



Program Report 2009-2010

Program Description

By matching supportive adults with children in need of extra attention and academic support, CalSERVES works in partnership with eight local elementary schools to increase reading proficiency, improve grades and test scores, and create positive learning environments.

- The **After School Program** creates after school environments that foster success and provide a safe and healthy place for children from the end of the school day until 6 P.M., five days a week.
- The **Literacy Tutoring Program** matches caring adults with struggling students to provide high quality, one-on-one reading tutoring.
- The **Leadership Programs** provide recent college graduates an opportunity to serve the community by supporting the needs of youth as AmeriCorps leaders, locally and throughout the state.
- **CalSERVES Training and Technical Assistance Programs** provide support to after school programs throughout the state. These programs include the California After School Demonstration Project, the After School Inclusion Project, and the Healthy Behaviors Initiative.



This year, 121 AmeriCorps members provided more than 144,500 hours of mentoring to more than 1,400 students in Santa Rosa schools. As one teacher with students in the After School program puts it: “The program

is extraordinarily efficient. The mentors are excellent in every way: patient, determined to make it work with difficult students, good communicators to us teachers, and truly caring about students.” Another teacher comments on the Tutoring program: “The tutoring program is fantastic! Students make tremendous improvement and their confidence soars!

Cultivating PASSION

As the year is coming to an end I now have a chance to reflect on the improvement that my tutee has made. Through the everyday process of tutoring and reading, he has come from way below grade level to above grade level. It has been a real joy watching not only his reading levels increase, but his confidence as well. His increase in confidence has allowed him to excel in other aspects of his life. I am hearing only good things from his teachers. It has been an honor to watch him grow up.

— CalSERVES AmeriCorps Mentor

Student Achievement in the After School Program

Teacher Evaluations

What follows is an analysis of teacher surveys evaluating the After School program. The qualitative analysis of teacher feedback on the After School program (n=133) is accompanied by representative respondent quotes.

Students receive the homework support they need.

Average Teacher Ratings of the After School program on a scale of 1 (poor) – 5 (excellent).

	Effectiveness	Organization	Attitude of Members	Relationships with Students	Overall Rating
May 2010	4.0	4.2	4.4	4.3	4.1

- ✦ *There are many students who need the extra support or don't have parents to help them at home. It helps greatly with homework.*
- ✦ *Those students who need help with homework get help! They are reading more.*
- ✦ *Homework help is great for those whose parents can't help! Also great for English learners to be exposed to more English.*



Students have a safe and productive place to go after school with mentors that care about them.

- ✦ *I appreciate that the students have a place to go after school, and I think many enjoy their time there.*
- ✦ *I like that the kids have positive relationships with adults / role models.*
- ✦ *The program provides a safe place for students to be and get additional academic support.*

Students receive extra academic support and are exposed to a wide range of enrichment activities.

- ✦ *I like the schedule of activities. It is a great balance of art, exercise, homework time, skill building, and community building.*
- ✦ *Students get help with homework; activities / enrichment provided that we aren't able to provide in the classroom.*
- ✦ *There is a focus on leadership qualities - Kidz Lit for reading practice, art, PE, healthy snacks, Food Pantry, music.*

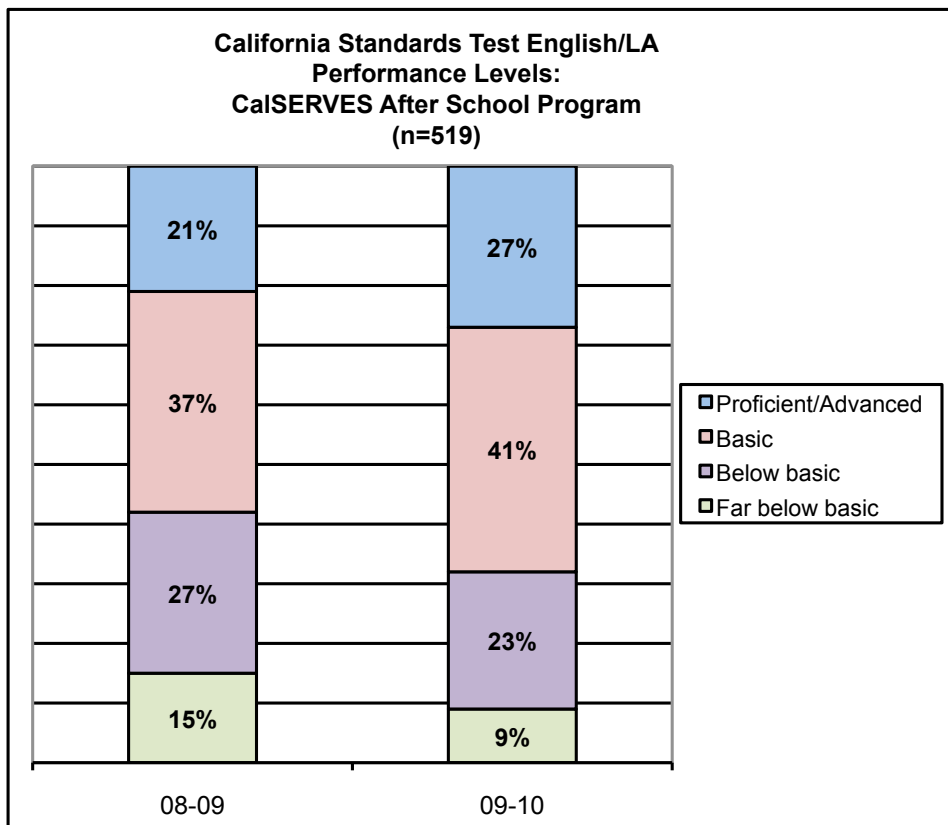
Discovering POTENTIAL

“During my year of service I have come across challenges, and with these challenges have come rewards. The rewards are simple smiles on the faces of my students, and the excitement they share with me when they understand what we’ve practiced for weeks. I have better honed my skills in patience and have also reaffirmed my love for helping kids. No other student has quite moved me as much as C has. He and I had been working on fluency and learning the words “since”, “toward”, and “usually” for about 3 ½ weeks and no matter how many times I tried or in how many ways we went about it, he couldn’t understand. It wasn’t until I saw the clear frustration on his face that I told him I wasn’t going to give up and neither was he. The next day as we went through the words, he looked at the board, turned to me and with slight difficulty, recited them. By the end of the week he knew the 3 words. He didn’t have to tell me he was happy or proud of himself, it was splashed all over his face.”

— CalSERVES AmeriCorps Mentor

California Standards Test Results

The following chart illustrates outcomes for students participating in the After School program on the California Standards Test in English/Language Arts. Students participating in the program are progressing from the Far Below Basic and Below Basic categories to Proficient as indicated by an increase of 6% in students scoring Proficient or Advanced from 08-09 to 09-10. Program-wide, 36% of students gained at least one performance level on the CST. Additionally, 83% showed improvement of one grade level by maintaining or improving their results on the CST.

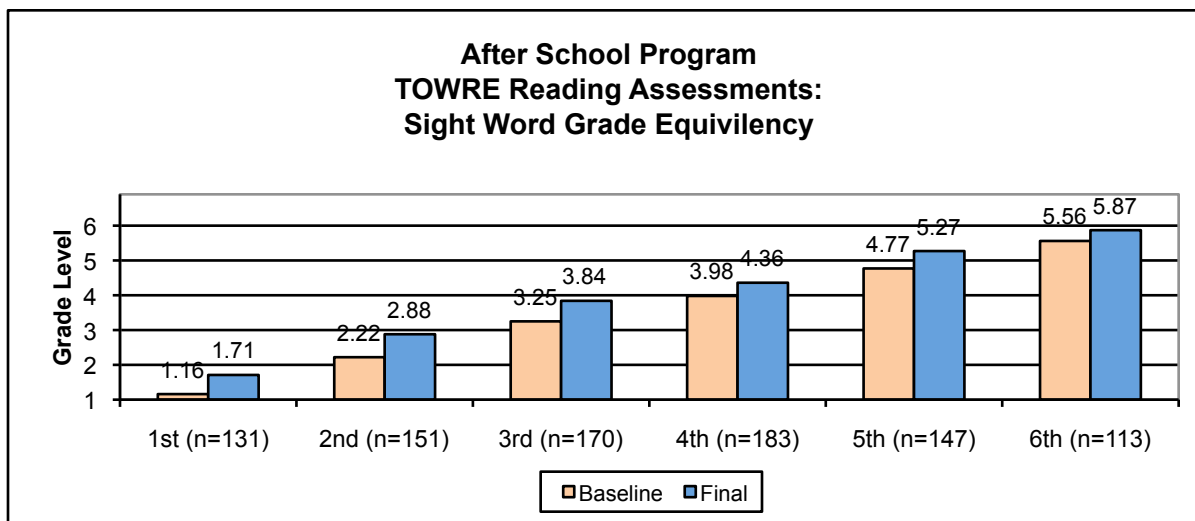


Inspiring POWER
Working at CalSERVES has brought me so many happy moments. It's been fun, but hard work and lots of dedication. As the year went by I learned to cherish every single one of my students and I see how much they value me as a mentor. I have enjoyed more than anything those times where I got to know each student and connect with him or her in one way or another.

— CalSERVES
 AmeriCorps Mentor

Reading Assessments

The following graph indicates the progress participating students are making towards grade level reading proficiency.



Parent Evaluations from the After School Program

The qualitative analysis of parent feedback on the After School program (n=547) is accompanied by representative respondent quotes.

After School Impact

“Students who attend After School are highest in the class for math fast facts, knowing their sight words, and completing their homework. M. is the fastest in the class in math fast facts. He is very confident when we play around the world and beams when he makes it around the whole class. M. has shown great progress and confidence in reading and doing class work. R. is speaking more in the classroom. J. works hard and is confident when doing his writing and math assignments. Y. is taking more risks in sharing her ideas in class.”

— Teacher

Homework assistance and extra academic support was very valuable to parents:

- They help her do her homework which is too hard for me to do.
- My child seems to enjoy it, and I have seen many improvements since he started.
- Homework is a lot of help and I would like to thank all of you for it.

Parents appreciated that the program supports positive behavior and social skills through enrichment activities in a safe environment:

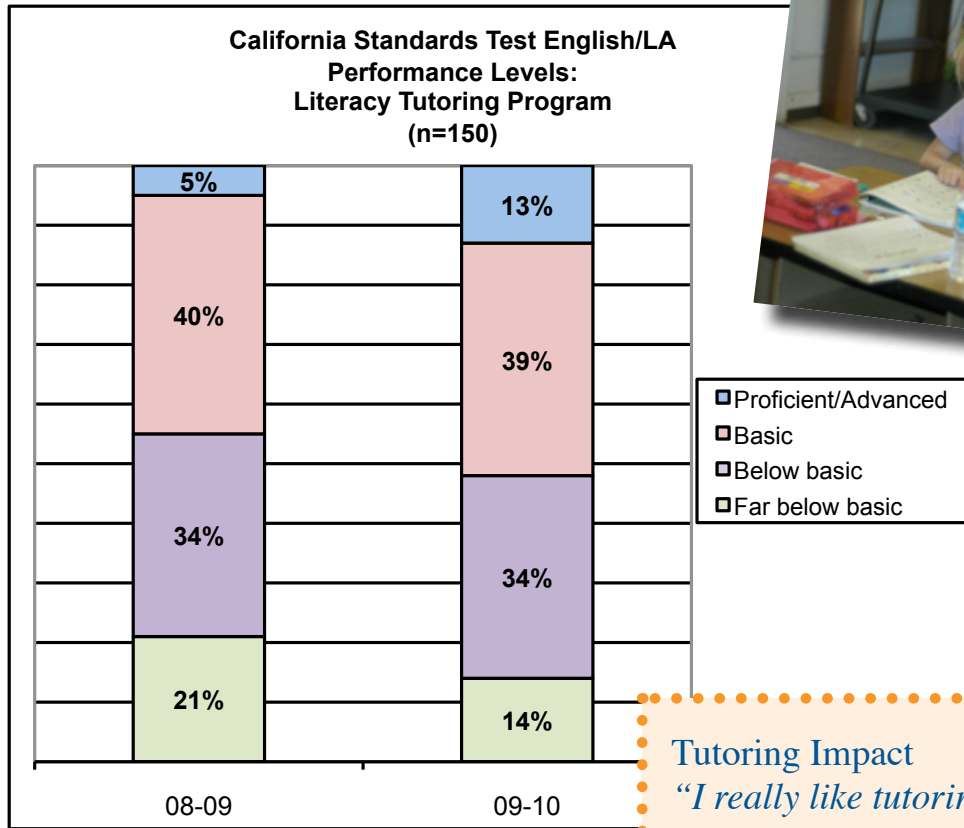
- My child can have a safe place to be, and learn while he is there as well.
- He does his homework, he gets to play with other kids. He loves the after school program.
- She exercises a lot more. I love that.



Student Achievement in Literacy Tutoring

California Standards Test Results

The following chart illustrates outcomes for students participating in the After School program on the California Standards Test (CST). Students participating in the program are progressing, with an additional 8% scoring Proficient or Advanced in Language Arts from 08-09 to 09-10. Furthermore, 41% of students gained at least one performance level on the CST. Additionally, 65% showed improvement of one grade level by maintaining or improving their results on the CST.



Tutoring Impact
“I really like tutoring because it is fun and we do the big three: learning, reading, and writing. I have had many achievements. I feel that tutoring helped me do better in school.”
 — CalSERVES Student

Teacher Evaluations

What follows is an analysis of teacher surveys on student progress in the Literacy Tutoring program. The qualitative analysis of teacher feedback on Literacy Tutoring (n=97) is accompanied by representative respondent quotes.

Average Teacher Ratings of the Literacy Tutoring program on a scale of 1 (poor) – 5 (excellent).

	Effectiveness	Organization	Attitude of Members	Relationships with Students	Overall Rating
May 2010	4.3	4.5	4.7	4.7	4.5

The one-on-one, individual tutoring with students is very valuable to teachers.

- ✦ *Nothing beats one-on-one reading time!*
- ✦ *These one-on-one relationships support specifics in student learning.*
- ✦ *I have a student this year who is recently from Mexico. The one-on-one support in literacy transfer is critical!*

Teachers appreciate the consistency of caring mentors who develop positive relationships with students.

- ✦ *The tutors make my students feel special!*
- ✦ *The mentors had a positive attitude & the students enjoyed going & enjoyed learning.*
- ✦ *Thank you to the mentors for your dedication, caring, and support for all the students.*

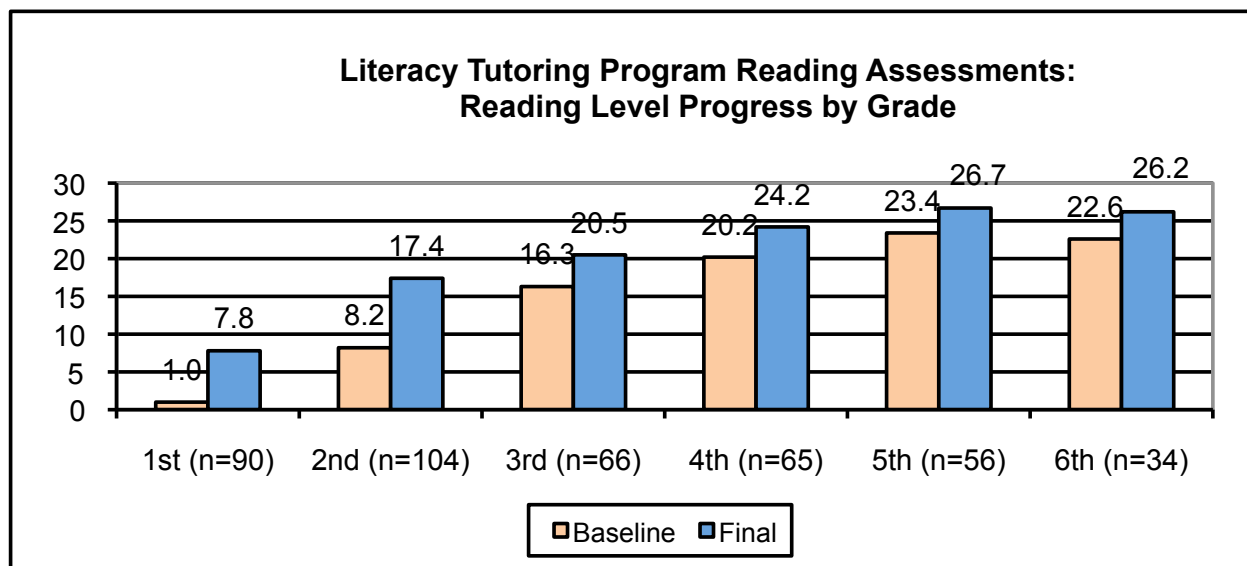


Teachers appreciate the structure of the program, especially the flexibility of mentors to work around teacher schedules and curriculum.

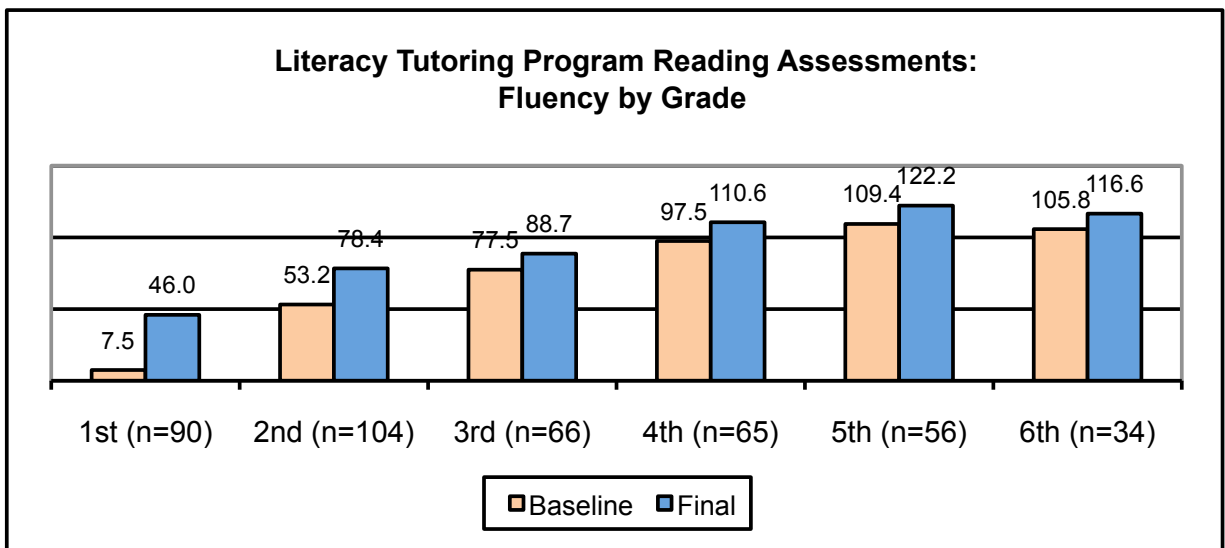
- ✦ *Flexibility and one-on-one help with our struggling 1st graders. It is what they need to boost them up to grade level.*
- ✦ *Encompasses all aspects of reading. Students enjoy going. Tutors communicate with me about progress, concerns, and questions.*
- ✦ *You went out of your way to fit tutoring into my schedule, since I had so little flexibility. Thank you.*

Reading Assessments

What follows are charts indicating student progress on reading assessments over the course of their participation in the program.



Target Rigby PM Benchmark reading levels for the end of each grade level are:
Grade 1=16, Grade 2=22, Grade 3=25, Grade 4=28, Grade 5=30, Grade 6=31



Target fluency/cwpm levels are as follows:
 Grade 1=60, Grade 2=95, Grade 3=115, Grade 4=125, Grade 5=130, Grade 6=135

Making a Difference in Children's Lives

“My name is M. I am proud of how my comprehension has improved. I feel like I understand what I read now.”

“One thing I'm proud of is reading faster and I pronounce words better. I'm proud of that because I used to read slow. Another thing I'm proud of is I write better summaries by telling the main idea and details. That makes me proud because in my class we write summaries and if I do well I will get better grades.”

“I was super proud when my test scores increased BIG time! I felt so happy that I am becoming a better reader.”

— CalSERVES Students

