37.5%	27.8%	13.3%	983	6.5%	19.5%	40.9%	22.8%	10.3%
ELL												
Yes	176	0.6%	7.4%	31.3%	34.7%	26.1%	257	3.1%	15.2%	39.3%	28.0%	14.4%
No	539	5.2%	20.8%	39.7%	25.2%	9.1%	722	7.8%	21.2%	41.4%	20.8%	8.9%
Total	715	4.1%	17.5%	37.6%	27.6%	13.3%	979	6.5%	19.6%	40.9%	22.7%	10.3%
Free/Reduced Meal												
Yes	534	2.8%	14.8%	38.2%	30.0%	14.2%	729	5.5%	17.8%	42.7%	23.0%	11.0%
No	184	7.6%	25.0%	35.9%	20.7%	10.9%	253	9.5%	24.5%	36.0%	21.7%	8.3%
Total	718	4.0%	17.4%	37.6%	27.6%	13.4%	982	6.5%	19.6%	40.9%	22.7%	10.3%
Participated in 01-02	434	3.7%	18.2%	37.1%	26.7%	14.3%	541	6.7%	20.7%	41.4%	21.3%	10.0%
New to program	286	4.5%	16.1%	38.1%	29.4%	11.9%	442	6.3%	18.1%	40.3%	24.7%	10.6%
Total	720	4.0%	17.4%	37.5%	27.8%	13.3%	983	6.5%	19.5%	40.9%	22.8%	10.3%

* When there were 10 or fewer cases the finding could not be generalized and therefore was not reported

Appendix E: Student Outcomes Descriptives

Table E-14: 2002 and 2003 California Standards designation (Mathematics) by demographic characteristics - Frequent Participants

Background Characteristics	2002 California Standards Levels (Mathematics)						2003 California Standards Levels (Mathematics)					
	N	Advanced	Proficient	Basic	Below Basic	Far Below Basic	N	Advanced	Proficient	Basic	Below Basic	Far Below Basic
Overall	747	6.8%	23.0%	30.4%	31.9%	7.9%	992	7.4%	23.4%	29.7%	28.7%	10.8%
School Level												
Elementary	638	7.4%	24.3%	30.9%	29.8%	7.7%	874	8.0%	24.8%	30.1%	27.8%	9.3%
Middle School	109	3.7%	15.6%	27.5%	44.0%	9.2%	118	2.5%	12.7%	27.1%	35.6%	22.0%
Total	747	6.8%	23.0%	30.4%	31.9%	7.9%	992	7.4%	23.4%	29.7%	28.7%	10.8%
Grade												
2nd	--	--	--	--	--	--	187	13.4%	31.6%	23.5%	21.9%	9.6%
3rd	215	11.6%	29.3%	27.4%	26.0%	5.6%	227	9.3%	28.2%	29.5%	28.6%	4.4%
4th	199	6.5%	22.6%	30.7%	32.7%	7.5%	219	6.4%	23.3%	32.4%	27.4%	10.5%
5th	156	5.1%	25.6%	34.0%	27.6%	7.7%	168	4.2%	20.2%	31.5%	29.8%	14.3%
6th Elementary	68	1.5%	10.3%	35.3%	38.2%	14.7%	73	4.1%	12.3%	38.4%	37.0%	8.2%
6th Middle	33	6.1%	18.2%	30.3%	39.4%	6.1%	36	5.6%	11.1%	36.1%	30.6%	16.7%
7th	46	4.3%	19.6%	26.1%	39.1%	10.9%	52	1.9%	21.2%	21.2%	32.7%	23.1%
8th	30	--	6.7%	26.7%	56.7%	10.0%	30	--	--	26.7%	46.7%	26.7%
Total	747	6.8%	23.0%	30.4%	31.9%	7.9%	992	7.4%	23.4%	29.7%	28.7%	10.8%
Ethnicity												
Hispanic	374	7.8%	26.5%	28.9%	29.4%	7.5%	493	5.9%	29.8%	28.6%	26.8%	8.9%
African American	284	2.5%	18.3%	33.8%	35.9%	9.5%	371	4.6%	16.4%	31.5%	32.9%	14.6%
White	65	16.9%	23.1%	26.2%	30.8%	3.1%	94	18.1%	18.1%	30.9%	25.5%	7.4%
Other	24	16.7%	25.0%	25.0%	25.0%	8.3%	34	29.4%	20.6%	23.5%	20.6%	5.9%
Total	747	6.8%	23.0%	30.4%	31.9%	7.9%	992	7.4%	23.4%	29.7%	28.7%	10.8%
ELL												
Yes	183	4.4%	21.3%	27.3%	35.0%	12.0%	259	6.2%	24.3%	29.3%	30.1%	10.0%
No	559	7.7%	23.8%	31.3%	30.8%	6.4%	729	7.8%	23.0%	29.9%	28.3%	11.0%
Total	742	6.9%	23.2%	30.3%	31.8%	7.8%	988	7.4%	23.4%	29.8%	28.7%	10.7%
Free/Reduced Meal												
Yes	555	5.9%	22.5%	29.0%	33.7%	8.8%	738	6.0%	23.6%	30.1%	29.5%	10.8%
No	190	9.5%	24.7%	34.2%	26.3%	5.3%	253	11.5%	22.9%	28.5%	26.5%	10.7%
Total	745	6.8%	23.1%	30.3%	31.8%	7.9%	991	7.4%	23.4%	29.7%	28.8%	10.8%
Participated in 01-02	451	7.8%	22.6%	30.4%	31.7%	7.5%	550	7.5%	23.8%	30.4%	28.5%	9.8%
New to program	296	5.4%	23.6%	30.4%	32.1%	8.4%	442	7.2%	22.9%	29.0%	29.0%	12.0%
Total	747	6.8%	23.0%	30.4%	31.9%	7.9%	992	7.4%	23.4%	29.7%	28.7%	10.8%

* When there were 10 or fewer cases the finding could not be generalized and therefore was not reported

Appendix E: Student Outcomes Descriptives

Table E-15: 2002 and 2003 California Standards designation (English Language Arts) by demographic characteristics - Non-Participants

Background Characteristics	2002 California Standards Levels (English Language Arts)						2003 California Standards Levels (English Language Arts)					
	N	Advanced	Proficient	Basic	Below Basic	Far Below Basic	N	Advanced	Proficient	Basic	Below Basic	Far Below Basic
Overall	3091	4.7%	18.6%	38.7%	24.6%	13.4%	4305	7.2%	20.5%	38.0%	21.4%	12.9%
School Level												
Elementary	1723	5.1%	19.0%	38.9%	24.0%	12.9%	2621	8.2%	22.3%	38.3%	20.7%	10.4%
Middle School	1368	4.2%	18.1%	38.5%	25.4%	14.0%	1684	5.6%	17.7%	37.5%	22.5%	16.8%
Total	3091	4.7%	18.6%	38.7%	24.6%	13.4%	4305	7.2%	20.5%	38.0%	21.4%	12.9%
Grade												
2nd	--	--	--	--	--	--	616	11.0%	27.6%	34.7%	18.0%	8.6%
3rd	470	4.3%	23.2%	37.4%	23.0%	12.1%	568	8.1%	20.4%	36.4%	22.9%	12.1%
4th	463	6.5%	20.3%	31.5%	25.9%	15.8%	532	8.6%	19.5%	39.7%	23.5%	8.6%
5th	520	5.0%	15.8%	43.8%	23.8%	11.5%	610	5.7%	20.7%	40.0%	22.0%	11.6%
6th Elementary	270	4.4%	15.9%	44.8%	22.6%	12.2%	295	7.1%	23.4%	43.7%	14.6%	11.2%
6th Middle	271	3.0%	15.1%	43.2%	24.4%	14.4%	349	6.9%	15.2%	38.4%	18.9%	20.6%
7th	612	4.7%	16.7%	36.9%	26.1%	15.5%	727	5.2%	19.4%	36.7%	23.5%	15.1%
8th	485	4.1%	21.4%	37.7%	24.9%	11.8%	608	5.3%	17.1%	37.8%	23.4%	16.4%
Total	3091	4.7%	18.6%	38.7%	24.6%	13.4%	4305	7.2%	20.5%	38.0%	21.4%	12.9%
Ethnicity												
Hispanic	1898	2.6%	15.4%	40.0%	27.8%	14.2%	2608	4.6%	18.6%	40.2%	24.1%	12.5%
African American	656	2.9%	17.4%	38.0%	24.5%	17.2%	931	4.5%	17.8%	36.9%	22.2%	18.5%
White	423	13.7%	29.6%	36.9%	13.7%	6.1%	593	18.4%	30.2%	32.0%	11.8%	7.6%
Other	114	16.7%	37.7%	28.9%	11.4%	5.3%	173	22.0%	30.6%	30.6%	9.8%	6.9%
Total	3091	4.7%	18.6%	38.7%	24.6%	13.4%	4305	7.2%	20.5%	38.0%	21.4%	12.9%
ELL												
Yes	933	0.2%	4.6%	32.0%	40.1%	23.0%	1353	2.3%	9.9%	36.4%	33.9%	17.5%
No	2150	6.7%	24.7%	41.6%	17.8%	9.2%	2924	9.5%	25.4%	38.6%	15.7%	10.7%
Total	3083	4.7%	18.7%	38.7%	24.6%	13.4%	4277	7.2%	20.5%	37.9%	21.5%	12.8%
Free/Reduced Meal												
Yes	2190	2.8%	14.7%	39.3%	27.5%	15.8%	3064	4.4%	17.8%	39.2%	24.0%	14.7%
No	890	9.4%	28.5%	37.2%	17.2%	7.6%	1212	14.5%	27.6%	34.7%	15.0%	8.1%
Total	3080	4.7%	18.7%	38.7%	24.5%	13.4%	4276	7.2%	20.6%	37.9%	21.4%	12.8%
Participated in 01-02	--	--	--	--	--	--	--	--	--	--	--	--
New to program	--	--	--	--	--	--	--	--	--	--	--	--
Total	--	--	--	--	--	--	--	--	--	--	--	--

* When there were 10 or fewer cases the finding could not be generalized and therefore was not reported

Appendix E: Student Outcomes Descriptives

Table E-16: 2002 and 2003 California Standards designation (Mathematics) by demographic characteristics - Non-Participants

Background Characteristics	2002 California Standards Levels (Mathematics)						2003 California Standards Levels (Mathematics)					
	N	Advanced	Proficient	Basic	Below Basic	Far Below Basic	N	Advanced	Proficient	Basic	Below Basic	Far Below Basic
Overall	3229	7.2%	23.0%	31.3%	30.2%	8.2%	4273	8.9%	22.8%	30.1%	27.7%	10.5%
School Level												
Elementary	1809	9.2%	26.2%	29.7%	28.3%	6.6%	2634	11.9%	27.4%	28.3%	24.4%	8.1%
Middle School	1420	4.7%	18.9%	33.4%	32.7%	10.3%	1639	4.0%	15.6%	33.1%	33.0%	14.4%
Total	3229	7.2%	23.0%	31.3%	30.2%	8.2%	4273	8.9%	22.8%	30.1%	27.7%	10.5%
Grade												
2nd	--	--	--	--	--	--	616	16.2%	31.8%	25.2%	21.9%	4.9%
3rd	507	13.6%	35.3%	25.6%	20.3%	5.1%	575	16.7%	31.1%	24.0%	21.2%	7.0%
4th	479	10.9%	22.1%	32.2%	28.8%	6.1%	533	9.9%	26.5%	33.0%	23.1%	7.5%
5th	541	5.7%	27.2%	31.4%	30.5%	5.2%	614	8.1%	22.3%	28.7%	26.4%	14.5%
6th Elementary	282	5.0%	14.9%	29.4%	37.6%	13.1%	296	4.7%	23.0%	33.8%	33.8%	4.7%
6th Middle	279	4.3%	17.9%	33.3%	34.8%	9.7%	349	4.0%	12.6%	33.5%	36.7%	13.2%
7th	626	6.9%	18.4%	33.9%	31.0%	9.9%	724	4.3%	14.6%	31.8%	33.6%	15.7%
8th	515	2.3%	20.2%	32.8%	33.6%	11.1%	566	3.7%	18.6%	34.5%	29.9%	13.4%
Total	3229	7.2%	23.0%	31.3%	30.2%	8.2%	4273	8.9%	22.8%	30.1%	27.7%	10.5%
Ethnicity												
Hispanic	1967	5.6%	22.3%	32.5%	31.7%	7.9%	2602	7.7%	22.6%	31.6%	28.7%	9.4%
African American	699	3.6%	16.7%	30.8%	36.3%	12.6%	910	4.7%	17.7%	27.3%	33.1%	17.3%
White	442	17.0%	31.0%	28.1%	19.5%	4.5%	588	15.8%	29.6%	29.1%	19.0%	6.5%
Other	121	19.0%	42.1%	26.4%	9.9%	2.5%	173	24.3%	31.2%	26.6%	12.7%	5.2%
Total	3229	7.2%	23.0%	31.3%	30.2%	8.2%	4273	8.9%	22.8%	30.1%	27.7%	10.5%
ELL												
Yes	975	2.9%	14.2%	31.7%	40.8%	10.5%	1356	6.0%	17.3%	30.5%	33.0%	13.2%
No	2246	9.1%	26.8%	31.1%	25.7%	7.3%	2889	10.2%	25.6%	29.9%	25.0%	9.3%
Total	3221	7.2%	23.0%	31.3%	30.3%	8.2%	4245	8.9%	22.9%	30.1%	27.5%	10.5%
Free/Reduced Meal												
Yes	2300	5.5%	21.1%	30.9%	33.3%	9.2%	3046	7.3%	21.9%	30.0%	29.3%	11.5%
No	918	11.5%	27.9%	32.1%	22.5%	5.9%	1197	12.9%	25.6%	30.3%	23.3%	7.8%
Total	3218	7.2%	23.0%	31.3%	30.2%	8.2%	4243	8.9%	23.0%	30.1%	27.6%	10.5%
Participated in 01-02	--	--	--	--	--	--	--	--	--	--	--	--
New to program	--	--	--	--	--	--	--	--	--	--	--	--
Total	--	--	--	--	--	--	--	--	--	--	--	--

* When there were 10 or fewer cases the finding could not be generalized and therefore was not reported

Appendix E: Student Outcomes Descriptives

Table E-17: 2002 and 2003 California Standards designation (% at/above or below proficient) of frequent and non-participants by school

School	Participant Status	California Standards Levels (English Language Arts)						California Standards Levels (Mathematics)					
		2002			2003			2002			2003		
		N	At/Above Proficient	Below Proficient	N	At/Above Proficient	Below Proficient	N	At/Above Proficient	Below Proficient	N	At/Above Proficient	Below Proficient
Overall	Frequent Participants	720	21.4%	78.6%	983	26.0%	74.0%	747	29.9%	70.1%	992	30.7%	69.3%
	Non-Participants	3091	23.3%	76.7%	4305	27.7%	72.3%	3229	30.2%	69.8%	4273	31.7%	68.3%
Altadena	Frequent Participants	47	38.3%	61.7%	66	25.8%	74.2%	49	32.7%	67.3%	68	26.5%	73.5%
	Non-Participants	109	11.9%	88.1%	170	14.1%	85.9%	113	21.2%	78.8%	171	15.2%	84.8%
Burbank	Frequent Participants	35	25.7%	74.3%	52	26.9%	73.1%	37	27.0%	73.0%	52	23.1%	76.9%
	Non-Participants	110	27.3%	72.7%	172	37.2%	62.8%	116	31.0%	69.0%	174	37.9%	62.1%
Cleveland	Frequent Participants	24	4.2%	95.8%	40	12.5%	87.5%	25	16.0%	84.0%	40	12.5%	87.5%
	Non-Participants	40	20.0%	80.0%	72	20.8%	79.2%	44	45.5%	54.5%	74	32.4%	67.6%
Edison	Frequent Participants	52	17.3%	82.7%	67	23.9%	76.1%	52	21.2%	78.8%	67	23.9%	76.1%
	Non-Participants	32	21.9%	78.1%	51	45.1%	54.9%	32	28.1%	71.9%	50	32.0%	68.0%
Field	Frequent Participants	31	22.6%	77.4%	48	27.1%	72.9%	34	44.1%	55.9%	48	43.8%	56.3%
	Non-Participants	187	35.8%	64.2%	272	37.9%	62.1%	196	48.0%	52.0%	272	43.4%	56.6%
Franklin	Frequent Participants	37	27.0%	73.0%	53	24.5%	75.5%	38	31.6%	68.4%	53	32.1%	67.9%
	Non-Participants	77	14.3%	85.7%	112	27.7%	72.3%	79	30.4%	69.6%	111	36.9%	63.1%
Hamilton	Frequent Participants	45	13.3%	86.7%	62	30.6%	69.4%	48	39.6%	60.4%	63	44.4%	55.6%
	Non-Participants	154	31.8%	68.2%	226	41.6%	58.4%	172	47.1%	52.9%	227	50.7%	49.3%
Jackson	Frequent Participants	30	13.3%	86.7%	43	25.6%	74.4%	30	23.3%	76.7%	42	26.2%	73.8%
	Non-Participants	109	28.4%	71.6%	169	32.5%	67.5%	116	31.0%	69.0%	170	50.0%	50.0%
Loma Alta	Frequent Participants	33	21.2%	78.8%	50	16.0%	84.0%	37	29.7%	70.3%	50	26.0%	74.0%
	Non-Participants	64	9.4%	90.6%	107	14.0%	86.0%	66	24.2%	75.8%	106	20.8%	79.2%
Longfellow	Frequent Participants	46	15.2%	84.8%	66	19.7%	80.3%	49	18.4%	81.6%	66	27.3%	72.7%
	Non-Participants	198	21.7%	78.3%	290	32.8%	67.2%	207	29.5%	70.5%	290	40.3%	59.7%
Madison	Frequent Participants	29	10.3%	89.7%	47	25.5%	74.5%	30	46.7%	53.3%	50	30.0%	70.0%
	Non-Participants	128	16.4%	83.6%	203	23.6%	76.4%	133	29.3%	70.7%	209	35.4%	64.6%
Roosevelt	Frequent Participants	43	27.9%	72.1%	53	37.7%	62.3%	44	47.7%	52.3%	55	47.3%	52.7%
	Non-Participants	50	20.0%	80.0%	72	25.0%	75.0%	54	31.5%	68.5%	72	26.4%	73.6%

* When there were 10 or fewer cases the finding could not be generalized and therefore was not reported

Appendix E: Student Outcomes Descriptives

Table E-17 (continued): 2002 and 2003 California Standards designation (% at/above or below proficient) of frequent and non-participants by school

School	Participants Status	California Standards Levels (English Language Arts)						California Standards Levels (Mathematics)					
		2002			2003			2002			2003		
		N	At/Above Proficient	Below Proficient	N	At/Above Proficient	Below Proficient	N	At/Above Proficient	Below Proficient	N	At/Above Proficient	Below Proficient
San Rafael	Frequent Participants	36	13.9%	86.1%	43	20.9%	79.1%	38	31.6%	68.4%	43	30.2%	69.8%
	Non-Participants	51	21.6%	78.4%	84	32.1%	67.9%	53	43.4%	56.6%	84	51.2%	48.8%
Washington	Frequent Participants	29	13.8%	86.2%	42	28.6%	71.4%	30	23.3%	76.7%	42	38.1%	61.9%
	Non-Participants	167	19.8%	80.2%	246	21.5%	78.5%	174	36.2%	63.8%	246	32.9%	67.1%
Webster	Frequent Participants	42	38.1%	61.9%	60	31.7%	68.3%	43	30.2%	69.8%	60	30.0%	70.0%
	Non-Participants	128	31.3%	68.8%	184	34.8%	65.2%	134	33.6%	66.4%	183	44.8%	55.2%
Willard	Frequent Participants	54	27.8%	72.2%	72	38.9%	61.1%	54	38.9%	61.1%	75	53.3%	46.7%
	Non-Participants	119	30.3%	69.7%	191	37.7%	62.3%	120	43.3%	56.7%	195	53.8%	46.2%
Eliot Middle	Frequent Participants	31	16.1%	83.9%	38	10.5%	89.5%	33	18.2%	81.8%	37	10.8%	89.2%
	Non-Participants	609	24.5%	75.5%	735	25.2%	74.8%	641	21.7%	78.3%	714	16.8%	83.2%
Washington Middle	Frequent Participants	19	5.3%	94.7%	20	15.0%	85.0%	19	10.5%	89.5%	20	15.0%	85.0%
	Non-Participants	298	16.1%	83.9%	387	16.0%	84.0%	307	24.8%	75.2%	363	22.9%	77.1%
Wilson Middle	Frequent Participants	57	26.3%	73.7%	61	32.8%	67.2%	57	22.8%	77.2%	61	18.0%	82.0%
	Non-Participants	461	23.2%	76.8%	562	25.8%	74.2%	472	25.6%	74.4%	562	21.0%	79.0%

* When there were 10 or fewer cases the finding could not be generalized and therefore was not reported

Appendix E: Student Outcomes Descriptives

Table E-18: California Standards designation % change from 2002 to 2003 of frequent and non-participants by school

School	Participant Status	California Standards Scaled Scores					California Standards Performance Levels				
		English Language Arts			Mathematics		English Language Arts			Mathematics	
		N	Increased	Same or Decreased	Increased	Same or Decreased	N	Increased	Same or Decreased	Increased	Same or Decreased
Overall	Frequent Participants	706	31.9%	68.1%	23.4%	76.6%	706	57.5%	42.5%	45.6%	54.4%
	Non-Participants	2998	27.9%	72.1%	25.0%	75.0%	2998	58.4%	41.6%	48.9%	51.1%
Altadena	Frequent Participants	45	28.9%	71.1%	22.2%	77.8%	45	48.9%	51.1%	44.4%	55.6%
	Non-Participants	103	31.1%	68.9%	18.4%	81.6%	103	57.3%	42.7%	35.9%	64.1%
Burbank	Frequent Participants	35	25.7%	74.3%	20.0%	80.0%	35	45.7%	54.3%	48.6%	51.4%
	Non-Participants	107	33.6%	66.4%	32.7%	67.3%	107	62.6%	37.4%	64.5%	35.5%
Cleveland	Frequent Participants	24	45.8%	54.2%	20.8%	79.2%	24	66.7%	33.3%	45.8%	54.2%
	Non-Participants	38	36.8%	63.2%	13.2%	86.8%	38	65.8%	34.2%	36.8%	63.2%
Edison	Frequent Participants	51	37.3%	62.7%	27.5%	72.5%	51	56.9%	43.1%	54.9%	45.1%
	Non-Participants	32	34.4%	65.6%	25.0%	75.0%	32	68.8%	31.2%	50.0%	50.0%
Field	Frequent Participants	31	29.0%	71.0%	25.8%	74.2%	31	48.4%	51.6%	38.7%	61.3%
	Non-Participants	185	27.0%	73.0%	23.2%	76.8%	185	54.6%	45.4%	50.3%	49.7%
Franklin	Frequent Participants	37	21.6%	78.4%	16.2%	83.8%	37	51.4%	48.6%	37.8%	62.2%
	Non-Participants	77	37.7%	62.3%	32.5%	67.5%	77	68.8%	31.2%	51.9%	48.1%
Hamilton	Frequent Participants	43	32.6%	67.4%	27.9%	72.1%	43	65.1%	34.9%	48.8%	51.2%
	Non-Participants	149	26.2%	73.8%	25.5%	74.5%	149	56.4%	43.6%	49.7%	50.3%
Jackson	Frequent Participants	29	44.8%	55.2%	31.0%	69.0%	29	62.1%	37.9%	48.3%	51.7%
	Non-Participants	107	31.8%	68.2%	47.7%	52.3%	107	57.9%	42.1%	69.2%	30.8%
Loma Alta	Frequent Participants	33	18.2%	81.8%	15.2%	84.8%	33	51.5%	48.5%	45.5%	54.5%
	Non-Participants	63	33.3%	66.7%	22.2%	77.8%	63	63.5%	36.5%	47.6%	52.4%
Longfellow	Frequent Participants	45	33.3%	66.7%	31.1%	68.9%	45	55.6%	44.4%	42.2%	57.8%
	Non-Participants	198	30.3%	69.7%	31.8%	68.2%	198	65.7%	34.3%	62.1%	37.9%
Madison	Frequent Participants	29	34.5%	65.5%	10.3%	89.7%	29	62.1%	37.9%	24.1%	75.9%
	Non-Participants	126	27.8%	72.2%	26.2%	73.8%	126	57.1%	42.9%	56.3%	43.7%
Roosevelt	Frequent Participants	42	35.7%	64.3%	11.9%	88.1%	42	64.3%	35.7%	38.1%	61.9%
	Non-Participants	49	30.6%	69.4%	14.3%	85.7%	49	61.2%	38.8%	40.8%	59.2%

* When there were 10 or fewer cases the finding could not be generalized and therefore was not reported

Appendix E: Student Outcomes Descriptives

Table E-18 (continued): California Standards designation % change from 2002 to 2003 of frequent and non-participants by school

School	Participant Status	California Standards Scaled Scores					California Standards Performance Levels				
		English Language Arts			Mathematics		English Language Arts			Mathematics	
		N	Increased	Same or Decreased	Increased	Same or Decreased	N	Increased	Same or Decreased	Increased	Same or Decreased
San Rafael	Frequent Participants	35	34.3%	65.7%	31.4%	68.6%	35	54.3%	45.7%	51.4%	48.6%
	Non-Participants	50	40.0%	60.0%	34.0%	66.0%	50	76.0%	24.0%	60.0%	40.0%
Washington	Frequent Participants	29	37.9%	62.1%	27.6%	72.4%	29	58.6%	41.4%	41.4%	58.6%
	Non-Participants	164	26.2%	73.8%	17.1%	82.9%	164	54.9%	45.1%	36.0%	64.0%
Webster	Frequent Participants	42	26.2%	73.8%	33.3%	66.7%	42	61.9%	38.1%	50.0%	50.0%
	Non-Participants	126	22.2%	77.8%	35.7%	64.3%	126	54.8%	45.2%	57.9%	42.1%
Willard	Frequent Participants	52	42.3%	57.7%	40.4%	59.6%	52	73.1%	26.9%	65.4%	34.6%
	Non-Participants	117	33.3%	66.7%	42.7%	57.3%	117	70.1%	29.9%	62.4%	37.6%
Eliot Middle	Frequent Participants	29	20.7%	79.3%	17.2%	82.8%	29	44.8%	55.2%	48.3%	51.7%
	Non-Participants	582	22.9%	77.1%	18.7%	81.3%	582	50.7%	49.3%	39.7%	60.3%
Washington Middle	Frequent Participants	18	50.0%	50.0%	16.7%	83.3%	18	72.2%	27.8%	44.4%	55.6%
	Non-Participants	274	28.1%	71.9%	20.1%	79.9%	274	56.6%	43.4%	49.6%	50.4%
Wilson Middle	Frequent Participants	57	21.1%	78.9%	8.8%	91.2%	57	52.6%	47.4%	36.8%	63.2%
	Non-Participants	451	26.6%	73.4%	23.1%	76.9%	451	61.6%	38.4%	45.0%	55.0%

* When there were 10 or fewer cases the finding could not be generalized and therefore was not reported

Appendix E: Student Outcomes Descriptives

Table E-19: 2003 California Standards designation (% at/above proficient) of frequent and non-participants by grade level by school

Grade by School	2003 California Standards Levels (English Language Arts)				2003 California Standards Levels (Mathematics)			
	Frequent Participants		Non-Participants		Frequent Participants		Non-Participants	
	N	At/Above Proficient	N	At/Above Proficient	N	At/Above Proficient	N	At/Above Proficient
2nd Grade								
Altadena	11	18.2%	43	14.0%	12	16.7%	42	16.7%
Burbank	*	*	39	38.5%	*	*	39	41.0%
Cleveland	13	7.7%	25	8.0%	13	7.7%	26	30.8%
Edison	12	50.0%	13	84.6%	12	41.7%	12	58.3%
Field	13	23.1%	55	40.0%	13	53.8%	55	49.1%
Franklin	15	46.7%	25	44.0%	15	60.0%	25	52.0%
Hamilton	11	36.4%	42	57.1%	11	54.5%	42	71.4%
Jackson	13	46.2%	40	45.0%	12	33.3%	41	56.1%
Loma Alta	*	*	23	13.0%	*	*	23	26.1%
Longfellow	12	33.3%	62	41.9%	12	41.7%	62	51.6%
Madison	14	50.0%	52	40.4%	15	40.0%	52	40.4%
Roosevelt	*	*	18	38.9%	*	*	18	50.0%
San Rafael	*	*	25	48.0%	*	*	25	76.0%
Washington	11	63.6%	70	30.0%	11	81.8%	70	40.0%
Webster	12	25.0%	31	54.8%	12	25.0%	31	67.7%
Willard	17	29.4%	53	41.5%	17	70.6%	53	54.7%
Total	185	35.1%	616	38.6%	187	44.9%	616	48.1%
3rd Grade								
Altadena	14	35.7%	37	18.9%	14	35.7%	39	30.8%
Burbank	13	15.4%	30	20.0%	13	30.8%	32	34.4%
Cleveland	*	*	14	28.6%	*	*	14	71.4%
Edison	14	35.7%	*	*	14	42.9%	*	*
Field	*	*	54	44.4%	*	*	54	66.7%
Franklin	12	16.7%	33	18.2%	12	25.0%	33	36.4%
Hamilton	16	18.8%	44	40.9%	16	43.8%	45	62.2%
Jackson	19	26.3%	31	25.8%	19	26.3%	31	38.7%
Loma Alta	15	33.3%	23	8.7%	15	46.7%	22	36.4%
Longfellow	19	31.6%	62	37.1%	20	35.0%	62	54.8%
Madison	16	6.3%	54	9.3%	16	18.8%	56	25.0%
Roosevelt	*	*	12	25.0%	*	*	12	33.3%
San Rafael	17	17.6%	18	27.8%	17	35.3%	18	50.0%
Washington	*	*	59	20.3%	*	*	59	44.1%
Webster	16	6.3%	44	31.8%	16	31.3%	44	54.5%
Willard	24	70.8%	45	51.1%	25	60.0%	46	71.7%
Total	225	27.1%	568	28.5%	227	37.4%	575	47.8%
4th Grade								
Altadena	23	30.4%	42	11.9%	23	30.4%	42	14.3%
Burbank	*	*	33	54.5%	*	*	33	63.6%
Cleveland	12	16.7%	*	*	12	25.0%	*	*
Edison	15	20.0%	11	45.5%	15	20.0%	11	27.3%
Field	13	38.5%	55	36.4%	13	23.1%	55	41.8%
Franklin	*	*	18	22.2%	*	*	18	38.9%
Hamilton	16	62.5%	43	48.8%	16	43.8%	43	53.5%
Jackson	*	*	37	21.6%	*	*	37	37.8%
Loma Alta	*	*	18	16.7%	*	*	18	11.1%
Longfellow	16	18.8%	52	26.9%	17	5.9%	52	40.4%
Madison	12	41.7%	50	22.0%	*	*	51	43.1%
Roosevelt	15	40.0%	14	7.1%	14	28.6%	14	7.1%
San Rafael	*	*	13	15.4%	*	*	13	30.8%
Washington	15	13.3%	52	13.5%	15	6.7%	52	17.3%
Webster	17	35.3%	41	39.0%	17	52.9%	40	40.0%
Willard	23	43.5%	45	28.9%	23	17.4%	46	43.5%
Total	219	29.7%	532	28.2%	217	22.1%	533	36.4%

* When there were 10 or fewer cases the finding could not be generalized and therefore was not reported

Appendix E: Student Outcomes Descriptives

Table E-19 (continued): 2003 California Standards designation (% at/above proficient) of frequent and non-participants by grade level by school

Grade by School	2003 California Standards Levels (English Language Arts)				2003 California Standards Levels (Mathematics)			
	Frequent Participants		Non-Participants		Frequent Participants		Non-Participants	
	N	At/Above Proficient	N	At/Above Proficient	N	At/Above Proficient	N	At/Above Proficient
5th Grade								
Altadena	19	21.1%	48	12.5%	18	16.7%	48	2.1%
Burbank	14	7.1%	32	40.6%	14	21.4%	32	31.3%
Cleveland	*	*	21	23.8%	*	*	21	14.3%
Edison	18	11.1%	12	33.3%	18	11.1%	12	25.0%
Field	11	36.4%	70	27.1%	11	27.3%	70	27.1%
Franklin	11	27.3%	16	25.0%	11	27.3%	15	33.3%
Hamilton	14	28.6%	56	37.5%	13	23.1%	56	39.3%
Jackson	*	*	44	36.4%	*	*	44	68.2%
Loma Alta	13	23.1%	21	14.3%	13	15.4%	21	19.0%
Longfellow	*	*	62	27.4%	*	*	62	29.0%
Madison	*	*	47	23.4%	*	*	50	34.0%
Roosevelt	12	58.3%	11	9.1%	12	41.7%	11	9.1%
San Rafael	*	*	14	21.4%	*	*	14	28.6%
Washington	*	*	65	20.0%	*	*	65	27.7%
Webster	12	25.0%	43	25.6%	12	41.7%	43	20.9%
Willard	*	*	48	29.2%	*	*	50	46.0%
Total	168	24.4%	610	26.4%	164	24.4%	614	30.5%
6th Grade (Elementary)								
Burbank	*	*	38	31.6%	*	*	38	21.1%
Cleveland	*	*	*	*	*	*	*	*
Edison	*	*	*	*	*	*	*	*
Field	*	*	38	47.4%	*	*	38	34.2%
Franklin	*	*	20	30.0%	*	*	20	20.0%
Hamilton	*	*	41	24.4%	*	*	41	29.3%
Jackson	*	*	17	29.4%	*	*	17	35.3%
Loma Alta	*	*	22	18.2%	*	*	22	9.1%
Longfellow	*	*	52	28.8%	*	*	52	23.1%
Roosevelt	*	*	17	35.3%	*	*	17	23.5%
San Rafael	*	*	14	35.7%	*	*	14	50.0%
Webster	*	*	25	24.0%	*	*	25	48.0%
Total	73	16.4%	295	30.5%	73	20.5%	296	27.7%
6th Grade (Middle)								
Eliot Middle	17	5.9%	137	23.4%	18	--	137	19.0%
Washington Middle	*	*	98	17.3%	*	*	97	17.5%
Wilson Middle	12	25.0%	114	24.6%	12	33.3%	115	13.0%
Total	36	16.7%	349	22.1%	37	18.9%	349	16.6%
7th Grade								
Eliot Middle	12	25.0%	309	26.2%	12	25.0%	309	16.2%
Washington Middle	*	*	155	12.9%	*	*	151	22.5%
Wilson Middle	32	25.0%	263	29.7%	32	43.8%	264	20.1%
Total	52	23.1%	727	24.6%	52	32.7%	724	18.9%
8th Grade								
Eliot Middle	*	*	289	24.9%	*	*	268	16.4%
Washington Middle	*	*	134	18.7%	*	*	115	27.8%
Wilson Middle	17	--	185	21.1%	17	11.8%	183	27.3%
Total	30	--	608	22.4%	30	10.0%	566	22.3%

* When there were 10 or fewer cases the finding could not be generalized and therefore was not reported

Appendix E: Student Outcomes Descriptives

Table E-20: Performance Log - Percentage of time participants completed homework by demographic characteristics

Background Characteristics	Homework Completion				
	N	90-100%	75-89%	50-74%	0-49%
Frequent Participants	454	42.1%	30.0%	17.2%	10.8%
School Level					
Elementary	438	43.2%	29.7%	17.6%	9.6%
Middle School	16	12.5%	37.5%	6.3%	43.8%
Total	454	42.1%	30.0%	17.2%	10.8%
School					
Altadena	52	46.2%	32.7%	13.5%	7.7%
Burbank	64	31.3%	37.5%	14.1%	17.2%
Cleveland	32	34.4%	25.0%	28.1%	12.5%
Edison	15	26.7%	46.7%	13.3%	13.3%
Field	26	61.5%	26.9%	11.5%	--
Franklin	36	52.8%	30.6%	13.9%	2.8%
Hamilton	22	68.2%	27.3%	4.5%	--
Jackson	36	22.2%	25.0%	41.7%	11.1%
Loma Alta	43	44.2%	23.3%	14.0%	18.6%
Longfellow	64	29.7%	21.9%	23.4%	25.0%
Madison	80	27.5%	35.0%	28.7%	8.8%
Roosevelt	37	40.5%	16.2%	37.8%	5.4%
San Rafael	75	53.3%	17.3%	12.0%	17.3%
Washington	33	45.5%	9.1%	27.3%	18.2%
Webster	74	51.4%	21.6%	12.2%	14.9%
Willard	66	33.3%	37.9%	12.1%	16.7%
Eliot Middle	12	--	25.0%	--	75.0%
Washington Middle	*	*	*	*	*
Wilson Middle	11	18.2%	54.5%	27.3%	--
Total	779	39.7%	27.3%	18.9%	14.1%
Grade					
2nd	93	47.3%	24.7%	17.2%	10.8%
3rd	104	47.1%	29.8%	17.3%	5.8%
4th	117	33.3%	30.8%	21.4%	14.5%
5th	83	49.4%	31.3%	13.3%	6.0%
6th Elementary	41	39.0%	34.1%	17.1%	9.8%
6th Middle	16	12.5%	37.5%	6.3%	43.8%
Total	454	42.1%	30.0%	17.2%	10.8%
Ethnicity					
Hispanic	240	42.5%	29.6%	18.8%	9.2%
African American	160	32.5%	34.4%	19.4%	13.8%
White	40	65.0%	20.0%	5.0%	10.0%
Other	14	78.6%	14.3%	--	7.1%
Total	454	42.1%	30.0%	17.2%	10.8%
ELL					
Yes	130	44.6%	26.9%	19.2%	9.2%
No	322	41.3%	30.7%	16.5%	11.5%
Total	452	42.3%	29.6%	17.3%	10.8%
Free/Reduced Meal					
Yes	341	40.2%	30.2%	18.8%	10.9%
No	113	47.8%	29.2%	12.4%	10.6%
Total	454	42.1%	30.0%	17.2%	10.8%
Participated in 01-02					
Participated in 01-02	261	39.8%	31.8%	16.5%	11.9%
New to program	193	45.1%	27.5%	18.1%	9.3%
Total	454	42.1%	30.0%	17.2%	10.8%

* When there were 10 or fewer cases the finding could not be generalized and therefore was not reported

Appendix E: Student Outcomes Descriptives

Table E-21: Performance Log - Percentage of time participants completed classroom assignments in literacy by demographic characteristics

Background Characteristics	Literacy Completion				
	N	90-100%	75-89%	50-74%	0-49%
Frequent Participants	453	38.9%	38.0%	15.2%	7.9%
School Level					
Elementary	437	39.6%	38.0%	15.3%	7.1%
Middle School	16	18.8%	37.5%	12.5%	31.3%
Total	453	38.9%	38.0%	15.2%	7.9%
School					
Altadena	52	38.5%	38.5%	15.4%	7.7%
Burbank	64	26.6%	39.1%	18.8%	15.6%
Cleveland	29	31.0%	37.9%	20.7%	10.3%
Edison	15	--	66.7%	20.0%	13.3%
Field	26	53.8%	34.6%	11.5%	--
Franklin	36	58.3%	30.6%	8.3%	2.8%
Hamilton	22	72.7%	18.2%	9.1%	--
Jackson	36	22.2%	44.4%	22.2%	11.1%
Loma Alta	42	38.1%	38.1%	19.0%	4.8%
Longfellow	64	23.4%	29.7%	26.6%	20.3%
Madison	79	20.3%	50.6%	19.0%	10.1%
Roosevelt	37	59.5%	21.6%	5.4%	13.5%
San Rafael	75	48.0%	26.7%	13.3%	12.0%
Washington	34	41.2%	23.5%	29.4%	5.9%
Webster	74	48.6%	28.4%	18.9%	4.1%
Willard	66	24.2%	50.0%	15.2%	10.6%
Eliot Middle	12	--	33.3%	8.3%	58.3%
Washington Middle	*	*	*	*	*
Wilson Middle	11	27.3%	45.5%	27.3%	--
Total	775	36.0%	36.1%	17.4%	10.5%
Grade					
2nd	93	46.2%	31.2%	12.9%	9.7%
3rd	103	42.7%	36.9%	18.4%	1.9%
4th	117	29.1%	45.3%	14.5%	11.1%
5th	83	45.8%	36.1%	10.8%	7.2%
6th Elementary	41	34.1%	39.0%	24.4%	2.4%
6th Middle	16	18.8%	37.5%	12.5%	31.3%
Total	453	38.9%	38.0%	15.2%	7.9%
Ethnicity					
Hispanic	238	39.1%	37.8%	14.7%	8.4%
African American	160	32.5%	40.6%	17.5%	9.4%
White	41	53.7%	34.1%	9.8%	2.4%
Other	14	64.3%	21.4%	14.3%	--
Total	453	38.9%	38.0%	15.2%	7.9%
ELL					
Yes	130	36.9%	40.8%	14.6%	7.7%
No	321	39.9%	36.8%	15.3%	8.1%
Total	451	39.0%	37.9%	15.1%	8.0%
Free/Reduced Meal					
Yes	339	38.3%	37.2%	15.9%	8.6%
No	114	40.4%	40.4%	13.2%	6.1%
Total	453	38.9%	38.0%	15.2%	7.9%
Participated in 01-02					
Participated in 01-02	259	37.8%	40.5%	14.3%	7.3%
New to program	194	40.2%	34.5%	16.5%	8.8%
Total	453	38.9%	38.0%	15.2%	7.9%

* When there were 10 or fewer cases the finding could not be generalized and therefore was not reported

Appendix E: Student Outcomes Descriptives

Table E-22: Performance Log - Percentage of time participants completed classroom assignments in math by demographic characteristics

Background Characteristics	Math Completion				
	N	90-100%	75-89%	50-74%	0-49%
Frequent Participants	449	40.8%	37.0%	15.4%	6.9%
School Level					
Elementary	436	41.5%	36.7%	15.4%	6.4%
Middle School	13	15.4%	46.2%	15.4%	23.1%
Total	449	40.8%	37.0%	15.4%	6.9%
School					
Altadena	52	38.5%	48.1%	7.7%	5.8%
Burbank	63	36.5%	30.2%	17.5%	15.9%
Cleveland	29	27.6%	41.4%	24.1%	6.9%
Edison	15	6.7%	53.3%	13.3%	26.7%
Field	26	61.5%	23.1%	15.4%	--
Franklin	36	44.4%	52.8%	2.8%	--
Hamilton	22	77.3%	22.7%	--	--
Jackson	36	22.2%	47.2%	19.4%	11.1%
Loma Alta	42	31.0%	38.1%	11.9%	19.0%
Longfellow	64	26.6%	28.1%	28.1%	17.2%
Madison	80	27.5%	38.8%	18.8%	15.0%
Roosevelt	37	56.8%	21.6%	8.1%	13.5%
San Rafael	75	45.3%	30.7%	9.3%	14.7%
Washington	34	32.4%	35.3%	29.4%	2.9%
Webster	74	51.4%	25.7%	16.2%	6.8%
Willard	66	37.9%	36.4%	18.2%	7.6%
Eliot Middle	*	*	*	*	*
Washington Middle	*	*	*	*	*
Wilson Middle	11	18.2%	54.5%	27.3%	--
Total	770	37.9%	35.1%	16.0%	11.0%
Grade					
2nd	93	45.2%	34.4%	15.1%	5.4%
3rd	102	44.1%	40.2%	13.7%	2.0%
4th	117	31.6%	39.3%	18.8%	10.3%
5th	83	48.2%	31.3%	12.0%	8.4%
6th Elementary	41	41.5%	36.6%	17.1%	4.9%
6th Middle	13	15.4%	46.2%	15.4%	23.1%
Total	449	40.8%	37.0%	15.4%	6.9%
Ethnicity					
Hispanic	236	43.2%	36.4%	13.6%	6.8%
African American	158	29.1%	43.7%	19.0%	8.2%
White	41	61.0%	22.0%	12.2%	4.9%
Other	14	71.4%	14.3%	14.3%	--
Total	449	40.8%	37.0%	15.4%	6.9%
ELL					
Yes	129	44.2%	36.4%	14.0%	5.4%
No	318	39.6%	37.1%	15.7%	7.5%
Total	447	40.9%	36.9%	15.2%	6.9%
Free/Reduced Meal					
Yes	336	40.2%	36.9%	15.8%	7.1%
No	113	42.5%	37.2%	14.2%	6.2%
Total	449	40.8%	37.0%	15.4%	6.9%
Participated in 01-02	256	39.5%	39.5%	13.7%	7.4%
New to program	193	42.5%	33.7%	17.6%	6.2%
Total	449	40.8%	37.0%	15.4%	6.9%

* When there were 10 or fewer cases the finding could not be generalized and therefore was not reported

Appendix E: Student Outcomes Descriptives

Table E-23: Performance Log - Participants' achievement in homework by demographic characteristics

Background Characteristics	Homework Achievement				
	N	Above Grade Level	At Grade Level	Some At, Some Below	Below Grade Level
Frequent Participants	454	26.2%	39.2%	27.3%	7.3%
School Level					
Elementary	438	26.7%	39.3%	27.2%	6.8%
Middle School	16	12.5%	37.5%	31.3%	18.8%
Total	454	26.2%	39.2%	27.3%	7.3%
School					
Altadena	52	34.6%	44.2%	15.4%	5.8%
Burbank	69	20.3%	37.7%	27.5%	14.5%
Cleveland	30	23.3%	40.0%	26.7%	10.0%
Edison	15	26.7%	40.0%	20.0%	13.3%
Field	26	26.9%	53.8%	19.2%	--
Franklin	36	38.9%	33.3%	25.0%	2.8%
Hamilton	20	30.0%	40.0%	30.0%	--
Jackson	36	13.9%	38.9%	38.9%	8.3%
Loma Alta	43	30.2%	39.5%	18.6%	11.6%
Longfellow	61	9.8%	37.7%	31.1%	21.3%
Madison	79	11.4%	44.3%	36.7%	7.6%
Roosevelt	37	18.9%	35.1%	37.8%	8.1%
San Rafael	75	24.0%	38.7%	24.0%	13.3%
Washington	34	38.2%	14.7%	23.5%	23.5%
Webster	71	31.0%	33.8%	25.4%	9.9%
Willard	66	13.6%	42.4%	33.3%	10.6%
Eliot Middle	12	--	25.0%	41.7%	33.3%
Washington Middle	*	*	*	*	*
Wilson Middle	11	18.2%	54.5%	27.3%	--
Total	774	22.5%	38.5%	27.9%	11.1%
Grade					
2nd	91	33.0%	35.2%	23.1%	8.8%
3rd	108	26.9%	42.6%	28.7%	1.9%
4th	117	21.4%	35.9%	30.8%	12.0%
5th	82	28.0%	42.7%	23.2%	6.1%
6th Elementary	40	25.0%	42.5%	30.0%	2.5%
6th Middle	16	12.5%	37.5%	31.3%	18.8%
Total	454	26.2%	39.2%	27.3%	7.3%
Ethnicity					
Hispanic	234	23.5%	39.7%	29.1%	7.7%
African American	166	21.1%	41.0%	30.7%	7.2%
White	40	47.5%	35.0%	10.0%	7.5%
Other	14	71.4%	21.4%	7.1%	--
Total	454	26.2%	39.2%	27.3%	7.3%
ELL					
Yes	128	25.8%	36.7%	30.5%	7.0%
No	324	26.5%	40.1%	25.9%	7.4%
Total	452	26.3%	39.2%	27.2%	7.3%
Free/Reduced Meal					
Yes	338	23.7%	38.2%	29.6%	8.6%
No	116	33.6%	42.2%	20.7%	3.4%
Total	454	26.2%	39.2%	27.3%	7.3%
Participated in 01-02	259	25.9%	38.2%	28.6%	7.3%
New to program	195	26.7%	40.5%	25.6%	7.2%
Total	454	26.2%	39.2%	27.3%	7.3%

* When there were 10 or fewer cases the finding could not be generalized and therefore was not reported

Appendix E: Student Outcomes Descriptives

Table E-24: Performance Log - Participants' achievement in literacy by demographic characteristics

Background Characteristics	Literacy Achievement				
	N	Above Grade Level	At Grade Level	Some At, Some Below	Below Grade Level
Frequent Participants	456	20.6%	36.0%	32.0%	11.4%
School Level					
Elementary	440	20.7%	36.4%	31.8%	11.1%
Middle School	16	18.8%	25.0%	37.5%	18.8%
Total	456	20.6%	36.0%	32.0%	11.4%
School					
Altadena	52	21.2%	30.8%	34.6%	13.5%
Burbank	69	17.4%	34.8%	34.8%	13.0%
Cleveland	29	17.2%	37.9%	27.6%	17.2%
Edison	15	--	66.7%	20.0%	13.3%
Field	26	15.4%	46.2%	23.1%	15.4%
Franklin	36	30.6%	27.8%	38.9%	2.8%
Hamilton	22	22.7%	36.4%	27.3%	13.6%
Jackson	35	11.4%	37.1%	40.0%	11.4%
Loma Alta	41	17.1%	41.5%	26.8%	14.6%
Longfellow	64	10.9%	28.1%	43.8%	17.2%
Madison	79	12.7%	35.4%	38.0%	13.9%
Roosevelt	37	29.7%	40.5%	21.6%	8.1%
San Rafael	76	21.1%	31.6%	31.6%	15.8%
Washington	34	29.4%	23.5%	26.5%	20.6%
Webster	74	24.3%	29.7%	40.5%	5.4%
Willard	65	7.7%	33.8%	44.6%	13.8%
Eliot Middle	12	--	25.0%	41.7%	33.3%
Washington Middle	*	*	*	*	*
Wilson Middle	11	27.3%	45.5%	27.3%	--
Total	778	17.9%	34.2%	34.7%	13.2%
Grade					
2nd	92	25.0%	32.6%	29.3%	13.0%
3rd	108	22.2%	37.0%	33.3%	7.4%
4th	116	20.7%	29.3%	31.9%	18.1%
5th	84	16.7%	44.0%	32.1%	7.1%
6th Elementary	40	15.0%	47.5%	32.5%	5.0%
6th Middle	16	18.8%	25.0%	37.5%	18.8%
Total	456	20.6%	36.0%	32.0%	11.4%
Ethnicity					
Hispanic	238	18.5%	38.2%	29.8%	13.4%
African American	164	16.5%	34.1%	39.6%	9.8%
White	40	42.5%	30.0%	22.5%	5.0%
Other	14	42.9%	35.7%	7.1%	14.3%
Total	456	20.6%	36.0%	32.0%	11.4%
ELL					
Yes	128	18.0%	39.1%	28.9%	14.1%
No	326	21.8%	34.7%	33.4%	10.1%
Total	454	20.7%	35.9%	32.2%	11.2%
Free/Reduced Meal					
Yes	340	18.8%	35.9%	32.6%	12.6%
No	116	25.9%	36.2%	30.2%	7.8%
Total	456	20.6%	36.0%	32.0%	11.4%
Participated in 01-02	257	21.8%	37.7%	29.6%	10.9%
New to program	199	19.1%	33.7%	35.2%	12.1%
Total	456	20.6%	36.0%	32.0%	11.4%

* When there were 10 or fewer cases the finding could not be generalized and therefore was not reported

Appendix E: Student Outcomes Descriptives

Table E-25: Performance Log - Participants' achievement in math by demographic characteristics

Background Characteristics	Math Achievement				
	N	Above Grade Level	At Grade Level	Some At, Some Below	Below Grade Level
Frequent Participants	455	24.6%	35.4%	31.6%	8.4%
School Level					
Elementary	442	24.9%	35.3%	31.2%	8.6%
Middle School	13	15.4%	38.5%	46.2%	--
Total	455	24.6%	35.4%	31.6%	8.4%
School					
Altadena	52	28.8%	34.6%	28.8%	7.7%
Burbank	68	20.6%	36.8%	29.4%	13.2%
Cleveland	29	17.2%	37.9%	31.0%	13.8%
Edison	15	6.7%	53.3%	13.3%	26.7%
Field	26	19.2%	46.2%	34.6%	--
Franklin	36	27.8%	27.8%	41.7%	2.8%
Hamilton	22	40.9%	36.4%	22.7%	--
Jackson	36	19.4%	41.7%	27.8%	11.1%
Loma Alta	42	23.8%	33.3%	21.4%	21.4%
Longfellow	64	14.1%	28.1%	40.6%	17.2%
Madison	80	21.3%	27.5%	35.0%	16.3%
Roosevelt	37	43.2%	21.6%	27.0%	8.1%
San Rafael	75	21.3%	32.0%	30.7%	16.0%
Washington	34	29.4%	17.6%	35.3%	17.6%
Webster	74	21.6%	32.4%	36.5%	9.5%
Willard	66	15.2%	43.9%	30.3%	10.6%
Eliot Middle	*	*	*	*	*
Washington Middle	*	*	*	*	*
Wilson Middle	11	18.2%	54.5%	27.3%	--
Total	775	22.2%	33.4%	32.1%	12.3%
Grade					
2nd	93	29.0%	35.5%	26.9%	8.6%
3rd	107	28.0%	40.2%	28.0%	3.7%
4th	117	20.5%	28.2%	38.5%	12.8%
5th	84	20.2%	40.5%	28.6%	10.7%
6th Elementary	41	29.3%	31.7%	34.1%	4.9%
6th Middle	13	15.4%	38.5%	46.2%	--
Total	455	24.6%	35.4%	31.6%	8.4%
Ethnicity					
Hispanic	239	25.5%	36.4%	28.9%	9.2%
African American	162	17.3%	37.0%	37.0%	8.6%
White	40	40.0%	25.0%	30.0%	5.0%
Other	14	50.0%	28.6%	21.4%	--
Total	455	24.6%	35.4%	31.6%	8.4%
ELL					
Yes	130	26.9%	34.6%	31.5%	6.9%
No	323	23.8%	35.6%	31.6%	9.0%
Total	453	24.7%	35.3%	31.6%	8.4%
Free/Reduced Meal					
Yes	339	23.3%	33.9%	33.9%	8.8%
No	116	28.4%	39.7%	25.0%	6.9%
Total	455	24.6%	35.4%	31.6%	8.4%
Participated in 01-02					
Participated in 01-02	257	25.7%	35.8%	29.6%	8.9%
New to program	198	23.2%	34.8%	34.3%	7.6%
Total	455	24.6%	35.4%	31.6%	8.4%

* When there were 10 or fewer cases the finding could not be generalized and therefore was not reported

Appendix E: Student Outcomes Descriptives

Table E-26: Performance Log - Participants' leadership by demographic characteristics

Background Characteristics	Leadership				
	N	Actively Leads	Actively Participates	Participates	Rarely Participates
Frequent Participants	458	19.9%	34.1%	39.3%	6.8%
School Level					
Elementary	442	20.4%	33.7%	39.6%	6.3%
Middle School	16	6.3%	43.8%	31.3%	18.8%
Total	458	19.9%	34.1%	39.3%	6.8%
School					
Altadena	52	30.8%	30.8%	28.8%	9.6%
Burbank	68	16.2%	20.6%	41.2%	22.1%
Cleveland	31	16.1%	29.0%	51.6%	3.2%
Edison	15	--	46.7%	40.0%	13.3%
Field	26	26.9%	46.2%	26.9%	--
Franklin	36	22.2%	36.1%	38.9%	2.8%
Hamilton	22	27.3%	40.9%	31.8%	--
Jackson	36	13.9%	33.3%	44.4%	8.3%
Loma Alta	42	26.2%	28.6%	38.1%	7.1%
Longfellow	64	14.1%	23.4%	45.3%	17.2%
Madison	80	18.8%	40.0%	31.3%	10.0%
Roosevelt	37	16.2%	24.3%	54.1%	5.4%
San Rafael	76	19.7%	31.6%	34.2%	14.5%
Washington	34	23.5%	23.5%	44.1%	8.8%
Webster	74	18.9%	29.7%	50.0%	1.4%
Willard	66	7.6%	47.0%	36.4%	9.1%
Eliot Middle	12	8.3%	33.3%	25.0%	33.3%
Washington Middle	*	*	*	*	*
Wilson Middle	11	9.1%	45.5%	45.5%	--
Total	783	18.3%	32.4%	39.5%	9.8%
Grade					
2nd	92	19.6%	35.9%	39.1%	5.4%
3rd	108	24.1%	40.7%	33.3%	1.9%
4th	117	15.4%	28.2%	46.2%	10.3%
5th	84	23.8%	26.2%	39.3%	10.7%
6th Elementary	41	19.5%	41.5%	39.0%	--
6th Middle	16	6.3%	43.8%	31.3%	18.8%
Total	458	19.9%	34.1%	39.3%	6.8%
Ethnicity					
Hispanic	240	20.8%	33.3%	38.3%	7.5%
African American	163	18.4%	33.7%	41.7%	6.1%
White	41	19.5%	39.0%	34.1%	7.3%
Other	14	21.4%	35.7%	42.9%	--
Total	458	19.9%	34.1%	39.3%	6.8%
ELL					
Yes	129	19.4%	36.4%	38.8%	5.4%
No	327	20.2%	33.0%	39.4%	7.3%
Total	456	20.0%	34.0%	39.3%	6.8%
Free/Reduced Meal					
Yes	341	18.8%	34.0%	39.6%	7.6%
No	117	23.1%	34.2%	38.5%	4.3%
Total	458	19.9%	34.1%	39.3%	6.8%
Participated in 01-02					
Participated in 01-02	261	16.9%	36.4%	42.5%	4.2%
New to program	197	23.9%	31.0%	35.0%	10.2%
Total	458	19.9%	34.1%	39.3%	6.8%

* When there were 10 or fewer cases the finding could not be generalized and therefore was not reported

Appendix E: Student Outcomes Descriptives

Table E-27: Performance Log - Participants' behavior by demographic characteristics

Background Characteristics	Behavior				
	N	Very Positive	Mostly Positive	Inconsistent	Needs Improvement
Frequent Participants	462	31.2%	35.1%	23.2%	10.6%
School Level					
Elementary	446	31.2%	35.2%	23.1%	10.5%
Middle School	16	31.3%	31.3%	25.0%	12.5%
Total	462	31.2%	35.1%	23.2%	10.6%
School					
Altadena	52	21.2%	44.2%	19.2%	15.4%
Burbank	70	24.3%	17.1%	34.3%	24.3%
Cleveland	32	31.3%	31.3%	28.1%	9.4%
Edison	15	20.0%	53.3%	13.3%	13.3%
Field	26	61.5%	23.1%	15.4%	--
Franklin	36	25.0%	47.2%	19.4%	8.3%
Hamilton	22	50.0%	31.8%	18.2%	--
Jackson	36	19.4%	41.7%	30.6%	8.3%
Loma Alta	43	23.3%	37.2%	16.3%	23.3%
Longfellow	64	18.8%	29.7%	29.7%	21.9%
Madison	80	33.8%	31.3%	27.5%	7.5%
Roosevelt	37	43.2%	24.3%	24.3%	8.1%
San Rafael	76	35.5%	30.3%	21.1%	13.2%
Washington	34	29.4%	38.2%	17.6%	14.7%
Webster	74	29.7%	39.2%	23.0%	8.1%
Willard	66	27.3%	37.9%	21.2%	13.6%
Eliot Middle	12	25.0%	16.7%	41.7%	16.7%
Washington Middle	*	*	*	*	*
Wilson Middle	11	27.3%	45.5%	27.3%	--
Total	787	29.5%	33.5%	24.0%	13.0%
Grade					
2nd	93	29.0%	36.6%	25.8%	8.6%
3rd	111	30.6%	39.6%	19.8%	9.9%
4th	117	27.4%	29.1%	26.5%	17.1%
5th	84	29.8%	42.9%	17.9%	9.5%
6th Elementary	41	51.2%	22.0%	26.8%	--
6th Middle	16	31.3%	31.3%	25.0%	12.5%
Total	462	31.2%	35.1%	23.2%	10.6%
Ethnicity					
Hispanic	241	37.8%	33.2%	20.3%	8.7%
African American	166	19.3%	38.6%	27.1%	15.1%
White	41	34.1%	34.1%	24.4%	7.3%
Other	14	50.0%	28.6%	21.4%	--
Total	462	31.2%	35.1%	23.2%	10.6%
ELL					
Yes	130	36.9%	34.6%	21.5%	6.9%
No	330	29.1%	35.2%	23.6%	12.1%
Total	460	31.3%	35.0%	23.0%	10.7%
Free/Reduced Meal					
Yes	345	32.2%	32.2%	24.6%	11.0%
No	117	28.2%	43.6%	18.8%	9.4%
Total	462	31.2%	35.1%	23.2%	10.6%
Participated in 01-02	262	30.5%	35.1%	23.3%	11.1%
New to program	200	32.0%	35.0%	23.0%	10.0%
Total	462	31.2%	35.1%	23.2%	10.6%

* When there were 10 or fewer cases the finding could not be generalized and therefore was not reported

Appendix E: Student Outcomes Descriptives

Table E-28: Performance Log - Participants' literacy performance by demographic characteristics

Background Characteristics	Literacy Performance			
	N	At/Above Grade Level	Toward Grade Level	No Improvement
Frequent Participants	430	10.5%	51.4%	38.1%
School Level				
Elementary	415	9.9%	51.3%	38.8%
Middle School	15	26.7%	53.3%	20.0%
Total	430	10.5%	51.4%	38.1%
School				
Altadena	39	10.3%	46.2%	43.6%
Burbank	33	9.1%	48.5%	42.4%
Cleveland	18	11.1%	50.0%	38.9%
Edison	12	--	75.0%	25.0%
Field	20	5.0%	45.0%	50.0%
Franklin	27	14.8%	48.1%	37.0%
Hamilton	15	--	60.0%	40.0%
Jackson	19	--	68.4%	31.6%
Loma Alta	27	14.8%	33.3%	51.9%
Longfellow	35	5.7%	54.3%	40.0%
Madison	37	5.4%	54.1%	40.5%
Roosevelt	25	12.0%	36.0%	52.0%
San Rafael	20	15.0%	60.0%	25.0%
Washington	17	23.5%	58.8%	17.6%
Webster	33	15.2%	33.3%	51.5%
Willard	38	10.5%	71.1%	18.4%
Eliot Middle	*	*	*	*
Washington Middle	--	--	--	--
Wilson Middle	*	*	*	*
Total	430	10.5%	51.4%	38.1%
Grade				
2nd	90	7.8%	50.0%	42.2%
3rd	104	6.7%	55.8%	37.5%
4th	107	14.0%	48.6%	37.4%
5th	75	10.7%	53.3%	36.0%
6th Elementary	39	10.3%	46.2%	43.6%
6th Middle	15	26.7%	53.3%	20.0%
Total	430	10.5%	51.4%	38.1%
Ethnicity				
Hispanic	220	9.5%	56.4%	34.1%
African American	155	14.8%	48.4%	36.8%
White	41	2.4%	43.9%	53.7%
Other	14	--	28.6%	71.4%
Total	430	10.5%	51.4%	38.1%
ELL				
Yes	122	9.0%	61.5%	29.5%
No	306	11.1%	47.1%	41.8%
Total	428	10.5%	51.2%	38.3%
Free/Reduced Meal				
Yes	318	11.0%	53.8%	35.2%
No	112	8.9%	44.6%	46.4%
Total	430	10.5%	51.4%	38.1%
Participated in 01-02	241	9.5%	53.1%	37.3%
New to program	189	11.6%	49.2%	39.2%
Total	430	10.5%	51.4%	38.1%

* When there were 10 or fewer cases the finding could not be generalized and therefore was not reported

Appendix E: Student Outcomes Descriptives

Table E-29: Performance Log - Participants' math performance by demographic characteristics

Background Characteristics	Math Performance			
	N	At/Above Grade Level	Toward Grade Level	No Improvement
Frequent Participants	447	10.7%	47.0%	42.3%
School Level				
Elementary	434	10.6%	46.8%	42.6%
Middle School	13	15.4%	53.8%	30.8%
Total	447	10.7%	47.0%	42.3%
School				
Altadena	41	9.8%	39.0%	51.2%
Burbank	35	5.7%	51.4%	42.9%
Cleveland	19	36.8%	31.6%	31.6%
Edison	12	8.3%	66.7%	25.0%
Field	21	4.8%	28.6%	66.7%
Franklin	28	10.7%	46.4%	42.9%
Hamilton	16	--	50.0%	50.0%
Jackson	19	--	63.2%	36.8%
Loma Alta	30	23.3%	30.0%	46.7%
Longfellow	39	10.3%	48.7%	41.0%
Madison	38	5.3%	52.6%	42.1%
Roosevelt	26	11.5%	30.8%	57.7%
San Rafael	20	10.0%	65.0%	25.0%
Washington	17	23.5%	58.8%	17.6%
Webster	33	12.1%	36.4%	51.5%
Willard	40	5.0%	62.5%	32.5%
Eliot Middle	*	*	*	*
Washington Middle	--	--	--	--
Wilson Middle	*	*	*	*
Total	447	10.7%	47.0%	42.3%
Grade				
2nd	93	8.6%	40.9%	50.5%
3rd	109	6.4%	49.5%	44.0%
4th	109	14.7%	47.7%	37.6%
5th	82	13.4%	50.0%	36.6%
6th Elementary	41	9.8%	43.9%	46.3%
6th Middle	13	15.4%	53.8%	30.8%
Total	447	10.7%	47.0%	42.3%
Ethnicity				
Hispanic	232	9.1%	48.3%	42.7%
African American	160	15.0%	47.5%	37.5%
White	41	7.3%	43.9%	48.8%
Other	14	--	28.6%	71.4%
Total	447	10.7%	47.0%	42.3%
ELL				
Yes	128	8.6%	50.0%	41.4%
No	317	11.7%	45.4%	42.9%
Total	445	10.8%	46.7%	42.5%
Free/Reduced Meal				
Yes	334	11.7%	48.2%	40.1%
No	113	8.0%	43.4%	48.7%
Total	447	10.7%	47.0%	42.3%
Participated in 01-02	252	9.9%	48.0%	42.1%
New to program	195	11.8%	45.6%	42.6%
Total	447	10.7%	47.0%	42.3%

* When there were 10 or fewer cases the finding could not be generalized and therefore was not reported

Appendix E: Student Outcomes Descriptives

Table E-30: Performance Log - Participants' academic performance by demographic characteristics

Background Characteristics	Academic Performance			
	N	At/Above Grade Level	Toward Grade Level	No Improvement
Frequent Participants	452	9.1%	52.2%	38.7%
School Level				
Elementary	436	8.5%	52.3%	39.2%
Middle School	16	25.0%	50.0%	25.0%
Total	452	9.1%	52.2%	38.7%
School				
Altadena	41	4.9%	51.2%	43.9%
Burbank	35	8.6%	51.4%	40.0%
Cleveland	19	21.1%	42.1%	36.8%
Edison	12	--	75.0%	25.0%
Field	21	4.8%	47.6%	47.6%
Franklin	28	10.7%	42.9%	46.4%
Hamilton	16	--	62.5%	37.5%
Jackson	19	--	68.4%	31.6%
Loma Alta	31	12.9%	41.9%	45.2%
Longfellow	39	12.8%	48.7%	38.5%
Madison	38	2.6%	57.9%	39.5%
Roosevelt	26	7.7%	38.5%	53.8%
San Rafael	20	10.0%	65.0%	25.0%
Washington	17	23.5%	64.7%	11.8%
Webster	33	9.1%	36.4%	54.5%
Willard	41	7.3%	65.9%	26.8%
Eliot Middle	*	*	*	*
Washington Middle	--	--	--	--
Wilson Middle	*	*	*	*
Total	452	9.1%	52.2%	38.7%
Grade				
2nd	94	6.4%	50.0%	43.6%
3rd	109	3.7%	59.6%	36.7%
4th	109	13.8%	49.5%	36.7%
5th	83	10.8%	51.8%	37.3%
6th Elementary	41	7.3%	46.3%	46.3%
6th Middle	16	25.0%	50.0%	25.0%
Total	452	9.1%	52.2%	38.7%
Ethnicity				
Hispanic	234	8.5%	55.1%	36.3%
African American	163	12.3%	51.5%	36.2%
White	41	2.4%	46.3%	51.2%
Other	14	--	28.6%	71.4%
Total	452	9.1%	52.2%	38.7%
ELL				
Yes	128	6.3%	61.7%	32.0%
No	322	10.2%	48.1%	41.6%
Total	450	9.1%	52.0%	38.9%
Free/Reduced Meal				
Yes	336	9.5%	54.5%	36.0%
No	116	7.8%	45.7%	46.6%
Total	452	9.1%	52.2%	38.7%
Participated in 01-02	256	7.8%	53.1%	39.1%
New to program	196	10.7%	51.0%	38.3%
Total	452	9.1%	52.2%	38.7%

* When there were 10 or fewer cases the finding could not be generalized and therefore was not reported

Appendix F:
Achievement Outcomes
as Reported to Grant Sources

Appendix F: Outcomes Reported to Grant Sources

Table F1: Number of participants in each proficiency level, 2002 ELA

	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Count
	n	n	n	n	n	N
Burbank	11	21	32	10	6	80
Field	11	16	25	6	2	60
Hamilton	9	22	44	9	7	91
San Rafael	14	42	39	16	3	114
Total	45	101	140	41	18	345

Table F2: Number of participants in each proficiency level, 2003 ELA

	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Count
	n	n	n	n	n	N
Burbank	14	29	46	21	7	117
Field	11	16	39	18	3	87
Hamilton	11	21	52	30	9	123
San Rafael	23	41	58	24	7	153
Total	59	107	195	93	26	480

Table F3: Number of participants in each proficiency level, 2002 Math

	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Count
	n	n	n	n	n	N
Burbank	12	31	29	15	2	89
Field	6	19	21	13	7	66
Hamilton	5	32	26	28	9	100
San Rafael	9	40	32	32	7	120
Total	32	122	108	88	25	375

Table F4: Number of participants in each proficiency level, 2003 Math

	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Count
	n	n	n	n	n	N
Burbank	9	46	34	21	7	117
Field	7	26	22	24	7	86
Hamilton	5	28	40	38	14	125
San Rafael	11	54	42	34	12	153
Total	32	154	138	117	40	481

Table F5: School day attendance, number of participants

	At/Above			Same or		Count
	95%	Below 95%	Count	Increased	Decreased	
	n	n	n	n	n	n
Burbank	88	53	141	9	132	141
Field	42	57	99	51	48	99
Hamilton	88	60	148	75	73	148
San Rafael	113	64	177	97	80	177
Total	331	234	565	232	333	565