

**Bridges After-School Program
Citrus Heights
Success Factors and Statistics**

**Prepared by San Juan Unified School District
Extended Learning and Support Programs**

The Bridges After-School Programs are primarily funded by the After-School Safety and Education program (state), 21st Century Community Learning Center program (federal) and Supplemental Hourly Instruction (state). In addition to state and federal grants, the City of Citrus Heights contributes \$35,000 to Citrus Heights Bridges After-School Programs in an effort to create unique program opportunities and offerings to the citizens of Citrus Heights. Over all, San Juan Unified School District currently operates 31 Bridges After-School Programs across the district serving 3,500 students grades 1-12 after school. Within the City of Citrus Heights, 9 schools host Bridges After-School serving 995 students.

Program components of the Bridges After-School Program are:

- **Academic Support** - The academic support component of the program consists of homework and skill development, reading and academic intervention/remediation.
- **Enrichment/Disguised Learning** - The enrichment/disguised learning component is implemented through a learning center approach. Learning centers may include nutrition, art, mathematics, science, reading, drama and other topics that are complementary to traditional school day instruction.
- **Pro-social Skills/Recreation** - The pro-social skills/recreation component consists of structured indoor and outdoor activities.
- **Parent Support and Empowerment** - A Parent Orientation is provided at the beginning of the program to provide information and facilitate communication between program staff, parents and students.

Students that regularly participate in the Bridges After-School Program demonstrate the following success factors:

- 58% of Citrus Heights Bridges After-School students scoring Far Below Basic in 05-06 in the English Language Arts portion of the California Standards Test (CST), improved one or more levels in 06-07. (Chart A)
- 74% of Citrus Heights Bridges After-School students scoring Far Below Basic in 05-06 in the Math portion of the California Standards Test (CST), improved one or more levels in 06-07. (Chart B)
- 70% of Bridges After-School students report that Bridges has helped them do better with homework. (Chart C)
- 68% of Bridges After-School students report that Bridges has helped them feel safer at school. (Chart C)
- 66% of Bridges After-School students report that Bridges has helped them feel more a part of school. (Chart C)
- 66% of Bridges After-School students report that Bridges has helped them not use alcohol and other drugs. (Chart C)
- 62% of Bridges After-School students report that Bridges has helped them attend school more often. (Chart C)

The California Standards Test (CST) is reported by Performance Level. There are 5 possible levels a student can receive based on each student's individual performance on each test (Math, ELA, etc.). The 5 levels are shown below. The goal for the state of California is to have all students achieving Proficient or higher, (Performance Level 4 or 5), on all CST's.

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
Performance Level	1	2	3	4	5

Chart A- CST English Language Arts Comparison

2006 CST ELA Proficiency¹

Bridges After-School Program

Citrus Heights Cohort Data Comparing the 2005-2006 and 2006-2007 Administrations of the California Standards Test in English Language Arts. This chart summarizes the growth made by students who placed Far Below Basic in 05-06

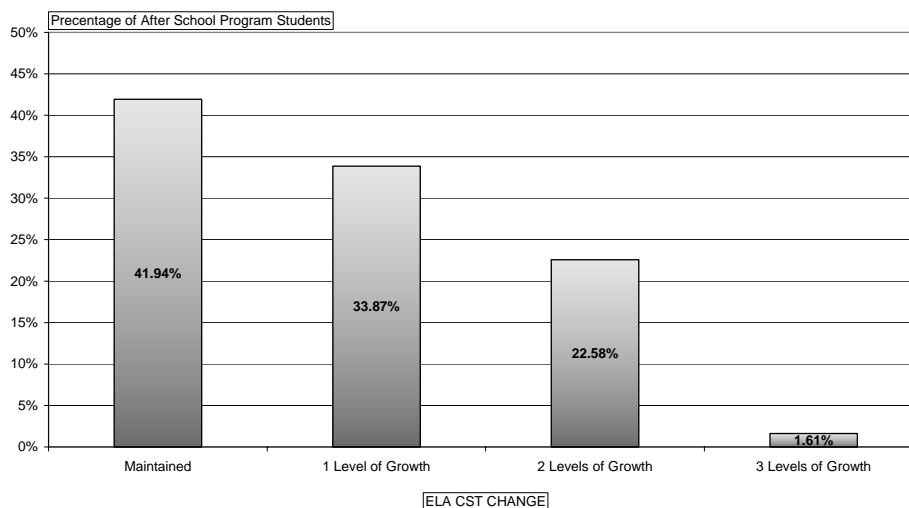


Chart B- CST Math Comparison

2006 CST Math Proficiency¹

Bridges After School Program

Citrus Heights Cohort Data Comparing the 2005-2006 and 2006-2007 Administrations of the California Standards Test in Mathematics. This chart summarizes the growth made by students who placed Far Below Basic in 05-06.

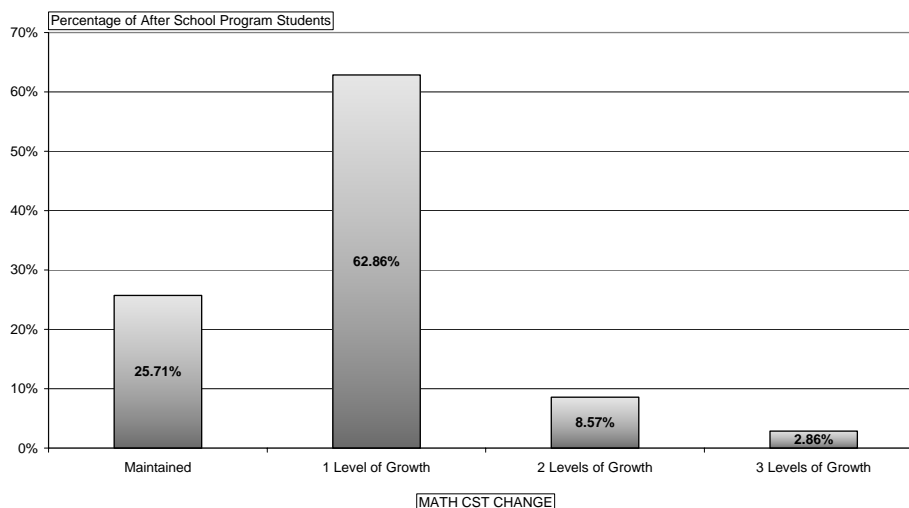


Chart C

**San Juan Unified School District
Bridges After School Program**

District Wide Pre to Post Response Comparison

n=250

	Helped a Lot	Helped a Little
Feel more a part of school	29.8	36.4
Learn to speak and understand English better	29.2	16.7
Read better	33.3	20.8
Write better	32.8	25
Solve math or science problems	36.8	26.5
Do better with homework	44.7	25.4
Make new friends	46.7	13.1
Do better on report card	40	22.5
Get into less trouble at school	37.6	26.7
Avoid fights	39	24.8
Get along with others	40.2	22.4
Not use alcohol or other drugs	54.2	12.1
Learn to eat more nutritious foods	43.8	16.2
Feel safer at school	39.3	28.6
Attend school more often	43.9	19.6

How much has this after school program helped you with any of these things? Percentage reflect those who answered positively vs "Not helped much" and "Not helped at all"

Response Categories	Pre	Post	Change
School Performance			
Self Perception of School Performance <i>I'm one of the best students</i>	17.80%	24.90%	7.10%
Frequency Skipped or Ditched School			
3 or more times	5.10%	3.40%	-1.70%
High Expectations: Pro-Social Peers Scale			
Moderate to High Pro-Social Behavior	92.80%	95.10%	2.30%
Goals and Aspirations			
Plan to go to College or some other school	90.80%	91.90%	1.10%
Perceived Harm of AOD use			
Alcohol <i>Yes, Very Bad</i>	73.60%	76.80%	3.20%
Marijuana <i>Yes, Very Bad</i>	66%	71.80%	5.80%

Chart D

Bridges After-School Demographics: District Wide Comparison

Demographic breakdown comparing San Juan Unified School District 2006-07 student population enrolled in the Bridges After School Program and the SJUSD general student population.

Bridges

Bridges ASP	
06-07 Ethnicity	Total
African American	16.38%
Asian	0.06%
Asian Indian	0.06%
Chinese	0.06%
Filipino	1.46%
Guamanian	0.03%
Hispanic/Latino	26.14%
Japanese	0.03%
Korean	0.17%
Native American	1.98%
Other Asian	2.74%
Pacific Islander	0.12%
Vietnamese	0.09%
White	50.00%
(blank)	0.70%
Grand Total	100.00%

SJUSD

SJUSD Student Population	
06-07 Ethnicity	Total
African American	7.23%
Asian	0.10%
Asian Indian	0.16%
Cambodian	0.01%
Chinese	0.15%
Filipino	1.46%
Guamanian	0.03%
Hawaiian	0.02%
Hispanic/Latino	16.14%
Japanese	0.05%
Korean	0.15%
Laotian	0.03%
Native American	1.95%
Other Asian	3.75%
Pacific Islander	0.04%
Samoan	0.03%
Tahitian	0.00%
Vietnamese	0.09%
White	67.87%
(blank)	0.72%
Grand Total	100.00%

Percent of Students	
07-08 Low SES	Total
No	36.92%
Yes	63.08%
Grand Total	100.00%

Percent Of Students	
07-08 Low SES	Total
No	63.68%
Yes	36.32%
Grand Total	100.00%

Percent of ELL	
07-08 Language Fluency	Total
English Only	79.51%
Fluent English Proficient	4.35%
Limited English Proficient	12.13%
Redesignated-FEP	4.01%
Grand Total	100.00%

Percent of ELL	
07-08 Language Fluency	Total
English Only	82.58%
Fluent English Proficient	4.27%
Limited English Proficient	8.27%
Redesignated-FEP	4.88%
Grand Total	100.00%