

report

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2012-13 REDWOOD CITY COMMUNITY SCHOOLS RESEARCH

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Background

Redwood City School District’s (RCSD) network of community schools provide students and their families with a range of services designed to nurture their academic growth and positive development. These services include extended day learning activities, counseling supports, and family assistance programs. With the school as the central service hub, RCSD’s community schools are premised on the idea that well-developed inputs (e.g., funding) and strategies (e.g., professional development) can bring about positive changes in students’ short-term outcomes (e.g., attendance). In turn, these outcomes foster the conditions necessary for academic success and productive futures (Exhibit 1). RCSD’s key strategy areas are family engagement, extended learning, and support services. With its wide array of partners, the district currently operates six community schools: Fair Oaks (K-5), Garfield (K-8), Hawes (K-5), Hoover (K-8), Kennedy (6-8), and Taft (K-8). In the 2012-13 academic year, these six schools enrolled 4,015 students.

Exhibit 1: Redwood City Community Schools Logic Model and Data Indicators

Inputs	Strategies	Deliverables	Short-term Outcomes	Long-term Outcomes
Community School Coordinator Family Engagement Specialist Funding/Resources Relevant Partners Leadership Collaboration Structure	Family Engagement -Education -Leadership -Volunteerism Extended Learning Opportunities Mental Health/Social Services Support Social/Emotional Learning Professional Development School /Partners Collaborative	Supported and Connected Families Comprehensive Learning Supports Integrated Service Delivery (physical, emotional, social) <i>Indicator: Participation in multiple services</i> High Quality Programs <i>Indicator: Youth Program Quality Assessment (Y-PQA)</i> Partner Integration into the School Day	Students Receive Supports According to Their Needs <i>Indicator: Demographic information linked to participation</i> Children are Ready to Learn <i>Indicator: school attendance</i> Students are Actively Involved in Learning and their Community <i>Indicator: student survey items</i> Families are Connected to Schools	Students Succeed Academically <i>Indicator: CST and CEDLT scores</i> Students and Families are Healthier: • Socially • Physically • Emotionally Schools are Supportive of Youth and Families Communities are Desirable Places to Live

*Note: Key strategies are in bold.

Since 2006, RCSD has partnered with the John W. Gardner Center for Youth and Their Communities at Stanford University’s Graduate School of Education (Gardner Center) to examine annual patterns of program participation across the community schools’ key strategy areas (Exhibit 2). Each year, the Gardner Center, with guidance and support from community school leadership and personnel, examines how students’ participation in different programs within these areas shape their outcomes, such as their perceptions of school climate and performance on the state’s standardized tests.

Exhibit 2: Community School Strategies and Program Categories

Strategy Area	Program Category	Example Programs
Family Engagement	Parent Leadership	<ul style="list-style-type: none"> • School Site Council • English Learner Advisory Committee (ELAC) meetings
	Parent Education	<ul style="list-style-type: none"> • ESL Classes • Computer Classes
	Parent Volunteer	<ul style="list-style-type: none"> • Volunteer Activities • Outreach
	Parent Events	<ul style="list-style-type: none"> • Fundraisers • School Socials
	School-Home Communication	<ul style="list-style-type: none"> • Coffee with the Principal • Back-to-School Nights
Extended Learning	Afterschool	<ul style="list-style-type: none"> • Afterschool Programs • Extended Day-Americorps
	Youth Leadership	<ul style="list-style-type: none"> • Conflict Managers • Legal Education Program
	Summer/Intercession Programs	<ul style="list-style-type: none"> • Summer Bridge • Fall/Spring Intercession
Support	Counseling	<ul style="list-style-type: none"> • Individual Counseling • Case Management
	Family Assistance	<ul style="list-style-type: none"> • Uniform Help • Holiday Gift Cards

Three research questions, which were co-developed with the Director of RCSD’s community schools, guided this year’s report:

1. *What are the characteristics of students who do not take part in any community school program or support? How do non-participants compare with participants?*
2. *What are the characteristics of students who receive multiple types of supports? What types of services do they access?*

3. *How does participation in single and multiple strategy areas influence students' short- and long-term outcomes?*

Our analysis yielded several key findings including those listed below. We have marked all new findings that did not appear in last year's evaluation with an asterisk (*).

- In the 2012-13 academic year, **84% of the students enrolled in community schools participated in at least one program**; this a 14 percentage point increase from the previous year, making this year's participation rates the highest since 2006 (Exhibit 3).
- **Community school programs predominantly reached the population of students who were lower-achieving and who came from lower-educated and economically disadvantaged households**, where parents/guardians had less than a high school education and where students qualified for subsidized meals (Exhibit 11).
- **Families of students in grade 8 had the lowest participation rates in the family engagement strategy area** (Appendix B).*
- Relative to other grade-levels, **students in grade 5 had the highest rates of participation in community school programming** (Appendix B).*
- **Kindergarten students had the lowest rates of participation in the extended learning strategy area** (Appendix B).
- **Students whose families were involved for three or more years in family engagement opportunities had a higher attendance rate** than those who were less involved (Exhibit 14).
- **Students who regularly took part in extended learning and whose parents participated in family engagement opportunities had a higher attendance rate** than their counterparts who only took part in extended learning (Exhibit 15).*
- **Students and families who accessed support services and took part in family engagement opportunities had a higher attendance rate** than their peers who only accessed support services (Exhibit 16).*
- **Middle school students who engaged in extended learning programs and accessed support services demonstrated a gradual increase in their perceptions of care at school** (Exhibit 17).*
- Compared to their peers who were less involved, **English Learner students whose families were regularly taking part in family engagement activities showed greater gains in their attendance.* They also showed positive gains in their English language proficiency** as measured by the California English Language Development Test (CELDT; Exhibit 18).

In this report, we first describe the program participation patterns across and within the six community schools in the three key strategy areas of family engagement, extended learning, and support. Then, we discuss in turn the analytic strategies and key findings for each of the research questions above. Finally, we highlight the potential practice and policy implications raised by the findings found in this research.

Data and Methods

We utilized descriptive statistical analyses and regression modeling using student-level information from the Youth Data Archive—a Gardner Center initiative that integrates individual-level administrative data from various sources and agencies.¹ Using student-level identifiers (e.g., ID numbers), we linked data from students’:

- District administrative records from the Redwood City School District (e.g., grades, test scores, attendance, demographic information);
- Program participation records collected at each community school; and
- Survey data on motivation and their experiences in school and in afterschool programs

This year, we worked with community school staff to correct record keeping issues raised in the previous year’s analysis. These issues may have produced lower-than-expected estimates of parental participation, particularly at Hoover Elementary School. Together, we inspected the schools’ parent rosters programmed in CitySpan—a centralized online database system designed to help school staff and providers track students’ and parents’ participation in community school programs. We examined the extent to which these rosters represented the population enrolled in the school. Also, each coordinator linked any unmatched parent/guardian records in their school to a particular student to ensure that the parent/guardian’s participation was accounted for in the analysis. By checking and confirming that all student and parent/guardian files in CitySpan were up-to-date, complete, and accurate, this process helped improve the quality of the data.

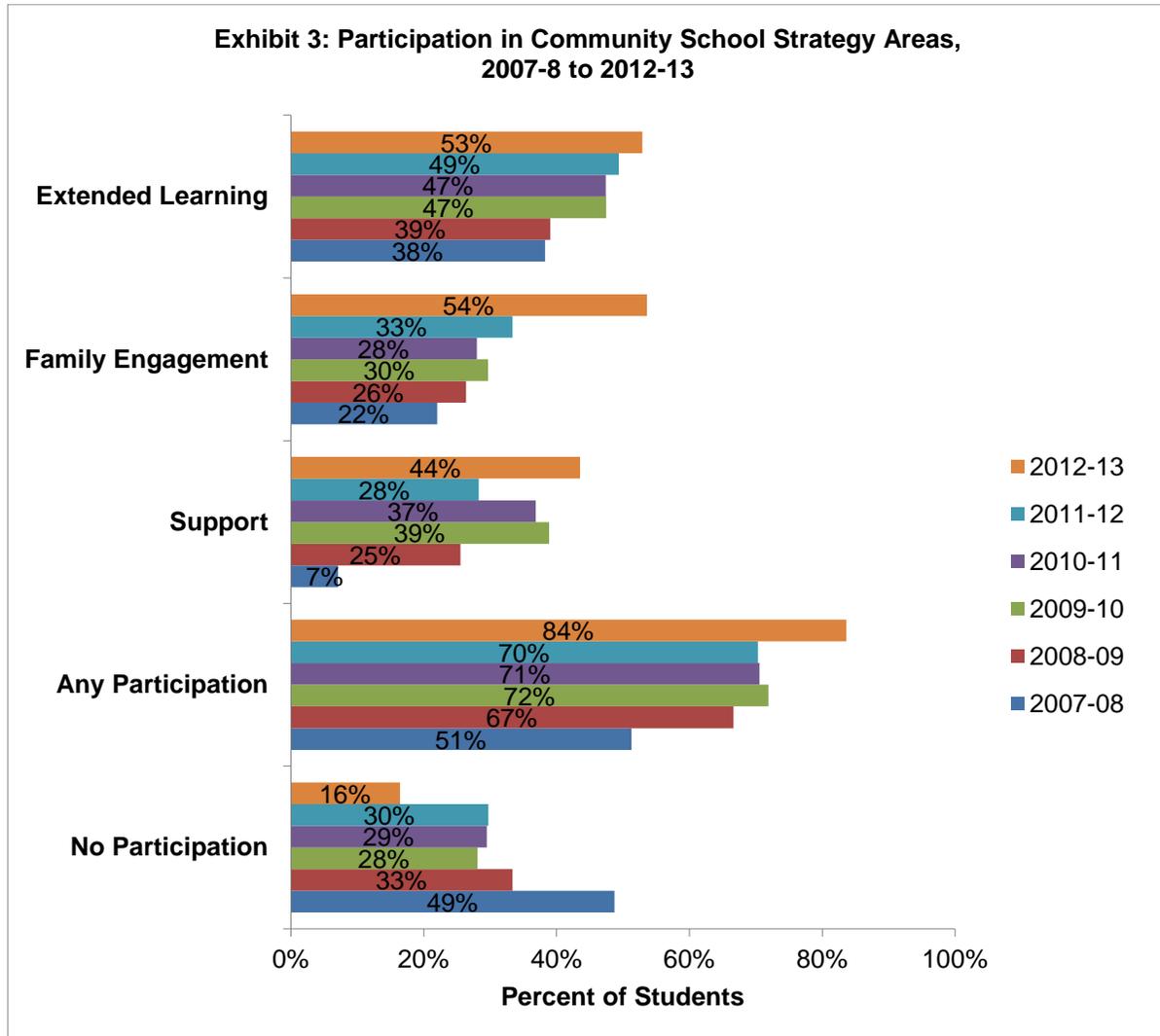
Participation in Programs and Services Across and Within Community Schools

Program Participation by Strategy Area across RCSD’s Community Schools

We examined the program participation rates over time of students and families, across the community schools, in the areas of extended learning, family engagement, and support (Exhibit 3). This year, we observed that **84% of students enrolled in community schools took part in some type of program**; this a 14 percentage point increase from the previous year. Participation rates in family engagement opportunities demonstrated the biggest increase, going up from 33% last year to 54% this year. Improvements made to the data in CitySpan, particularly in capturing families’ participation, may help explain some of this increase. Similar to family engagement, there was a 16 percentage point increase in participants’ use of support services (e.g., drop-in counseling), increasing from 28% last year to 44% this year. This was Hawes’ first year reporting numbers for use of support services, which may partially explain the overall increase in this strategy area. Finally, the share of students taking part in extended

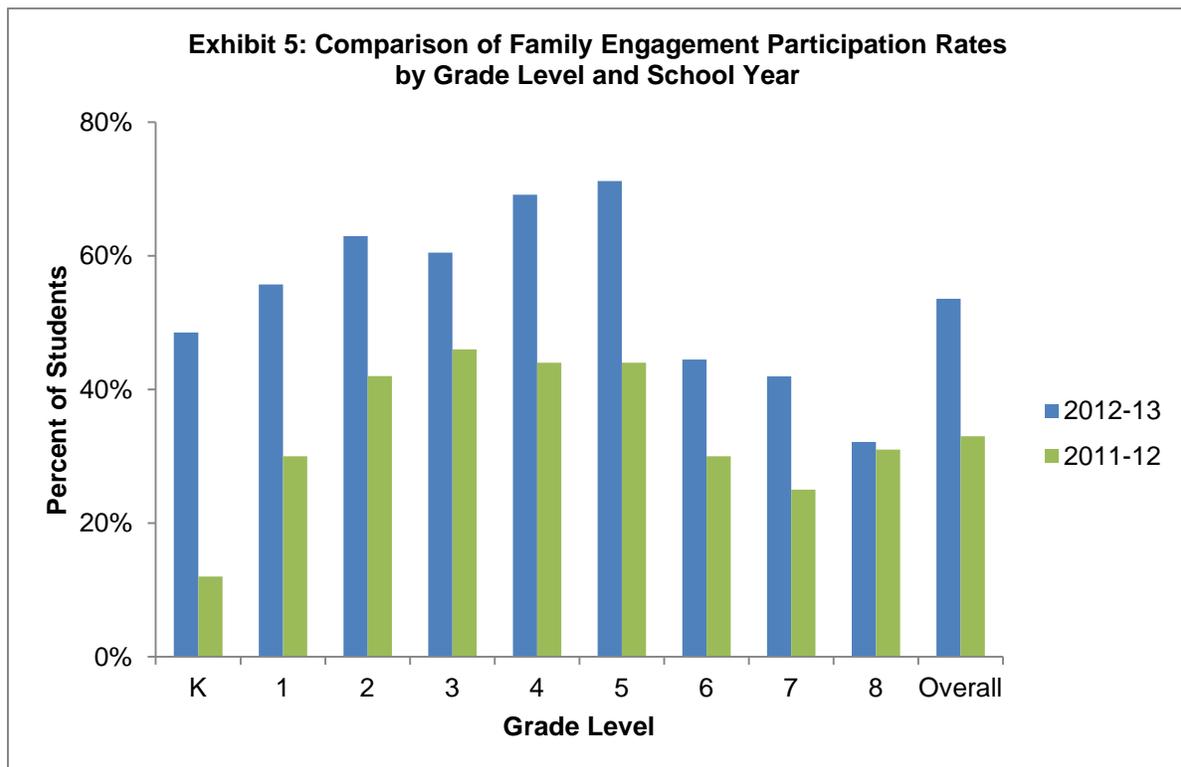
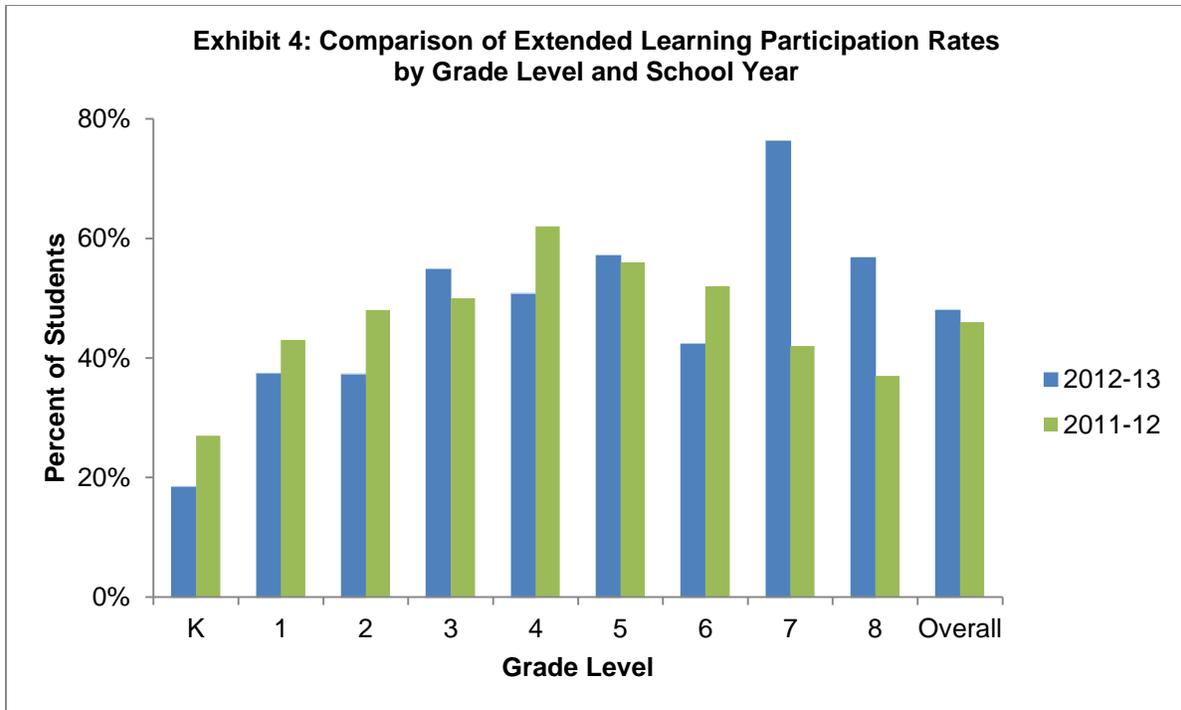
¹ McLaughlin, M., & London, R. (2013). *From data to action: A community approach to improving youth outcomes*. Cambridge, MA: Harvard Education Press.

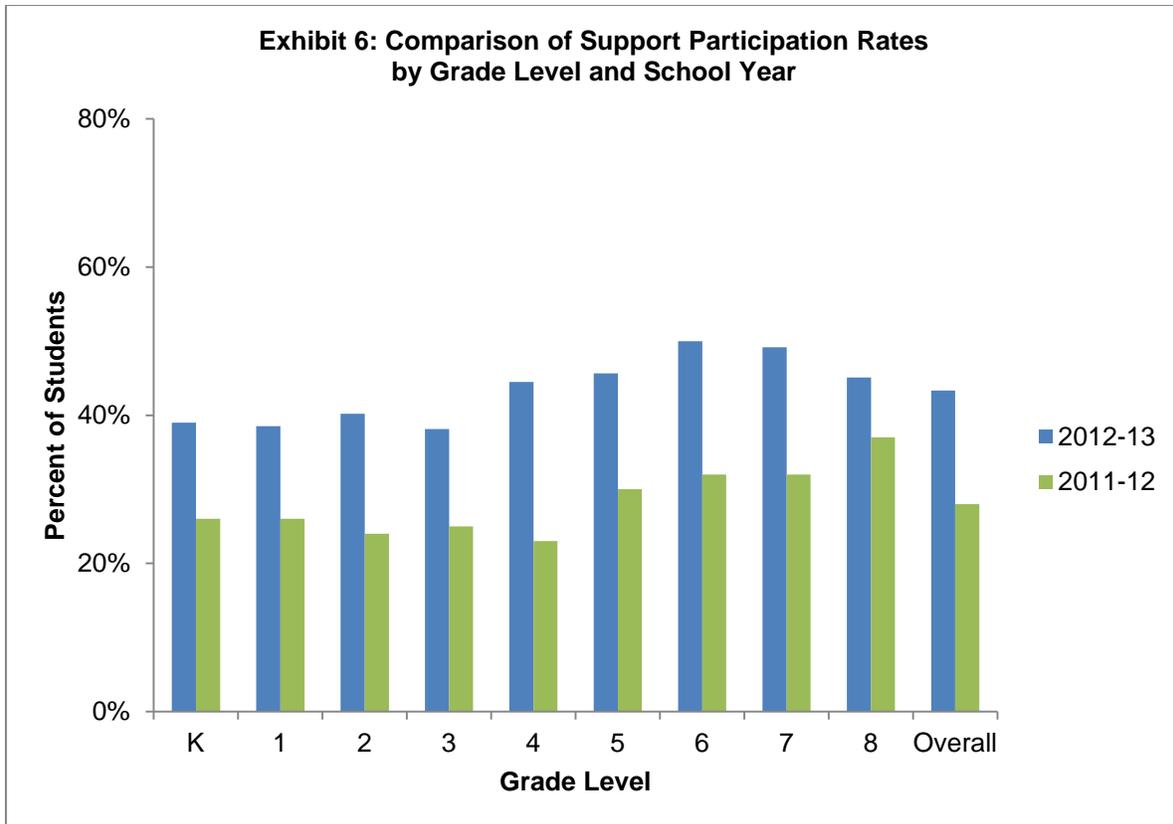
learning activities (e.g., summer sessions) also continued on an upward trend, reaching more than half of students in the 2012-13 academic year (53%).



Program Participation by Grade Level across the Community Schools

To help understand the rise in participation rates in the key strategy areas, we compared by grade level the previous academic year’s participation rates with this year’s numbers. We found **greater participation among students in grade 3, 5, 7, and 8 in extended learning programs** (Exhibit 4). Also, **participation rates in the family engagement strategy area increased across all grade levels, particularly in Kindergarten and 1st grade** (Exhibit 5). This year’s data also show **greater participation among all grade levels in the use of student and family support services** (Exhibit 6).





Program Participation by Grade Level and School

We also explored whether there were grade-level differences in this year’s participation rates in extended learning, family engagement, and support among the different community schools. **In extended learning, we observed generally lower participation rates among younger students** (Exhibit 7). For example, at Fair Oaks, 28% of students in Kindergarten were involved in extended learning programs, compared to 65% of students in grade 5. There were also grade-level variations among the different community schools; for instance, while students in grade 4 had high rates of participation at Taft Elementary School (84%), those in grade 3 showed the highest participation rates at Garfield Elementary School (93%).

Exhibit 7: Percentage of Students in Each Grade Level Participating in Extended Learning Programs by School, 2012-13

Grade	Fair Oaks	Garfield	Hawes	Hoover	Kennedy	Taft
Kindergarten	28%	30%	--	22%	--	48%
1st Grade	55%	38%	40%	30%	--	50%
2nd Grade	68%	42%	46%	18%	--	63%
3rd Grade	57%	93%	47%	35%	--	63%
4th Grade	58%	54%	51%	30%	--	84%
5th Grade	65%	53%	55%	45%	--	81%
6th Grade	--	73%	--	26%	52%	--
7th Grade	--	45%	--	91%	84%	--
8th Grade	--	59%	--	97%	45%	--

In the family engagement strategy area, we found grade-level variations in the participation rates across the community schools. For example, we observed that at Fair Oaks Elementary School, there were much higher participation rates among students in grades 2-5 versus students in grades K-1 (Exhibit 8), where only 18% of first graders had a parent or guardian who took part in family engagement opportunities, versus 64% of second graders. Hawes Elementary School demonstrated similar lower participation rates in the earlier grades, especially Kindergarten (8%). By contrast, Garfield’s participation numbers in grade 8 were much lower than its earlier grades (K-7). Hoover Elementary School demonstrated relatively high and uniform participation patterns for all of its grades, while Taft reported higher levels of participation for students in grade 5 compared to other age groups. These various grade-level differences among the schools may warrant further investigation, as they may point to potential discrepancies in family outreach strategies, program offerings, or other areas.

Reflections on Practice: *What factors could contribute to grade-level differences in participation rates among students in the three strategy areas? How can family engagement be increased among those with low rates of participation?*

Exhibit 8: Percentage of Students in Each Grade Level Taking Part in Family Engagement Opportunities by School, 2012-13

Grade	Fair Oaks	Garfield	Hawes	Hoover	Kennedy	Taft
Kindergarten	28%	46%	8%	92%	--	55%
1st Grade	18%	46%	23%	89%	--	64%
2nd Grade	64%	59%	23%	92%	--	68%
3rd Grade	66%	58%	31%	90%	--	57%
4th Grade	61%	61%	34%	90%	--	79%
5th Grade	66%	57%	28%	94%	--	90%
6th Grade	--	54%	--	86%	26%	--
7th Grade	--	56%	--	93%	24%	--
8th Grade	--	22%	--	89%	19%	--

Finally, **we observed slight variations among the different grades in the use of support services (Exhibit 9).** At Garfield, however, the differences were more pronounced, where support service use was much higher in the middle grades (grades 6-8) than the elementary grades (K-5). For instance, 99% of sixth graders were involved in support services, compared to only 29% of first graders. While more investigation is warranted, such variations may point to the fact that programs, services, or other initiatives target students in specific grades.

Exhibit 9: Percentage of Students in Each Grade Level Accessing Support Services by School, 2012-13

Grade	Fair Oaks	Garfield	Hawes	Hoover	Kennedy	Taft
Kindergarten	44%	43%	31%	44%	--	33%
1st Grade	53%	29%	40%	38%	--	37%
2nd Grade	47%	31%	29%	46%	--	45%
3rd Grade	44%	36%	27%	37%	--	48%
4th Grade	36%	45%	34%	47%	--	53%
5th Grade	53%	45%	34%	46%	--	47%
6th Grade	--	99%	--	45%	39%	--
7th Grade	--	97%	--	53%	36%	--
8th Grade	--	99%	--	37%	34%	--

Program Participation in Each Strategy Area and Program Sub-Category

We report in Exhibit 10 the proportion of participants engaged in specific programs within strategy areas at each school. Overall, **Taft had the highest share of its students taking part in extended learning activities** at 63%. Within extended learning, we found that Kennedy, among all the schools, had the greatest proportion of its students engaged in afterschool programs at 56%; this is a 29 percentage point increase from the 2011-12 academic year. Taft reported high rates of participation in summer/intercession programs (31%), and Kennedy in youth leadership programs (34%).²

Exhibit 10: Percentage of Students Participating in Each Community School Strategy Area and Program Sub-Category in 2012-13, by School

	Fair Oaks	Garfield	Hawes	Hoover	Kennedy	Taft	Overall
Extended Learning	57%	54%	41%	42%	61%	63%	53%
Afterschool	46%	53%	39%	39%	56%	52%	49%
Summer/Intercession	27%	9%	18%	7%	10%	31%	14%
Youth leadership	12%	2%	--	18%	34%	3%	14%
Family Engagement	49%	51%	25%	91%	23%	68%	54%
Parent education	9%	25%	--	73%	8%	27%	28%
Parent leadership	2%	8%	8%	10%	5%	5%	7%
School-home communication	28%	--	8%	76%	4%	11%	24%
Parent events	35%	45%	20%	29%	14%	62%	33%
Parent volunteerism	8%	9%	--	44%	4%	40%	20%
Support	46%	57%	32%	44%	36%	43%	44%
Counseling	19%	42%	6%	23%	28%	7%	23%
Family assistance	37%	26%	28%	27%	13%	41%	27%
Any participation	84%	87%	67%	94%	76%	87%	84%
No participation	16%	13%	33%	6%	24%	13%	16%
Number of students	427	717	438	937	880	616	4015

² Kennedy's Fresh Lifelines for Youth (FLY) program is required for all students in grade 7. This may partially explain their higher rates of participation in youth leadership programs.

Within family engagement, Hoover demonstrated the highest rates of participation in many of the program categories including parent education (73%; e.g., Encuentros Familiares), parent leadership (10%; e.g., School Site Council), school-home communication (76%; e.g., cafécitos), and parent volunteerism (44%; e.g., 8th grade fundraising). Taft, however, had the highest rates of participation in parent events (62%; e.g., end of the year showcase).

***Reflections on Practice:** What factors might influence students' short- and long-term participation in particular strategy areas? What strategies are effective in recruiting students to take part in multiple strategy areas?*

Hoover's family engagement numbers are higher from the previous year, and may reflect more accurate estimates as a result of the data quality check conducted in CitySpan. As mentioned previously, these revised estimates may partly explain the jump from the previous year in overall participation in family engagement across all community schools (Exhibit 3).

Within the support strategy area, Garfield had the largest share of students taking part in counseling services (42%; e.g., drop-in counseling), while Taft reported high rates of participation in family assistance (41%; e.g., Operation School Bell). Unlike the previous year where Hawes did not report participation numbers in support services, this year their data showed that roughly 6% of their students received counseling while 28% of families participated in family assistance programs and events.

In the Appendix, we include additional analyses of school-level participation rates. Appendix A provides an overview of participation rates for all community schools in each strategy area from 2007-8 to the most recent academic year. Appendix B shows a grade-level comparison of participation rates across all community schools, over time, for each strategy area. Lastly, Appendix C contains individual school profiles, which report a demographic breakdown of students' participation in all strategy areas and program categories by school. In all, these analyses produced several key findings including the following:

- **All schools experienced an increase in the use of support services (e.g., counseling).**
- **Kindergarten students had the lowest participation rates in extended learning opportunities among the community schools.**
- **A larger proportion of students in grades 6 and 7 utilized support services, relative to other grades.**
- **Students in grade 8 had the lowest participation rates in family engagement activities.**
- **Students in grade 5 had the highest rates of participation in any community school programming, while Kindergarten students had the lowest rates.**

Research Question #1 - What are the characteristics of students who do not take part in any community school program or support? How do non-participants compare with participants?

We summarize in Exhibit 11 the demographic characteristics of students who took part in community school activities, programs, or services versus those who did not. Overall, **programs at RCSD’s six community schools predominantly served a vulnerable population of lower-achieving students, who came from economically disadvantaged, and ethnically and linguistically diverse backgrounds.** Our analysis showed few gender differences between the participant and non-participant groups. We found that a majority of those engaged in community school programming identified themselves as Latino (92%) and were classified as English learners (63%). Also, community school programs tended to serve a lower-income population of students who came from less educated households, where parents had less than a high school education (40%) and where 95% of students qualified for the Free and Reduced Price Lunch program (FRPL). In addition, participants were lower-achieving, where a smaller share of them scored proficient or above on the state’s standardized exams in Mathematics (54% vs. 57%) and English Language Arts (39% vs. 49%), when compared to their non-participating counterparts.

Exhibit 11: Demographic Profiles of Community School Participants by Strategy Area, 2012-13

	Extended Learning	Family Engagement	Support	Participants	Non-Participants
Gender					
Male	51%	51%	53%	52%	51%
Female	49%	49%	47%	48%	49%
Race/ethnicity					
Latino	91%	94%	93%	92%	84%
White	4%	3%	3%	4%	6%
African American	1%	0%	1%	1%	3%
Parental education					
Parent College	5%	3%	3%	4%	5%
Parent HS	27%	24%	23%	25%	24%
Parent no HS	41%	44%	43%	40%	26%
Academic characteristics					
Math Proficient 2011-12	53%	59%	50%	54%	57%
ELA Proficient 2011-12	40%	39%	35%	39%	49%
Special Education	11%	11%	13%	12%	12%
English Learner	59%	66%	65%	63%	58%
GATE	3%	3%	2%	2%	1%
Free & Reduced Price Lunch	94%	97%	96%	95%	83%
Number of students	2124	2152	1740	3356	659

Research Question #2 - What are the characteristics of students who receive multiple types of supports? What types of services do they access?

Across the community schools, students often participated in activities, programs, or services in more than one strategy area (Exhibit 12). For example, **16% of students enrolled in community schools accessed programming in all three key strategy areas.** Taft Elementary School had 25% of its students taking part in all three strategy areas, followed by Hoover Elementary School (21%), and Fair Oaks Elementary School (20%). Overall, participants accessing support services were more likely to engage in another strategy area, with only 8% of students accessing support services. Among students participating in two strategy areas, extended learning and family engagement was the most frequently accessed combination of programs (15%), followed by family engagement and support (10%), and extended learning and support (9%).

Exhibit 12: Program Participation Rates in Single Strategy Areas and Combinations of Strategy Areas in 2012-13, by School

	Fair Oaks	Garfield	Hoover	Kennedy	Taft	Hawes	Overall
Extended Learning Only	15%	8%	1%	26%	8%	22%	13%
Family Engagement Only	11%	8%	30%	3%	10%	7%	12%
Support Only	10%	12%	1%	10%	6%	13%	8%
Extended Learning & Family Engagement	12%	13%	20%	10%	25%	6%	15%
Extended Learning & Support	10%	15%	1%	17%	5%	7%	9%
Family Engagement & Support	7%	12%	22%	2%	7%	7%	10%
All Three Strategy Areas	20%	17%	21%	8%	25%	5%	16%
No Participation	16%	13%	6%	24%	13%	33%	16%
Number of Students	427	717	937	880	616	438	4015

To further explore variations in participation patterns, we examined the demographic characteristics of participants who engaged in a combination of strategy areas (Exhibit 13). We found that slightly more males (54%) than females (46%) accessed support services and family engagement opportunities at their local community school. Among this group, a majority of them were Latino (95%) and English learners (72%); also, nearly half of them had parents with less than a high school education (45%), and almost all qualified for subsidized meals (99%). Additionally, compared to those who accessed other combinations of services, those who engaged in support services and extended learning programs had the lowest proficiency rates on the California Standardized Tests (CSTs) in Mathematics (41%) and English Language Arts (33%).

Exhibit 13: Demographic Profiles of Community School Participants in Single Strategy Areas and Combinations of Strategy Areas in 2012-13

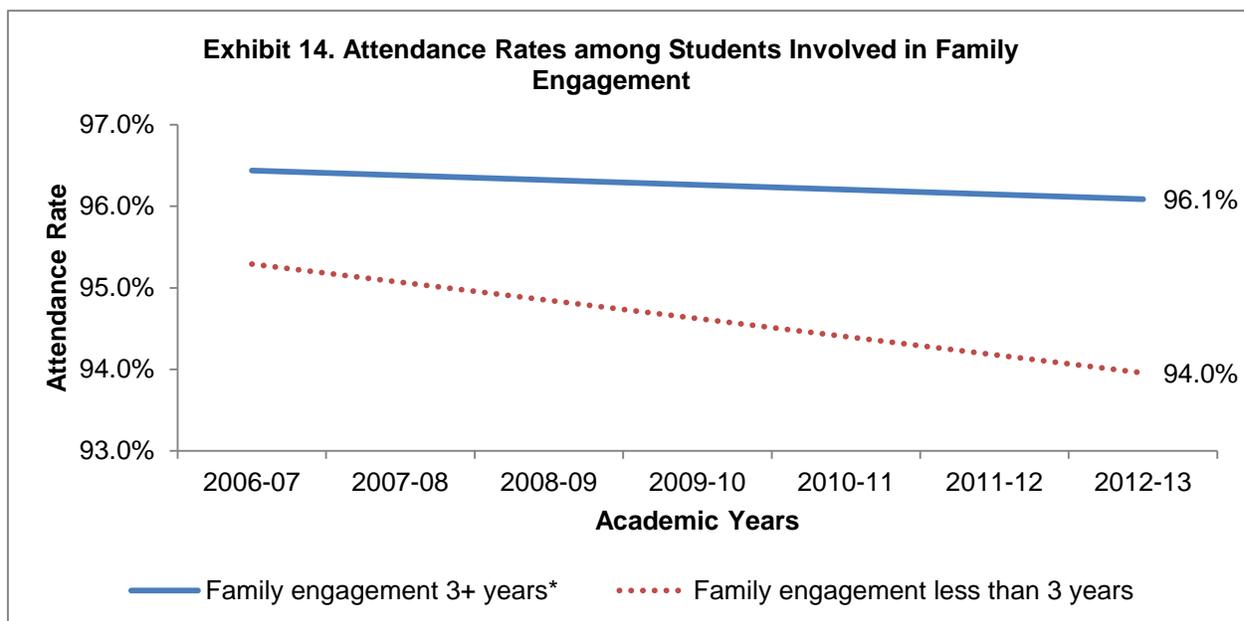
	Extended Learning Only	Extended Learning and Family Engagement	Extended Learning and Support	Family Engagement Only	Family Engagement and Support	Support Only	All Three	No Participation
Gender								
Male	51%	49%	53%	51%	54%	57%	51%	51%
Female	49%	51%	47%	49%	46%	43%	49%	49%
Race/ethnicity								
Latino	85%	92%	86%	93%	95%	90%	96%	84%
White	7%	4%	6%	2%	2%	3%	2%	6%
African American	1%	0%	3%	0%	0%	2%	1%	3%
Parental education								
Parent College	8%	6%	5%	2%	1%	2%	3%	5%
Parent HS	31%	26%	26%	23%	19%	21%	25%	24%
Parent no HS	30%	44%	37%	38%	45%	33%	50%	26%
Academic characteristics								
Math Proficient 2011-12	49%	63%	41%	65%	58%	45%	54%	57%
ELA Proficient 2011-12	45%	45%	33%	38%	36%	36%	35%	49%
Special Education	9%	12%	12%	9%	12%	20%	12%	12%
English Learner	53%	58%	58%	73%	72%	68%	64%	58%
GATE	4%	5%	1%	2%	1%	1%	2%	1%
Free & Reduced Lunch	86%	95%	93%	97%	99%	90%	99%	83%
Number of students	513	599	365	496	410	326	647	659

Research Question #3: How does participation in single or multiple strategy areas influence students' short- and long-term outcomes?

To determine the extent to which participation in single or multiple strategy areas influenced students' short- and long-term outcomes, we used statistical models that accounted for individual- and school-level factors to isolate the links between community school programs and changes in students' outcomes. Specifically, we explored whether consistent participation (in this case, three or more years) in single or multiple strategy areas was associated with students' attendance rates, perceptions of care at school (during the middle grades), and scores on the California Standardized Tests in Mathematics and English Language Arts. Among English learners, we also tested whether engagement in one or multiple strategy areas was linked to English language proficiency as measured by the California English Language Development Test (CELDT). It is important to note that these statistical models only indicate associations and not direct causal links between program participation and students' outcomes.

Attendance

We observed that **students whose families were consistently involved in family engagement activities for three or more years had higher attendance rates than those who were less involved.** First, examining the family engagement strategy area, we compared the outcomes of those only involved in family engagement opportunities for three or more years, with those engaged for less than three years (Exhibit 14). Participants consistently taking part in family engagement had roughly a 0.1 percentage point annual advantage in their attendance rates³, resulting in a statistically significant 2.1 percentage point difference in the 2012-13 academic year (as noted by the asterisk in Exhibit 14); this adds up to almost four extra days of school attendance over a 180-day school year ($.021 \times 180 \text{ days} = 3.78 \text{ days}$).

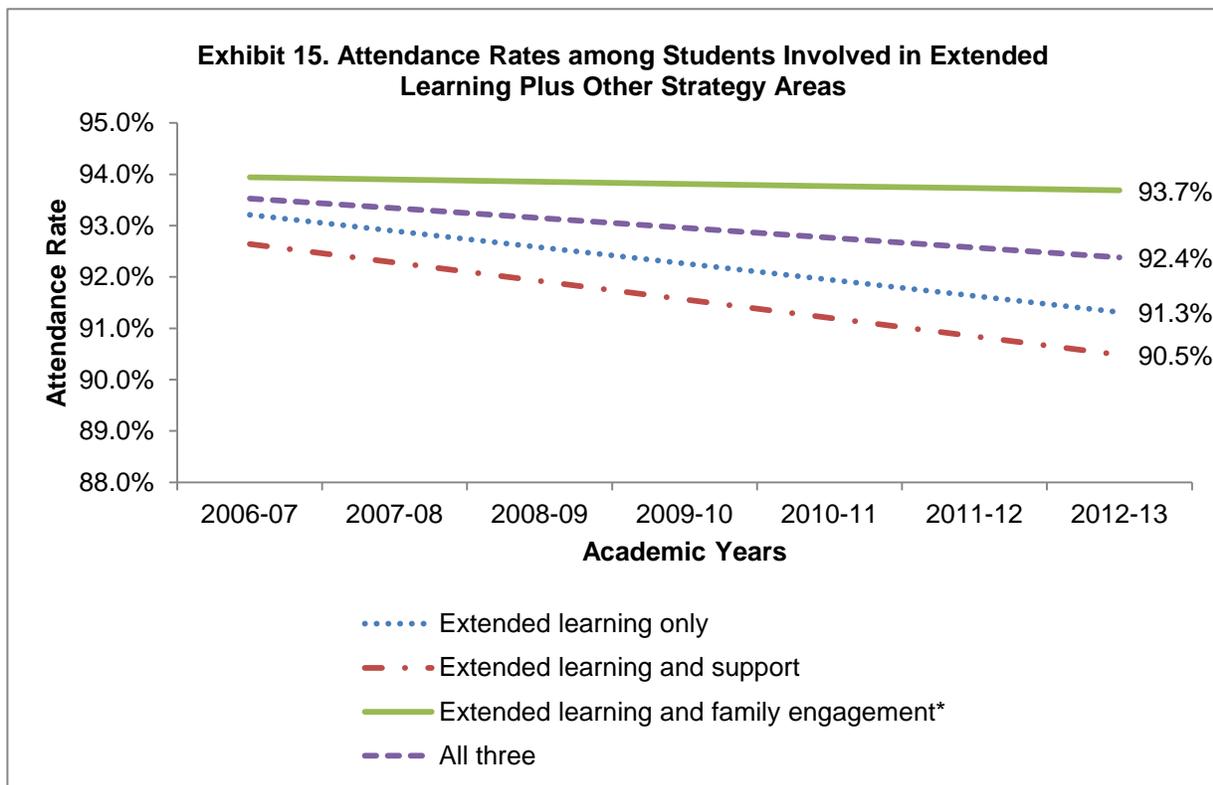


³ Students' attendance rates = number of days attended school / number of days enrolled.

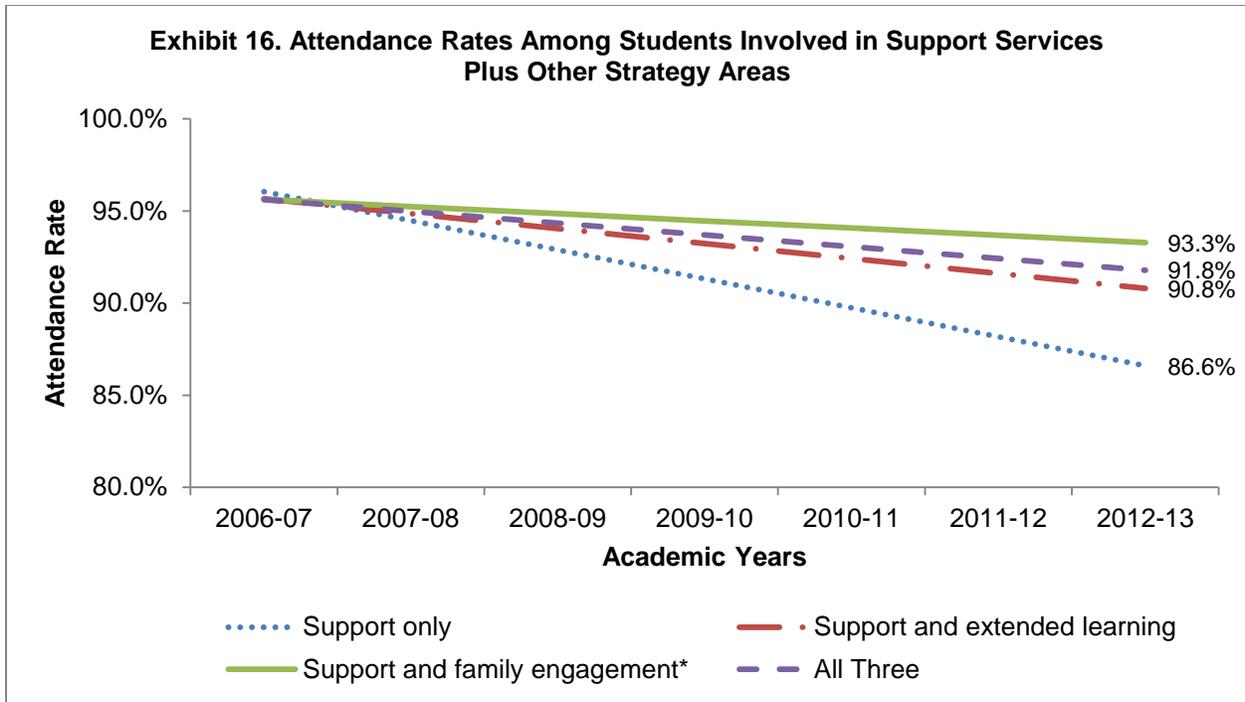
* Note: Asterisk denotes a statistically significant difference.

Next, in the extended learning strategy area, we compared students who only took part in extended learning activities (e.g., intercession programs) with those who engaged in extended learning *and* had families regularly participating in family engagement opportunities (e.g., parent education classes). We found **those participating in both extended learning and family engagement had a statistically significantly higher attendance rate than many of their counterparts** (Exhibit 15). Relative to those only involved in extended learning, the growth in students' attendance rates was approximately 0.7 percentage points higher per year for those participants who also had families taking part in family engagement activities for three or more years. The difference in growth, over time, resulted in a 2.4 percentage point gap by the 2012-13 academic year; this is the equivalent of about four extra days of school attendance over a 180-day school year (.024 x 180 days = 4.32 days).

Reflections on Practice: *In what ways would participation in multiple strategy areas drive improved outcomes? How can students' and families' experiences with wraparound services be improved and sustained?*



Finally, in the support strategy area, we compared the attendance rates of those consistently accessing only support services with those engaged with support services plus one other strategy area. **Relative to those only engaged in supports (e.g., family assistance programs) students who accessed a combination of support services and family engagement opportunities had a statistically significantly higher attendance rate than their peers** (Exhibit 16). This difference resulted in a 6.7 percentage point difference between these two groups in the most recent academic year, which roughly equates to 12 extra days of school attendance over a 180-day school year (.067 x 180 days = 12.06 days).



Students’ Sense of Care at School in the Middle Grades

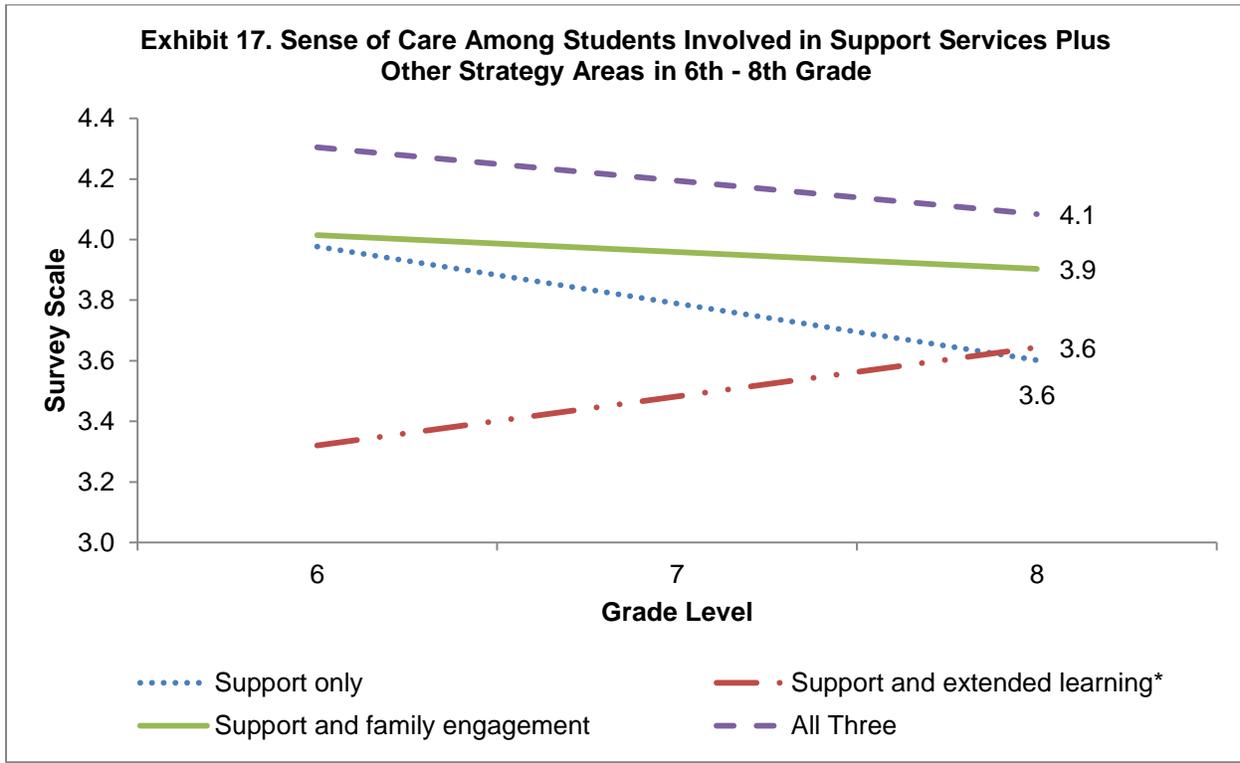
Similar to gains seen in students’ attendance rates, **participants who engaged in more than one strategy area—in this case supports and extended learning—experienced a positive change in their perceptions of care at school during the middle grades** (Exhibit 17). Examining students’ viewpoints about and experiences in school has important implications, both for practice and policy. A review of the academic literature shows that students who report a stronger sense of care and belonging to school are more likely to show interest in school, have less anxiety, and perceive themselves to be more competent.⁴ The middle school survey, which is administered annually to RCSD youth in 6th through 8th grade, taps students’ viewpoints about various aspects of the school and classroom environment, including students’ perceptions of staff practices and sense of confidence in their motivation to learn. The survey uses a six-point measure, where 1 equals *very untrue* and 6 equals *very true*.

We found that students who accessed support services and took part in extended learning programs had lower initial perceptions of the school climate in the 6th grade, relative to their peers who accessed only support services or who participated in other program combinations. Although most students’ sense of care at school declined slightly as they matriculated from grade 6 to grade 8, the perceptions of those who accessed a combination of support services and extended learning opportunities increased by the time they reached the 8th grade (Exhibit 17). While modest, this finding holds promise because past studies have demonstrated positive links between students’ perceptions of the

Reflections on Practice: *What types of outcome measures would capture the experiences of students accessing support services over multiple years? How could these measures be collected?*

⁴ Osterman, K. (2000). Students’ need for belonging in the school community. *Review of Educational Research*, 70(3), 323-367.

school environment and their academic, social, and health risk-taking behaviors (e.g., lower rates of smoking, delinquency).^{5,6}

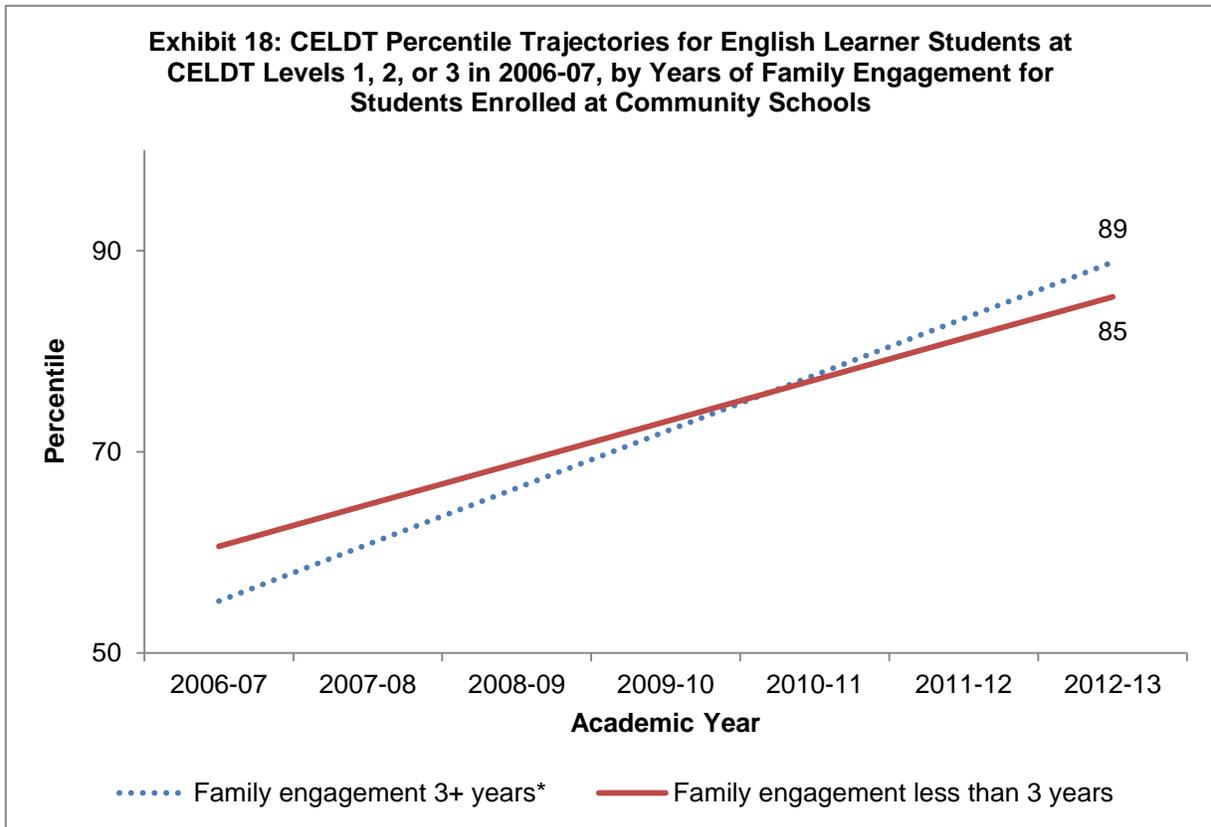


English Language Proficiency among English Learners

Similar to the positive associations found in attendance and students' perceptions of the school climate, we observed gains among English learners in their English language proficiency (Exhibit 18). **Compared to English learners involved in family engagement opportunities for less than three years, those who scored at Level 1 (Beginning), Level 2 (Early Intermediate), or Level 3 (Intermediate) on the CELDT in the 2006-7 academic year and who had families consistently involved in family engagement activities for three or more of the next six years, demonstrated a higher proficiency growth rate in their listening, speaking, reading, and writing skills in English.** This higher growth rate resulted in a statistically significant four percentile point difference on the CELDT between these two groups.

⁵ McNeely, C. & Falci, C. (2004). School connectedness and the transition into and out of health-risk behavior among adolescents: A comparison of social belonging and teacher support. *Journal of School Health, 74*(7), 284-292.

⁶ Battistich, V. & Hom, A. (1997). The relationship between students' sense of their school as a community and their involvement in problem behaviors. *American Journal of Public Health, 87*(12), 1997-2001.



Conclusions and Considerations

This report examines students’ participation in the strategy areas and programs offered at RCSD’s community schools. It also investigates the degree to which participation in these programs is linked to students’ short- and long-term outcomes. We observe that an increasing number of students and families are taking part in the extended learning, family engagement, and support strategy areas—making this year’s participation rates the highest we have observed. The share of students and families taking part in family engagement opportunities has increased dramatically, from 33% in 2011-12 to 54% in 2012-13; likewise, support service use has also risen from 28% to 44% this year. Students in the 5th grade have the highest rates of participation in any strategy area relative to other grades, while Kindergarten students have the lowest rates. There are also differences within the strategy areas; for instance, students in 8th grade demonstrate lower levels of involvement in family engagement, while a greater proportion of students in 6th and 7th grades use support services. Because community schools respond directly to the needs of their students and families, our analyses show that patterns of participation vary across schools in interesting and important ways (Appendix C).

Additionally, we find that participation in particular strategy areas or a combination of strategy areas is linked to positive gains in students’ attendance, perceptions of the school climate, and for English learners, performance on the CELDT. Students whose families are consistently taking part in family engagement experience gains in their attendance rates; this finding is also true of students who were engaged in combinations of strategy areas, including extended learning programs and support services. These findings are consistent with other research, which demonstrates that attendance improves when schools take comprehensive approaches

to family involvement.⁷ **Community schools may want to consider developing family engagement strategies specifically designed to support and sustain good attendance.** Activities may include workshops that communicate to families the school's attendance policies, as well as the importance of attendance on students' grades and classroom learning, or initiatives that actively include families in the creation of new approaches and incentives that motivate students to attend school more regularly.

Similar to past reports, family engagement continues to be positively linked to language proficiency among linguistic minority students. It is logical to assume that families' presence at school and participation in school-related activities may provide English learner students valuable opportunities to practice and advance their English skills (e.g., translating conversations between parents and teachers). This finding is consistent with previous studies, which have shown that the fewer opportunities immigrant or newcomer students have to interact using English (i.e., with peers and teachers), the less likely they are to demonstrate strong English proficiency.⁸ Consequently, **community schools may want to think about developing more opportunities for students (as well as their families), to increase their mastery of the English language across different learning contexts, including the home and school settings (e.g., intercambios).**

Finally, our analysis demonstrates that middle school youth accessing support services, such as counseling or family assistance programs, and who are also engaged in extended learning opportunities experience improvements in their overall perceptions of care at school. We posit that students involved in support services are among the most at-risk and vulnerable; thus, their additional involvement in extended learning activities, particularly those that focus on relationship-building between adults and students; promote students' autonomy and leadership skills; and which communicate high expectations to all students regardless of their demographic, disciplinary, or achievement backgrounds may have helped positively shift their viewpoints about the school culture. Therefore, **community schools may want to consider expanding strategies that help identify vulnerable students (and families) in need of social, emotional, or material supports, and link them to other resources that help strengthen their positive experiences and connections to school.**

Since schools respond directly to the needs of their students and families, results from this analysis should be carefully considered in light of the contextual factors "happening on the ground" within each community school, including budget cuts, staff turnover, and other school initiatives, among others. In the future, we hope to engage with RCSD's community schools to learn more about the processes and conditions that underpin many of the current findings. This can take many forms such as an in-depth investigation of how students are linked with support services, and how community school coordinators work with teachers, school administrators, community partners, and parents in tackling students' behavioral health concerns. Additional research may also include more inquiry of the extended learning strategy area, and how the district's network of community schools works with various providers to create and implement a seamless program of opportunities that support students' success.

⁷ Epstein, J.L., & Sheldon, S.B. (2002). Present and accounted for: Improving student attendance through family and community involvement. *The Journal of Educational Research*, 95(5), 308-318.

⁸ Carhill, A., Suárez-Orozco, C., Páez, M. (2008). Explaining language proficiency among adolescent immigrant students. *American Educational Research Journal*, 45(4), 1155-1179.

Appendix A
Participation in Community School Strategy Areas, 2007-8 to 2012-13, by School

School	Strategy Areas	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Fair Oaks	Extended Learning	59%	54%	68%	62%	54%	57%
	Family Engagement	36%	46%	68%	72%	53%	49%
	Support	9%	20%	54%	38%	23%	46%
	Any Participation	70%	71%	87%	86%	77%	84%
	No Participation	30%	29%	13%	14%	23%	16%
	<i>Number of Students</i>	492	533	513	482	432	427
Garfield	Extended Learning				41%	54%	54%
	Family Engagement				15%	21%	51%
	Support				10%	32%	57%
	Any Participation				55%	71%	87%
	No Participation				45%	29%	13%
	<i>Number of Students</i>				676	708	717
Hawes	Extended Learning					46%	41%
	Family Engagement					17%	25%
	Support					0%	32%
	Any Participation					55%	67%
	No Participation					45%	33%
	<i>Number of Students</i>					455	438
Hoover	Extended Learning	42%	31%	35%	35%	37%	42%
	Family Engagement	16%	17%	25%	23%	33%	91%
	Support	6%	25%	47%	55%	24%	45%
	Any Participation	51%	60%	67%	71%	63%	94%
	No Participation	49%	40%	33%	29%	37%	6%
	<i>Number of Students</i>	912	972	916	936	965	937
Kennedy	Extended Learning	26%	36%	43%	53%	56%	61%
	Family Engagement	18%	12%	9%	11%	24%	23%
	Support	4%	20%	21%	28%	35%	36%
	Any Participation	40%	65%	66%	68%	75%	76%
	No Participation	60%	35%	34%	32%	25%	24%
	<i>Number of Students</i>	999	967	909	930	865	880
Taft	Extended Learning	35%	44%	56%	54%	54%	63%
	Family Engagement	28%	49%	35%	40%	60%	68%
	Support	13%	40%	41%	52%	47%	43%
	Any Participation	56%	77%	76%	80%	81%	87%
	No Participation	44%	23%	24%	20%	19%	13%
	<i>Number of Students</i>	559	572	608	594	592	616

Appendix B
Participation in Community School Strategy Areas by Grade Level, 2012-13

	Extended Learning	Family Engagement	Support	Any Participation	No Participation	Number of Students
Kindergarten	18%	49%	39%	74%	26%	472
1st Grade	37%	56%	39%	81%	19%	436
2nd Grade	37%	63%	40%	85%	15%	443
3rd Grade	55%	60%	38%	85%	15%	443
4th Grade	51%	69%	44%	89%	11%	418
5th Grade	57%	71%	46%	91%	9%	427
6th Grade	42%	44%	50%	83%	17%	416
7th Grade	76%	42%	49%	90%	10%	472
8th Grade	57%	32%	45%	76%	24%	488
Overall	48%	54%	43%	84%	16%	4015

Appendix C
Individual School Level Profiles, 2012-13

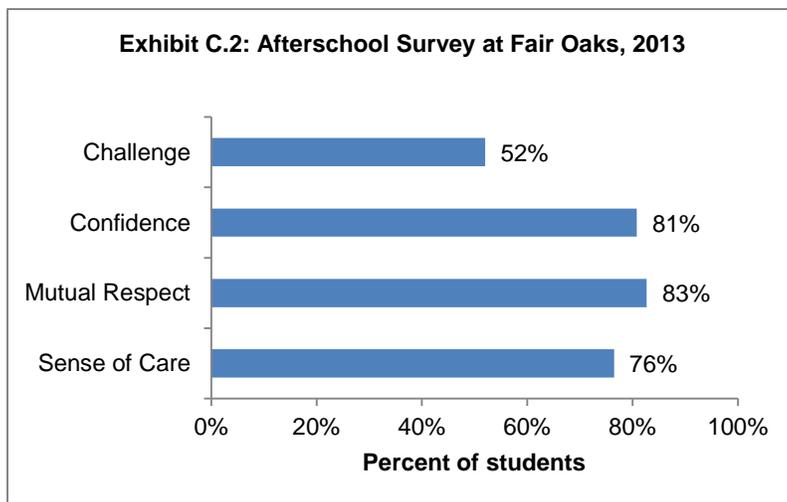
Fair Oaks School Profile

Exhibit C.1: Program Participation and Participant Characteristics at Fair Oaks, 2012-13									
	Participation		Participant Characteristics						
	% Part.	Avg Days	Male	Female	Free & Red. Lunch	Parents no HS	English Learner	ELA Proficient 2011-12	Math Proficient 2011-12
Extended Learning	57%	111	51%	49%	99%	48%	76%	40%	66%
After School	46%	143	51%	49%	99%	55%	75%	41%	67%
Summer/Intercession	28%	9	60%	40%	100%	42%	85%	27%	57%
Youth Leadership	12%	*	37%	63%	100%	71%	43%	56%	78%
Family Engagement	49%	19	51%	49%	100%	60%	73%	38%	61%
Parent Education	9%	20	80%	20%	100%	70%	80%	40%	80%
Parent Leadership	2%	63	46%	54%	97%	46%	77%	39%	72%
School-Home Communication	28%	1	45%	55%	100%	73%	73%	35%	60%
Parent Events	35%	7	50%	50%	100%	55%	70%	44%	66%
Parent Volunteerism	8%	1	34%	66%	100%	60%	49%	59%	69%
Support	46%	*	60%	40%	99%	42%	80%	36%	61%
Counseling	19%	*	68%	32%	100%	50%	84%	18%	47%
Family Assistance	37%	*	55%	45%	99%	41%	81%	40%	63%
No Program Participation	16%	*	42%	58%	94%	17%	77%	50%	67%

* Note: Daily attendance data were not available for these categories.

Community school programs reached 84% of the students at Fair Oaks Elementary School in the 2012-13 academic year (Exhibit C.1). More than half of students took part in extended learning activities (57%) for an average of 111 days, making it the most frequently accessed strategy area. Nearly all those engaged in extended learning activities were enrolled in the Free and Reduced Price Lunch program (99%), and almost half came from lower-educated households, where their parents lacked a high school diploma (48%). Within the extended learning strategy area, we observed a greater proportion of females (63%) taking part in youth leadership opportunities such as student council and conflict mediation. With regards to participation in the family engagement strategy, data indicate that Fair Oaks experienced a four percentage point decrease from the previous year (49%); we also observed that families were engaged mostly through family events (35%) and school-home communication (28%). Examining support service use, we found that Fair Oaks experienced a 23 percentage point increase from the previous year (46%). Data show that students whose families

received assistance of some type (e.g., gift cards), were mostly male (55%) and those seeking counseling had the lowest English Language Arts (18%) and Mathematics (47%) proficiency rates on the CST.



Students taking part in afterschool programs in Fair Oaks reported positive experiences and attitudes (Exhibit C.2). For example, 83% of respondents reported that school staff engaged in practices that promoted mutual respect. Similarly, 81% reported confidence in their abilities. A slightly lower share of students reported experiencing a sense of care in the afterschool program (76%), and 52% felt that the afterschool program staff challenged them to think.

Garfield School Profile

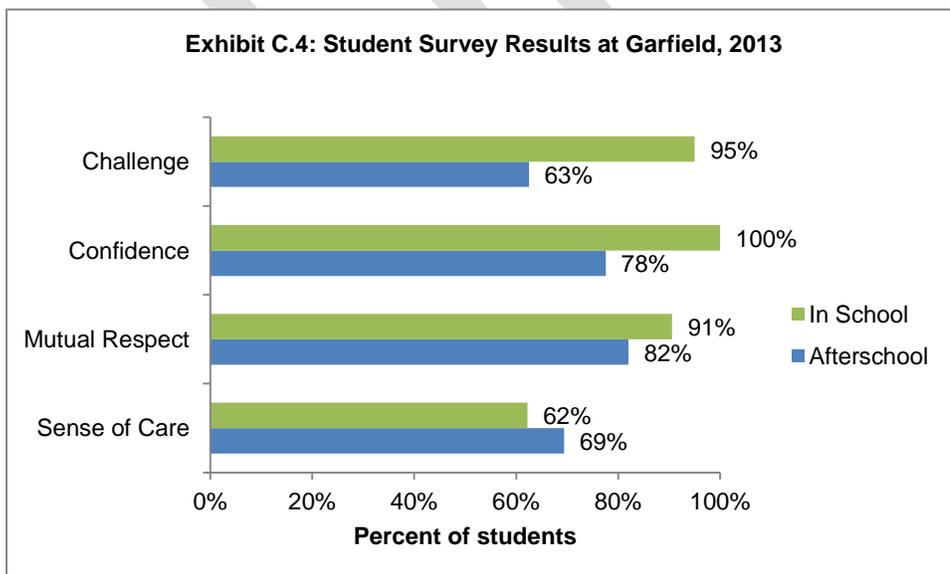
Exhibit C.3: Program Participation and Participant Characteristics at Garfield, 2012-13

	Participation		Participant Characteristics						
	% Part.	Avg Days	Male	Female	Free & Red. Lunch	Parents no HS	English Learner	ELA Proficient 2011-12	Math Proficient 2011-12
Extended Learning	54%	47	45%	55%	99%	46%	70%	31%	49%
After School	52%	132	45%	55%	99%	45%	70%	31%	49%
Summer/Intercession	9%	6	52%	48%	98%	48%	71%	33%	57%
Youth Leadership	2%	*	31%	69%	100%	23%	23%	58%	67%
Family Engagement	51%	9	53%	47%	100%	46%	74%	31%	53%
Parent Education	25%	15	48%	52%	100%	52%	76%	31%	53%
Parent Leadership	8%	4	53%	47%	99%	51%	69%	35%	59%
School-Home Communication	0.3%	1	50%	50%	100%	50%	50%	50%	50%
Parent Events	45%	3	53%	47%	100%	48%	75%	32%	52%
Parent Volunteerism	9%	12	55%	45%	100%	48%	72%	22%	54%
Support	57%	*	56%	44%	97%	46%	66%	30%	43%
Counseling	42%	*	58%	42%	98%	48%	61%	31%	39%
Family Assistance	26%	*	53%	47%	94%	45%	75%	25%	49%
No Program Participation	13%	*	67%	33%	88%	24%	76%	28%	66%

* Note: Daily attendance data were not available for these categories.

In 2012-13, community school programming reached 87% of students enrolled at Garfield Elementary School (Exhibit C.3). About 54% of students took part in extended learning programs, for an average of 47 days of attendance. Examining these participants, we found that more females (69%) engaged in youth leadership activities (e.g., student council); we also found that those engaged in youth leadership came from higher-educated households, where 77% of parents had above a high school education. Family engagement programs and opportunities reached slightly more than half of participants (51%)—a 30 percentage point increase from the previous year. Data indicate that most families were interfacing with the school through various parent events (45%) and educational programs (25%). Similar to family engagement, Garfield experienced 25 percentage point increase from the previous year in the share of students and families accessing support services. We found that youth participants who received counseling from the school (e.g., holiday help) had the lowest math proficiency rates on the CST (39%). Relative to participants, those who did not access programs at Garfield were mostly male (67%) and came from higher-income and educated households; still, the CST proficiency rates of non-participating students in English Language Arts (28%) were lower than those engaged in extended learning (31%) and family engagement (31%).

Exhibit C.4: Student Survey Results at Garfield, 2013



Comparing the afterschool and in-school survey results (Exhibit C.4), we observed that all respondents reported feeling confident in their abilities during the school day (100%), but only 78% felt the same level of confidence during the afterschool hours. A greater proportion of students reported feeling challenged to think in school (95%) versus afterschool (63%). Also, more respondents perceived that staff engaged in practices that promoted mutual respect during the school day (91%), than during afterschool (82%). By contrast, respondents felt a greater sense of care afterschool (69%) than they do during school (62%).

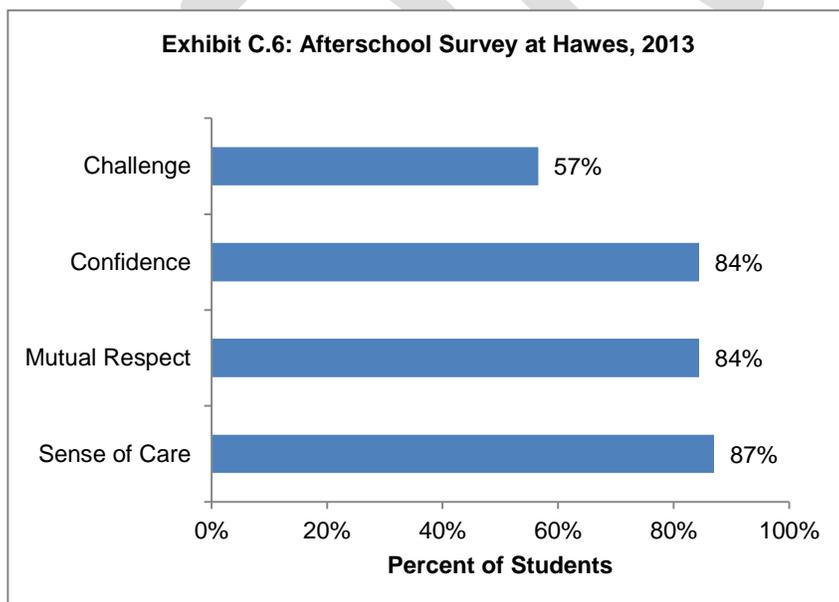
Hawes School Profile

Exhibit C.5: Program Participation and Participant Characteristics at Hawes, 2012-13

	Participation		Participant Characteristics						
	% Part.	Avg Days	Male	Female	Free & Red. Lunch	Parents no HS	English Learner	ELA Proficient 2011-12	Math Proficient 2011-12
Extended Learning	41%	143	56%	44%	100%	46%	68%	42%	62%
After School	39%	148	54%	46%	100%	44%	68%	44%	61%
Summer/Intercession	19%	4	59%	41%	100%	46%	68%	45%	69%
Youth Leadership	0%	--	--	--	--	--	--	--	--
Family Engagement	25%	6	51%	49%	100%	48%	62%	54%	67%
Parent Education	0%	--	--	--	--	--	--	--	--
Parent Leadership	8%	7	46%	54%	100%	49%	43%	86%	85%
School-Home Communication	8%	4	5%	49%	100%	38%	62%	70%	65%
Parent Events	20%	3	53%	47%	100%	48%	64%	52%	65%
Parent Volunteerism	0%	--	--	--	--	--	--	--	--
Support	32%	*	61%	39%	100%	39%	70%	54%	67%
Counseling	6%	*	61%	39%	100%	39%	70%	54%	67%
Family Assistance	28%	*	67%	33%	100%	26%	74%	58%	75%
No Program Participation	33%	*	54%	46%	97%	29%	79%	51%	61%

* Note: Daily attendance data were not available for these categories.

In its third year as part of the community school initiative, Hawes Elementary School had 67% of its students (and their families) engaged in at least one community school activity, program, or service (Exhibit C.5). All participants in the three strategy areas came from economically disadvantaged households. Forty one percent of students took part in extended learning activities, with an average of 143 days of participation. These participants also demonstrated the lowest English Language Arts proficiency rates (42%) out of all the main strategy areas. A majority of students involved in extended learning took part in the afterschool program (39%), and these students showed the lowest math proficiency rates (61%). Similar to the 2011-12 academic year, Hawes did not report any participation in youth leadership. With regards to family engagement, we found that Hawes experienced an eight percentage point increase from the previous year. The school reached approximately 25% of students, with parent events (e.g., Bike Rodeo) as having the highest participation rate (20%). In their first year of collecting participation data in support services, Hawes reported that 32% of students participated. Those receiving supports were mostly taking advantage of family assistance programs (28%) such as Operation School Bell. We also observed that more male students than female students were engaged in both counseling (61% vs. 39%) and family assistance (67% vs. 33%). Students with no record of program participation were mostly males (54%), English learners (79%) and from higher-educated households.



Examining the survey responses of afterschool participants at Hawes, we found that most students reported experiencing a sense of care (87%; Exhibit C.6). Likewise, they also felt confident in their abilities (84%) and perceived that staff utilized practices that promoted mutual respect (84%). By contrast, only about 57% of students reported being challenged to think during the afterschool hours.

Hoover School Profile

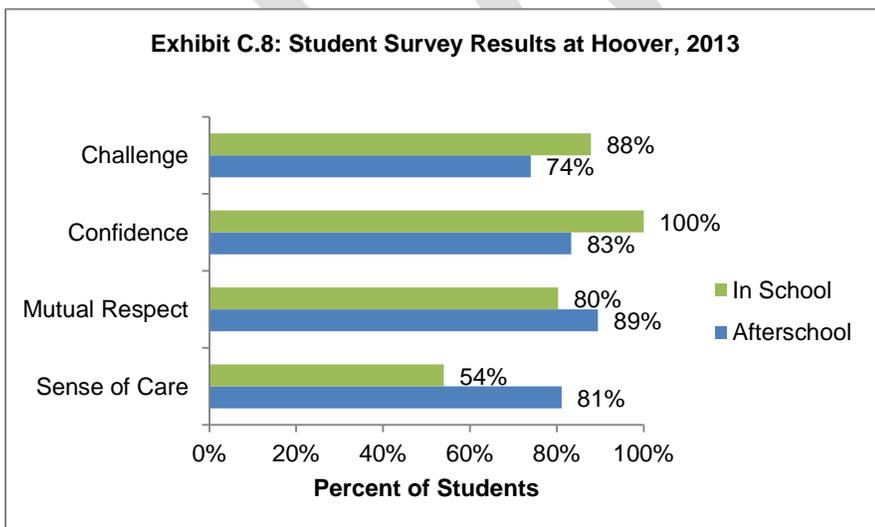
Exhibit C.7: Program Participation and Participant Characteristics at Hoover, 2012-13

	Participation		Participant Characteristics						
	% Part.	Avg Days	Male	Female	Free & Red. Lunch	Parents no HS	English Learner	ELA Proficient 2011-12	Math Proficient 2011-12
Extended Learning	42%	72	49%	51%	99%	52%	63%	35%	53%
After School	39%	112	48%	52%	99%	52%	62%	35%	53%
Summer/Intercession	7%	5	58%	42%	97%	43%	83%	26%	62%
Youth Leadership	18%	*	42%	58%	100%	58%	36%	47%	42%
Family Engagement	91%	1	49%	51%	98%	47%	71%	34%	59%
Parent Education	73%	1	48%	52%	100%	45%	77%	33%	65%
Parent Leadership	10%	*	49%	51%	98%	46%	74%	33%	61%
School-Home Communication	76%	*	49%	51%	99%	48%	73%	32%	59%
Parent Events	29%	1	46%	54%	99%	52%	66%	40%	66%
Parent Volunteerism	44%	*	49%	51%	100%	47%	74%	36%	66%
Support	44%	*	46%	54%	99%	49%	72%	30%	57%
Counseling	23%	*	42%	58%	98%	53%	70%	27%	50%
Family Assistance	27%	*	49%	51%	100%	47%	75%	34%	63%
No Program Participation	6%	*	52%	48%	87%	33%	70%	29%	39%

* Note: Daily attendance data were not available for these categories.

Hoover Elementary School served 94% of its students in the 2012-13 academic year, a 31 percentage point increase from the previous year (Exhibit C.7). A majority of participants (91%) were engaged in family engagement activities, followed by support services (44%), and extended learning programs (42%). Examining the characteristics of students engaged in extended learning, we found that 39% were involved in the afterschool program, with an average of 112 days of participation. Students taking part in summer or intercession programs, who were mostly males (58%), demonstrated the lowest proficiency rates in English Language Arts (26%). Those students engaged in youth leadership opportunities (e.g., YL-FLY) were mostly English speakers who came from lower-educated households, where 58% of families had a parent without a high school diploma. With regards to family engagement, Hoover experienced a 58 percentage point increase in participation rates from the previous year. We observed that families were mostly involved through school-home communication (76%), parent education (73%), and parent events (29%). Similar to family engagement, Hoover saw a 21 percentage point rise in the share of students and families taking part in support services from the previous year (44%). Examining who utilized supports, we found that most were lower-income females, whose first language was not English. Those who did not take part in community school programming demonstrated low proficiency rates both in ELA (29%) and math (39%)

Hoover students reported positive experiences both in school and during the afterschool hours. (Exhibit C.8). For example, all respondents expressed a sense of confidence in their abilities during school (100%); however, a lower percentage (83%) felt as confident in their afterschool program. There were also high and positive ratings regarding students' perceptions of being challenged during school (88%); slightly less felt the same way afterschool (74%). A greater share of students (89% vs. 80%) felt that staff engaged more in the afterschool hours in practices that promoted mutual respect. Likewise, more students expressed perceiving a sense of care in their afterschool program than during school (81% vs. 54%).



Kennedy School Profile

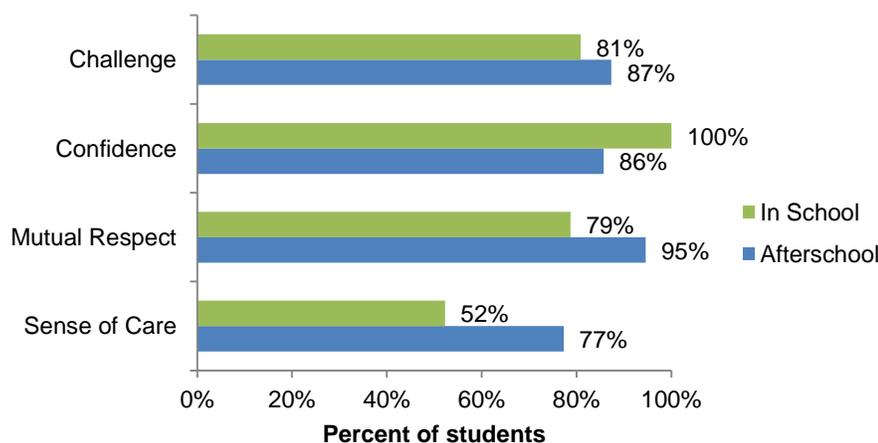
Exhibit C.9: Program Participation and Participant Characteristics at Kennedy, 2012-13

	Participation		Participant Characteristics						
	% Part.	Avg Days	Male	Female	Free & Red. Lunch	Parents no HS	English Learner	ELA Proficient 2011-12	Math Proficient 2011-12
Extended Learning	61%	38	53%	47%	81%	33%	30%	46%	47%
After School	56%	105	52%	48%	83%	34%	31%	46%	46%
Summer/Intercession	10%	9	58%	42%	74%	36%	16%	57%	65%
Youth Leadership	34%	*	49%	51%	83%	35%	27%	46%	39%
Family Engagement	23%	11	54%	46%	83%	41%	31%	46%	57%
Parent Education	8%	7	50%	50%	85%	33%	38%	47%	45%
Parent Leadership	5%	15	61%	39%	71%	30%	23%	58%	62%
School-Home Communication	4%	2	45%	55%	85%	45%	24%	38%	53%
Parent Events	14%	4	54%	46%	95%	51%	36%	34%	53%
Parent Volunteerism	4%	13	61%	39%	94%	45%	39%	41%	47%
Support	36%	*	50%	50%	89%	40%	39%	38%	42%
Counseling	28%	*	49%	51%	88%	39%	40%	37%	40%
Family Assistance	13%	*	53%	47%	95%	50%	45%	37%	44%
No Program Participation	24%	*	51%	49%	69%	31%	29%	52%	53%

* Note: Daily attendance data were not available for these categories.

In 2012-13, community school programming reached 76% of students at Kennedy Middle School (Exhibit C.9). Based on this year's data, Kennedy experienced a five percentage point increase in the number of students taking part in extended learning programs. In this strategy area, we found that about 61% of students participated, for an average of 38 days of attendance; we also found those enrolled in summer or intercession programs (e.g., Kennedy Summer Bridge 2012) tended to be mostly male (58%) and English speakers. Family engagement opportunities reached almost a quarter of participants (23%), with most families interfacing with the school through various parent events (14%). Those taking part in school-home communication were mostly females (55%), while those attending parent events were mostly males (54%); additionally, a majority of parents attending events at Kennedy tended to be lower-income and less-educated, with more than half (51%) having less than a high school education. Students whose families attend events also demonstrate the lowest proficiency rates in English Language Arts (34%), relative to the other community school programs in this strategy area. We found equal numbers of males and females taking part in support services. Students whose families accessed assistance in their community school in some way (e.g., food drop-ins) were mostly English learners (45%) and had low proficiency rates in ELA (37%)

Exhibit C.10: Student Survey Results at Kennedy, 2013



Comparing the afterschool and in-school survey results (Exhibit C.10), we observed that all respondents reported feeling confident in their abilities during the school day (100%), and 86% during the afterschool hours. A greater proportion of students reported perceiving staff engaged in practices that promoted mutual respect during the school afterschool hours (95%) rather than the school day (79%). Similarly, more students reported feeling a sense of care afterschool than during the school day (77% vs. 52%), as well as a sense of being challenged to think (87% vs. 81%).

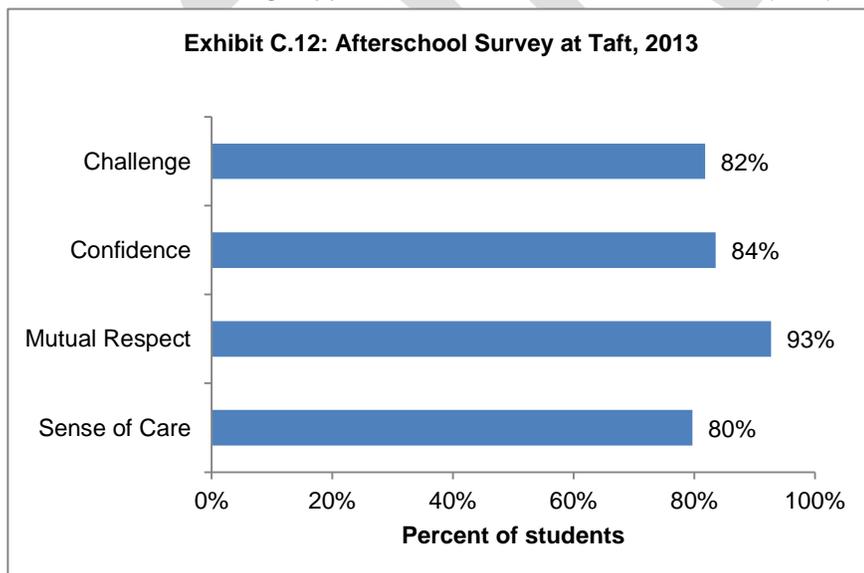
Taft School Profile

Exhibit C.11: Program Participation and Participant Characteristics at Taft, 2012-13

	Participation		Participant Characteristics						
	% Part.	Avg Days	Male	Female	Free & Red. Lunch	Parents no HS	English Learner	ELA Proficient 2011-12	Math Proficient 2011-12
Extended Learning	63%	99	51%	49%	98%	30%	51%	44%	62%
After School	52%	147	50%	50%	100%	34%	50%	45%	63%
Summer/Intercession	31%	10	55%	45%	97%	27%	55%	32%	56%
Youth Leadership	3%	*	24%	76%	100%	53%	24%	65%	88%
Family Engagement	68%	35	51%	49%	99%	30%	51%	49%	67%
Parent Education	27%	4	55%	45%	100%	19%	55%	59%	76%
Parent Leadership	5%	12	52%	48%	99%	36%	52%	62%	76%
School-Home Communication	11%	7	43%	57%	100%	35%	43%	59%	78%
Parent Events	62%	8	50%	50%	99%	31%	50%	48%	67%
Parent Volunteerism	40%	38	49%	51%	100%	31%	49%	54%	69%
Support	43%	*	53%	47%	99%	33%	53%	38%	55%
Counseling	7%	*	76%	24%	100%	37%	76%	23%	52%
Family Assistance	41%	*	52%	48%	99%	33%	52%	39%	57%
No Program Participation	13%	*	52%	48%	74%	12%	55%	72%	78%

* Note: Daily attendance data were not available for these categories.

Taft Elementary School served 87% of its students in the 2012-13 academic year (Exhibit C.11). A majority of participants (68%) were engaged in family engagement activities, followed by extended learning programs (63%), and support services (43%). Experiencing a nine percentage point increase in extended learning participation, more than half of Taft's students were involved in the afterschool program (52%), with an average of 147 days of participation. We also found that those engaged in summer or intercession programs were predominantly English learners (55%). Those engaged in youth leadership were mostly females (76%) who came from lower-educated households, and who were fluent in English; these students also demonstrated the highest proficiency rates in math as measured by the CST (88%). Similar to extended learning, Taft experienced an eight percentage point increase in participation rates in the family engagement strategy area from the previous year. Families were mostly involved through parent events (62%; e.g., Maze Day), followed by parent volunteerism (40%; e.g., Second Harvest), and parent education classes (27%). Unlike family engagement and extended learning, Taft experienced a four percentage point decline in support service use. Examining the characteristics of those who utilized counseling supports, we found that most were male (76%) and demonstrated the lowest proficiency rates



both in English Language Arts (23%) and math (52%). Those without any record of participation were mostly higher achieving students from well-educated and higher-income families.

Students taking part in afterschool programs in Taft reported positive experiences and attitudes (Exhibit C.12). For example, 93% of respondents reported that school staff engaged in practices that promoted mutual respect. Similarly, 84% reported confidence in their abilities. A slightly lower share of students reported that the afterschool program staff challenged them to think (82%), and lower still reported experiencing a sense of care in their afterschool program (80%).

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