

TEHAMA COUNTY DEPARTMENT OF EDUCATION  
SAFE EDUCATION AND RECREATION FOR RURAL FAMILIES  
AFTER SCHOOL EDUCATION AND SAFETY PROGRAM

**LOCAL EVALUATION REPORT 2020-21**

PREPARED BY THE CENTER FOR EVALUATION AND RESEARCH, LLC

## Table of Contents

<b>OVERVIEW .....</b>	<b>3</b>
OPERATIONS .....	3
<b>STAFFING AND ADMINISTRATION.....</b>	<b>4</b>
SERRF STAFFING AND RESPONSIBILITIES .....	4
STAFF DEVELOPMENT AND RETENTION.....	5
SERRF STAFF DEVELOPMENT ACTIVITIES 2020-21.....	6
STAFF MEETINGS .....	6
COLLABORATIVE PARTNERSHIPS .....	7
NUTRITIONAL PROGRAM .....	7
PROGRAM INTEGRATION .....	7
PROGRAM ENROLLMENT AND ATTENDANCE .....	8
SCHOOL PARTICIPATION .....	9
<b>EVALUATION.....</b>	<b>9</b>
OUTCOME MEASURES AND RESULTS.....	10
FEEDBACK SURVEYS .....	13
FOCUS GROUP INTERVIEWS.....	20
<b>OVERALL SUMMARY OF STRENGTHS .....</b>	<b>24</b>
<b>OVERALL SUMMARY OF SUGGESTIONS.....</b>	<b>24</b>
<b>CONCLUSION .....</b>	<b>25</b>

## SERRF Local Evaluation Report 2020-21

### OVERVIEW

The Tehama County Department of Education (TCDE) is the grantee for the Safe Education and Recreation for Rural Families (SERRF) Expanded Learning Program. SERRF has been funded through the After School Education and Safety (ASES) grant for 23 years. District administrators, county agencies, and non-profit organization leaders formed a consortium of partnerships with representatives from schools, county agencies, and/or non-profit organizations. The Tehama County After School Consortium now helps meet some needs of SERRF by leveraging the resources of the individual agencies.

Beginning in 2013-14, TCDE also receives additional funding through the 21st Century Community Learning Centers (CCLC) grant. These funds provided expanded learning services for additional students to be served at Olive View and Woodson Elementary Schools and supplemental funds for summer programs at Olive View, West Street, and Woodson Elementary Schools, and Maywood Middle School.

ASES 2020-21 funding provided expanded learning programs at 22 elementary and middle schools in 11 different districts in Tehama County with instructional and literacy activities in education and literary support, educational enrichment, and recreation and culture.

### OPERATIONS

---

SERRF Centers operate daily after school (including minimum days) until 6:00 p.m. at each of the school sites. Summer sessions are held at multiple sites, in a variety of geographical locations, and are offered to students from all of the sites. Summer meals, providing breakfast and lunch to all youth under 18, are coordinated with local Districts and The CalKidz Summer Meals Program. There is collaboration between SERRF, districts and community partners in regard to operational logistics, including targeted academic focus. Staff training and professional development are consistent throughout each site.

Financial control and funding accountability for the SERRF Program are provided by the Tehama County Department of Education's established fiscal personnel who provide a clear and separate audit trail that tracks expanded learning program expenditures by line items and account numbers.

## SERRF Local Evaluation Report 2020-21

### STAFFING AND ADMINISTRATION

The SERRF Program utilized qualified staff who provided services at each school site. The following table provides an overview of the staffing and responsibilities.

#### SERRF STAFFING AND RESPONSIBILITIES

Position	Responsibilities
Project Administrator	<ul style="list-style-type: none"> <li>• Grant administration &amp; implementation</li> <li>• Supervision &amp; evaluation of program staff</li> <li>• Monitors entire program operations</li> <li>• Assists in evaluation of program quality &amp; effectiveness</li> </ul>
Recreational Specialist	<ul style="list-style-type: none"> <li>• Trains staff in healthy lifestyle choice &amp; recreational activities</li> <li>• Provides recreational curriculum &amp; activities</li> <li>• Arranges field trips and presentations</li> <li>• Recruit managers and staff including instructors &amp; high school student assistants</li> </ul>
Curriculum Consultant	<ul style="list-style-type: none"> <li>• Provides staff development and training</li> <li>• Supports academic achievement and quality programming through developing curriculum aligned with California State Content Standards</li> </ul>
Project Specialist and Secretary	<ul style="list-style-type: none"> <li>• Data collection</li> <li>• Attendance tracking</li> <li>• Program coordination &amp; implementation assistance</li> </ul>
Lead Facilitators	<ul style="list-style-type: none"> <li>• Mentoring/coaching staff</li> <li>• Assist with staff development/evaluation</li> <li>• Curriculum Development &amp; Support</li> </ul>
Program Services Coordinator	<ul style="list-style-type: none"> <li>• Purchase supplies and materials</li> <li>• Community liaison to assist with public relations</li> <li>• Curriculum development &amp; support</li> <li>• Direct services to students</li> </ul>
Site Facilitators	<ul style="list-style-type: none"> <li>• Daily management &amp; operations at school sites</li> <li>• Supervise &amp; evaluate liaisons</li> </ul>
Academic Alignment Coaches	<ul style="list-style-type: none"> <li>• Liaison between school staff/administration and SERRF staff</li> <li>• Support student academics and social/emotional needs including direct student services</li> </ul>
Liaisons	<ul style="list-style-type: none"> <li>• Provide daily direct services to students (e.g., tutoring, enrichment, recreational activities)</li> </ul>

## SERRF Local Evaluation Report 2020-21

Student Assistants, Shasta and CalWorks Staff	<ul style="list-style-type: none"><li>• Assist with daily program operations and activities</li><li>• Academic/Homework support to individual students to build student resiliency and developmental assets</li></ul>
Instructors	<ul style="list-style-type: none"><li>• Work with large and small groups to provide variety of healthy lifestyle/hobbies and recreational activities (e.g., art, music, dance)</li></ul>
One on One Staff Aide	<ul style="list-style-type: none"><li>• Provides direct assistance to staff</li></ul>
Tutoring Program Teachers and Assistants	<ul style="list-style-type: none"><li>• Provide tutoring &amp; homework support to identified students</li></ul>
Substitutes	<ul style="list-style-type: none"><li>• Provide daily direct services to students (e.g., tutoring, enrichment, recreational activities) on an as needed basis.</li></ul>

### STAFF DEVELOPMENT AND RETENTION

---

SERRF staff participated in a variety of staff development activities, mainly virtual, during the project year. Professional development activities were selected to provide staff with the background to better serve children and their families.

Ongoing training was provided, both in-person and virtual, throughout the year for staff, for Site Facilitators and Project Liaisons. Site Facilitators discussed the academic focus and curriculum necessary to implement the focus areas. The following activities took place during Site Facilitators' meetings.

- Staff had the opportunity to brainstorm program needs and make plans for the future;
- Staff shared project successes and concerns;
- Program philosophies were reviewed;
- Staff had the opportunity to complete a project or lesson that was to be shared with students during the upcoming month;
- Standards based curriculum was introduced – six-week theme plans were developed and shared;
- New resources were shared;
- Staff provided input for Program Goals and set site specific Continuous Quality Improvement goals;
- Upcoming special events and field trips were discussed and planned; and
- Discussions focused on leadership principles from a variety of resources.

Weekly staff meetings were led by Site Facilitators to provide opportunities for communication designed to help ensure a cohesive and consistent program among the sites and training for Academic Alignment Coaches.

## SERRF Local Evaluation Report 2020-21

The SERRF administrative office at TCDE maintains an expansive resource library of materials and information that is augmented annually. These resources were accessible to all SERRF staff as needed to implement programs at the individual SERRF sites. Additionally, SERRF maintained a wide variety of resource materials, hands-on equipment, instructional materials, and informational resources at each site. In particular, six-week thematic lesson plans, based on California Common Core State Standards, were available for SERRF staff.

### SERRF STAFF DEVELOPMENT ACTIVITIES 2020-21

Title	Time (minutes)
Soaring Through Homework Power Hour	60
K - 3rd Introduce Multiples of 10, 5, 3, and 2 with Games and a Number Line.	60
K - 1 <sup>st</sup> : First Number Wins! 1 - 6	60
4th - 8 <sup>th</sup> : Race Track Fractions	60
Self Care Practice for Educators	30
Adult weekly commitment calendar	30
SEL & Bully Prevention Webinar	75
Building An Active Classroom With Confidence	90
ABA Overview	47
ASD Overview	37
ASD Intervention Strategies	37
Social Stories Overview	34
PECS: Pt. 1: Pyramid Approach	35
PECS: Pt. 2: Use & Benefits	41
Oppositional Defiant Disorder	47
Self-regulation Skills for Elementary Students	51
Managing Challenging Behaviors Pt. Antecedent	43
Managing Challenging Behaviors: Pt. 2 Consequence Strategies	54
Child Abuse Prevention: Microlearning Series	129
Manager Role in Safety and Liability	31
Stress Management	31
Diversity Awareness Staff to Staff	25
Diversity Awareness Staff to Student	30
Universal Design for Learning	61
Dyslexia Awareness	48
Accommodations and Modifications	48
Trauma Awareness	35
Trauma Informed Practices	42

### STAFF MEETINGS

Trainings were held in Red Bluff and Corning throughout the year beginning in August and concluding in May. Certain events were required for all staff to attend and others were optional based on need and/or interest. SERRF staff trainings and professional development were provided online beginning in March 2020 due to CoVid 19 school closures.

## SERRF Local Evaluation Report 2020-21

Date	Meeting Information
8/4/2020, 9/10/2020, 11/12/2020, 12/10/2020, 2/9/2021 and 4/13/2021	Facilitator Meeting
10/8/2020, 1/15/2021 and 5/24/2021	All Staff Meeting – Red Bluff
10/8/2020	All Staff Meeting – Corning
8/10/2020	All Staff Training
8/5/2020	Region 2 Training
10/22/2020	Lights On
1/15/2021	SERRF All Staff
1/25/2021	Great Kindness Challenge
3/19/2021	SERRF Highlight Show
5/1/2021	SERRF Go Far Run

### COLLABORATIVE PARTNERSHIPS

---

The Tehama County After School Consortium is a collaboration of partnerships with schools, county agencies, and/or non-profit organizations. Extensive collaboration has taken place with the schools involved in the expanded learning program as well as among agencies and organizations throughout Tehama County.

The SERRF Program was successful in attracting volunteers who contributed to the success of the program. Volunteers included local Senior Citizens (many were from retirement communities the SERRF participants visit on a regular basis), community members, and CalWORKs individuals. Volunteers served as virtual “Reading Pals” for some of the school sites.

### NUTRITIONAL PROGRAM

---

Nutritional snacks were provided daily at all sites for students participating in the SERRF Program. Students received snacks free-of-charge through the National School Lunch Program. The SERRF Program augmented snacks on a regular basis and paid for the augmentation. The program provided augmented snacks for special events, food tasting, and cooking clubs. Some of the sites provide a “supper” snack.

The SERRF Program provided hands-on learning opportunities through meal planning and preparation. Students read menus, prepared nutritious snacks, and cleaned up following meal preparation.

### PROGRAM INTEGRATION

---

The expanded learning educational component was tied to State curricula, Common Core State Standards, Learning in Afterschool and Summer (LIAS) Principles, and assessments used at the individual school sites. SERRF Administrators and school Site Facilitators analyzed testing results to prioritize the needs of individual students. A credentialed teacher at some sites served as an Academic Alignment Coach who helped ensure consistency in the expanded learning curriculum and effective communication with other teachers.

There was intentional integration of the regular school day program with the SERRF expanded learning program. The following were some of the strategies that assisted in the integration.

## SERRF Local Evaluation Report 2020-21

- *Edusoft, Data Director, and AIMSweb* data programs were used to identify content cluster intervention groups.
- SERRF administrative staff visited all program sites for a school staff orientation.
- SERRF staff met with school administrators, staff, and parents to maintain a collaborative program plan.
- Academic Alignment Coaches served as liaisons between the regular day program and the expanded learning program.
- Several SERRF Program staff also held the regular school program positions.
- Methodologies used in SERRF were consistent with those of the regular school program.
- Academic assistance strategies were replicated to support the regular school program.
- Conflict resolution and anti-bullying curricula, as well as character development programs were used in the SERRF Program.
- School staff and site administrators were provided regular updates regarding SERRF on a regular basis.
- SERRF had an open-door policy where teachers could visit and participate in the program.
- Site Facilitators met with the teachers to ensure that students were completing homework and understand the concepts.
- Leaders, Innovation, Networking, and Collaboration (LINC) meetings to assist districts as they build capacity for LCAP implementation.

### PROGRAM ENROLLMENT AND ATTENDANCE

---

Students were enrolled in the SERRF Program through an intake process whereby parents completed an Intake Form, either on-line or paper format, to enroll their children. Parents were made aware of the SERRF Early Release Policy and form for students who needed to leave prior to the close of activities for the day. Parents were expected to sign the form that helped to ensure that students were released from SERRF to an approved adult.

Each school site determined the number of students they could enroll in their program. If more students desired to participate than were spaces available, the students were placed on waiting lists and notified if openings became available.

SERRF charged a participation fee; however, scholarships and fee adjustments were available for families in economic need. The policy of the SERRF program was that no child would be turned away because of an economic hardship. Parents were able to make SERRF payments online through PaySchools.



## SERRF Local Evaluation Report 2020-21

### SCHOOL PARTICIPATION

School	Grade
<b>Antelope Elementary School District</b>	
Antelope Elementary School	Kindergarten – 5 <sup>th</sup> grade
Berrendos Middle School	6 <sup>th</sup> – 8 <sup>th</sup> grade
Plum Valley Elementary School	Kindergarten - 8 <sup>th</sup> grade
<b>Corning Union Elementary School District</b>	
Maywood Middle School	7 <sup>th</sup> -8 <sup>th</sup> grades
Olive View Elementary	Kindergarten – 6 <sup>th</sup> grade
Rancho Tehama Elementary	Kindergarten – 6 <sup>th</sup> grade
West Street Elementary	Kindergarten – 5 <sup>th</sup> grade
Woodson Elementary	Kindergarten – 8 <sup>th</sup> grade
<b>Evergreen Union School District</b>	
Bend Elementary School	Kindergarten – 8 <sup>th</sup> grade
Evergreen Elementary School	Kindergarten – 4 <sup>th</sup> grade
Evergreen Middle School	5 <sup>th</sup> – 8 <sup>th</sup> grade
<b>Flournoy Union Elementary School District</b>	
Flournoy Elementary	Kindergarten – 8 <sup>th</sup> grade
<b>Gerber Union Elementary School District</b>	
Gerber Elementary School	Kindergarten – 8 <sup>th</sup> grade
<b>Kirkwood Elementary School District</b>	
Kirkwood Elementary	Kindergarten – 8 <sup>th</sup> grade
<b>Lassen View Union Elementary School District</b>	
Lassen View Elementary School	Kindergarten – 8 <sup>th</sup> grade
<b>Los Molinos Unified School District</b>	
Los Molinos Elementary School	Kindergarten – 8 <sup>th</sup> grade
Vina Elementary	1 <sup>st</sup> – 8 <sup>th</sup> grade
<b>Red Bluff Union Elementary School District</b>	
Bidwell Elementary	Kindergarten – 5 <sup>th</sup> grade
Jackson Heights Elementary	Kindergarten – 5 <sup>th</sup> grade
Metteer Elementary School	Kindergarten – 5 <sup>th</sup> grade
Vista Preparatory Academy	6 <sup>th</sup> – 8 <sup>th</sup> grade
<b>Reeds Creek Elementary</b>	
Reeds Creek Elementary School	Kindergarten – 8 <sup>th</sup> grade
<b>Richfield Elementary</b>	
Richfield Elementary	Kindergarten – 8 <sup>th</sup> grade

There were 1,120 students who participated in SERRF for 1 to 175 days during the regular school year and 480 students who participated in SERRF for 1 to 16 days during the June 2021 summer program. The July 2020 summer SERRF program had to be modified because of COVID restrictions and prevented the collection of individual student attendance data.

### EVALUATION

The SERRF Expanded learning Program engaged in a multi-faceted quality improvement process based on best practices in continuous improvement as outlined by the California Afterschool

## SERRF Local Evaluation Report 2020-21

Network and Quality Standards for Expanded Learning in California. This process engaged all stakeholders in continuous improvement activities. The assessment tools and strategies included:

- **On-site observations:** The program administrators made site visits to observe program activities. Additionally, school administrative staffs regularly made program visits.
- **Surveys:** The program surveyed students, parents, and classroom teachers to determine programming and identify program strengths and areas of improvement.
- **Focus Group Interviews:** Focus group interviews were conducted with parents, teachers, school administrators, and project staff. Focus group interviews are conducted at 5 to 6 sites rotated annually.

### OUTCOME MEASURES AND RESULTS

---

The 2019 SERRF Program Plan includes the collection of annual focus group and surveys data from SERRF students, their parents, their instructional day teachers, SERRF staff, and site administrators to help measure levels of program satisfaction along with program strengths and areas for improvement. Focus group and survey feedback questions were derived from the first eight of the twelve Quality Standards for Expanded Learning in California related to SERRF program quality and its impact on students' attitudes, behaviors, and academic achievement. The remaining four standards are addressed by SERRF leadership annually a based on the results of the annual focus group and surveys data.

This section provides the survey results for the questions grouped by standard for each of the first eight quality standards.

#### **Standard 1: Safe and Supportive Environment**

##### **STUDENT SURVEY QUESTIONS**

Prompt	Yes
I like to go to school.	81%
I feel safe at school.	92%
At my school, there is a teacher or some other adult who really cares about me.	95%
I go to the SERRF Program almost every day after school	94%

##### **PARENT SURVEY QUESTIONS**

Prompt	Agree or Strongly Agree
My child enjoys attending the SERRF Program	91%
The program is a safe place for my child	97%
I am satisfied with the program's hours of operation	93%
If my child were not at the SERRF Program, he/she would have very little to do after school	75%

## SERRF Local Evaluation Report 2020-21

### TEACHER SURVEY QUESTIONS

Prompt	Agree or Strongly Agree
SERRF provides a safe place for students after school.	96%
SERRF provides students a positive alternative to being home alone.	95%

### Standard 2: Active and Engaged Learning

### STUDENT SURVEY QUESTIONS

Prompt	Yes
I am trying to do my best at school.	97%
My mom, dad, or another adult usually talks to me and helps me with my homework.	80%
The SERRF staff asks me what I am interested in.	74%
What I learn in SERRF helps me do better in school	88%
The activities I do in SERRF are interesting to me.	76%

### PARENT SURVEY QUESTIONS

Prompt	Agree or Strongly Agree
I am satisfied with the quality of activities my child has been involved with this year	93%
As a result of attending the SERRF Program, my child is doing better on homework	80%
As a result of attending the SERRF Program, my child is doing better in school	75%

### TEACHER SURVEY QUESTIONS

Prompt	Agree or Strongly Agree
SERRF provides support for students to complete their homework assignments.	93%
SERRF helps students to improve their academic skills.	81%

### Standard 3: Skill Building

### STUDENT SURVEY QUESTIONS

Prompt	Yes
The activities in SERRF make me think hard	70%
I know the purpose of each activity	68%
The activities I do in SERRF help teach me new skills	74%

### PARENT SURVEY QUESTION

Prompt	Agree or Strongly Agree
As a result of attending the SERRF Program, my child has developed new skills and interests	83%

### Standard 4: Youth Voice and Leadership

### STUDENT SURVEY QUESTIONS

Prompt	Yes
The activities I do in SERRF lead up to a final event or presentation	76%
The staff asks me what I want to do or learn in SERRF	67%
SERRF gives me opportunities to be in charge or take a leadership role	70%
The activities I do in SERRF are based on my interests	69%

## SERRF Local Evaluation Report 2020-21

### TEACHER SURVEY QUESTION

Prompt	Agree or Strongly Agree
SERRF provides students with enrichment opportunities based upon student academic needs and interests.	85%

### Standard 5: Healthy Choices and Behaviors

Focus group interview results and survey feedback revealed that a majority of students, parents, teachers, site administrators, and SERRF staff affirmed that SERRF promoted healthy choices and behaviors for students after school. The tables below show the overall percentages for questions and responses related to Standard 5.

### STUDENT SURVEY QUESTIONS

Prompt	Yes
School activities help me make good choices about right and wrong behavior.	89%
I eat fruits and vegetables at least five times a day (not counting fruit juice).	58%
I do physical activity (walk, run, jump, dance, play sports, swim, etc.) at least one hour each day of the week.	89%
SERRF activities help me make good choices about right and wrong behavior	83%
The SERRF staff encourages me to be healthy	87%
I get more than 20 minutes of moderate to vigorous exercise at SERRF every day	81%
The SERRF staff teach me and encourage me to eat or drink healthy foods such as: fruits, vegetables, water, etc.	81%
I learn how to be healthy at school and at home during SERRF	79%

### PARENT SURVEY QUESTIONS

Prompt	Agree or Strongly Agree
The staff is fair in disciplining my child and enforcing the rules	87%
As a result of attending the SERRF Program, my child is better able to handle conflict	70%
As a result of attending the SERRF Program, my child has improved self-confidence	77%
As a result of attending the SERRF Program, my child overall, has fewer behavioral problems	65%
As a result of attending the SERRF Program, my child is more physically active at home	64%
As a result of attending the SERRF Program, my child is making healthier decisions about which foods to eat	62%

### TEACHER SURVEY QUESTION

Prompt	Agree or Strongly Agree
SERRF reinforces positive social skills development.	87%

### Standard 6: Diversity, Access, and Equity

### STUDENT SURVEY QUESTION

Prompt	Yes
I get to work in groups during SERRF	78%

## SERRF Local Evaluation Report 2020-21

### PARENT SURVEY QUESTIONS

Prompt	Agree or Strongly Agree
The program supports opportunities for my child to build friendships	95%
As a result of attending the SERRF Program, my child is learning to work together with other students	87%
I have seen a positive change in SERRF ELL students (academic, social).	60%

### Standard 7: Quality Staff

### STUDENT SURVEY QUESTIONS

Prompt	Yes
I know that the SERRF staff really cares about me.	94%
I feel comfortable talk to a SERRF staff person about my concerns	69%

### PARENT SURVEY QUESTIONS

Prompt	Agree or Strongly Agree
The staff tells me about how my child is doing	77%
I am satisfied with the adult to student ratio	88%

### TEACHER SURVEY QUESTION

Prompt	Agree or Strongly Agree
The SERRF staff communicates regularly with classroom teachers.	71%

### Standard 8: Vision, Mission, and Purpose

### PARENT SURVEY QUESTIONS

Prompt	Agree or Strongly Agree
I would recommend the SERRF Program to other families	97%
The after school program made it easier for me to accept a job	74%
The after school program made it easier for me to keep a job	92%
The after school program made it easier for me to pursue education or training	69%

### TEACHER SURVEY QUESTIONS

Prompt	Agree or Strongly Agree
SERRF is aligned with and supports the school's curriculum and instructional program.	77%
Overall, SERRF is an excellent program	94%

## FEEDBACK SURVEYS

This section provides all of the survey questions grouped by stakeholder group. The SERRF Program administered student, teacher, and parent surveys in May 2021 to measure program effectiveness and participant satisfaction. Individual school reports were generated with disaggregated student survey results for individual sites to analyze the results prior to the next

## SERRF Local Evaluation Report 2020-21

school year. The survey results in this section of the report are aggregated across all program sites by stakeholder group.

### **STUDENT SURVEY FINDINGS**

The SERRF Student Survey was administered online at all participating school sites to SERRF students in Kindergarten through 8<sup>th</sup> grades. The instrument was available in both English and Spanish. The tables below show summaries of the results.

The May 2021 data showed several positive trends including the following:

- 94% know that the SERRF staff really cares about them
- 92% of all students acknowledged that they I feel safe at school
- 88% affirmed that what they learn in SERRF helps them perform better during the regular school day
- 87% indicated that SERRF staff encourage them make healthy choices

### **STUDENT SURVEY RESULTS**

#### **Student Surveys by School (n = 637)**

School	#	School	#	School	#
Antelope	77	Kirkwood	6	Reeds Creek	38
Berrendos	30	Lassen View	39	Richfield	32
Bidwell	34	Los Molinos	32	Vina	13
Evergreen Elem	25	Maywood	7	Vista	16
Evergreen Middle	4	Metteer	42	West Street	33
Flournoy	17	Olive View	48	Woodson	42
Gerber	16	Plum Valley	15		
Jackson Heights	43	Rancho Tehama	28		

#### **Student Survey Response Rates by Grade Level**

Grade	K	1	2	3	4	5	6	7	8	Total
Enrollment	209	181	210	195	203	195	157	140	82	1572
Surveys	109	87	107	84	86	70	49	36	9	637
Response Rate	52%	48%	51%	43%	42%	36%	31%	26%	11%	41%

#### **Student Survey by Language (n = 637)**

English	Spanish
629	8

## SERRF Local Evaluation Report 2020-21

The first group of questions asked all SERRF students about school in general. The possible responses were “Yes” or “No” and the percentages for “Yes” responses are displayed by grade level in the tables below.

Prompt	K	1	2	3	4	5	6	7	8
I like to go to school	91%	92%	90%	82%	76%	66%	69%	53%	78%
I am trying to do my best at school	98%	100%	98%	96%	100%	99%	92%	83%	89%
I feel safe at school	94%	94%	94%	93%	86%	87%	88%	89%	100%
School activities help me make good choices about right and wrong behavior	95%	86%	96%	89%	87%	86%	79%	75%	89%
My mom, dad, or another adult usually talks to me and helps me with my homework	90%	90%	83%	73%	78%	67%	73%	67%	89%
At my school, there is a teacher or some other adult who really cares about me	97%	94%	98%	94%	93%	97%	92%	91%	100%
I eat fruits and vegetables at least five times a day (not counting fruit juice)	73%	61%	51%	40%	49%	61%	69%	64%	67%
I do physical activity (walk, run, jump, dance, play sports, swim, etc.) at least one hour each day of the week	94%	83%	92%	92%	81%	89%	88%	89%	100%

The second section asked all SERRF students in grades K-8 questions about SERRF. The possible responses were “Yes” or “No” and the percentages for “Yes” responses are displayed by grade level in the tables below.

Prompt	K	1	2	3	4	5	6	7	8
I go to the SERRF Program almost every day after school	99%	95%	96%	95%	86%	96%	81%	97%	100%
I know that the SERRF staff really cares about me.	94%	98%	99%	94%	87%	91%	94%	81%	100%
The SERRF staff asks me what I am interested in.	85%	79%	79%	69%	58%	69%	77%	63%	100%
What I learn in SERRF helps me do better in school	99%	97%	95%	86%	81%	80%	75%	63%	78%

## SERRF Local Evaluation Report 2020-21

The third section asked students in grades 3-8 questions about SERRF. The possible responses were “Yes” or “No” and the percentages for “Yes” responses are displayed by grade level in the tables below.

Prompt	Grade Level (n=334)					
	3	4	5	6	7	8
The activities I do in SERRF are interesting to me.	91%	72%	74%	78%	47%	100%
I get to work in groups during SERRF	83%	72%	86%	83%	60%	88%
The activities in SERRF make me think hard	71%	80%	73%	63%	57%	63%
SERRF activities help me make good choices about right and wrong behavior	89%	85%	86%	67%	74%	88%
The activities I do in SERRF lead up to a final event or presentation	76%	84%	71%	80%	66%	50%
I know what the purpose of each activity is	69%	67%	70%	72%	63%	75%
The activities I do in SERRF help teach me new skills	83%	76%	75%	72%	57%	75%
The staff asks me what I want to do or learn in SERRF	63%	73%	59%	74%	60%	100%
SERRF gives me opportunities to be in charge or take a leadership role	61%	69%	83%	67%	68%	88%
The activities I do in SERRF are based on my interests	81%	72%	58%	65%	57%	86%
I feel comfortable talk to a SERRF staff person about my concerns	75%	78%	70%	76%	71%	75%
The SERRF staff encourages me to be healthy	88%	89%	86%	78%	86%	100%
I get more than 20 minutes of moderate to vigorous exercise at SERRF every day	81%	80%	88%	76%	71%	88%
The SERRF staff teach me and encourage me to eat or drink healthy foods such as: fruits, vegetables, water, etc.	80%	81%	85%	78%	74%	100%
I learn how to be healthy at school and at home during SERRF	83%	80%	83%	70%	71%	88%

The fourth section asked students in grades 3-8 to “Select the activities you like to do the most in SERRF” and to select all that apply. The results are displayed as whole numbers of the frequency for each topic by grade level in the table below.

Topic	Grade Level (n=334)						Total
	3	4	5	6	7	8	
Arts and Crafts	65	61	46	30	20	4	226
Recreation Activities	54	55	44	30	18	4	205
Fun Experiments	71	66	56	33	17	4	247
Games	67	64	56	38	21	5	251
Building Things	64	62	43	29	14	5	217
Reading Books	55	45	27	16	14	4	161



## SERRF Local Evaluation Report 2020-21

### TEACHER SURVEY FINDINGS

The May 2021 data showed several positive trends including the following:

- 96% of teachers affirmed that SERRF provides a safe place for students after school
- 94% of teachers indicated that, overall, SERRF is an excellent program
- 85% agreed that SERRF provides support for students to complete their homework assignments

### TEACHER SURVEY RESULTS

The SERRF Teacher Survey was administered online in May 2021 in both English and Spanish. Frequencies by school site are provided in the tables below. Individual school reports were generated with disaggregated teacher survey results for separate feedback analyses prior to the next academic year.

#### Teacher Survey Frequency by School (n=160)

School	#	School	#	School	#
Antelope	13	Kirkwood	4	Reeds Creek	5
Berrendos	7	Lassen View	0	Richfield	13
Bidwell	7	Los Molinos	8	Vina	4
Evergreen Elem	17	Maywood	11	Vista	9
Evergreen Middle	1	Metteer	12	West Street	6
Flournoy	1	Olive View	8	Woodson	13
Gerber	6	Plum Valley	2		
Jackson Heights	10	Rancho Tehama	8		

#### Teacher Survey Frequency by Question (n=160)

Prompt	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
SERRF provides support for students to complete their homework assignments.	45%	48%	6%	1%	1%
SERRF helps students to improve their academic skills.	32%	49%	14%	4%	1%
I have seen a positive change in SERRF ELL students (academic, social).	28%	32%	37%	2%	1%
SERRF provides students with enrichment opportunities based upon student academic needs and interests.	41%	44%	13%	1%	1%
SERRF provides a safe place for students after school.	77%	19%	3%	0%	1%
SERRF reinforces positive social skills development.	54%	33%	11%	1%	1%
SERRF provides students a positive alternative to being home alone.	77%	18%	3%	0%	1%
SERRF is aligned with and supports the school's curriculum and instructional program.	34%	43%	21%	1%	2%
The SERRF staff communicates regularly with classroom teachers.	35%	36%	16%	9%	4%
Overall, SERRF is an excellent program.	56%	38%	6%	0%	1%

## SERRF Local Evaluation Report 2020-21

### PARENT SURVEY FINDINGS

The May 2021 data showed several positive trends including the following:

- 97% of parents agreed that SERRF is a safe place for their child
- 97% would recommend SERRF to other families
- 92% indicated that SERRF allowed the parent to keep a job
- 80% affirmed that because if SERRF, their child is doing better on homework

### PARENT SURVEY RESULTS

The SERRF Parent Survey was administered My 2021. Frequencies by school site are provided in the tables below. Individual school reports were generated with disaggregated teacher survey results for separate feedback analyses prior to the next academic year.

#### Parent Survey Frequency by Form (n=186)

English	Spanish
168	18

#### Parent Survey Frequency by School (n=186)

School	#	School	#	School	#
Antelope	33	Kirkwood	3	Reeds Creek	8
Berrendos	8	Lassen View	15	Richfield	10
Bidwell	10	Los Molinos	4	Vina	5
Evergreen Elem	11	Maywood	2	Vista	1
Evergreen Middle	1	Metteer	15	West Street	11
Flournoy	3	Olive View	15	Woodson	13
Gerber	4	Plum Valley	1	Evergreen (Unidentified)	1
Jackson Heights	10	Rancho Tehama	2		

#### Parent Survey Frequency by Question (n=186)

Prompt	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
My child enjoys attending the SERRF Program	59%	32%	8%	1%	1%
The program is a safe place for my child	74%	23%	2%	1%	0%
I am satisfied with the quality of activities my child has been involved with this year	58%	35%	5%	2%	1%
The staff is fair in disciplining my child and enforcing the rules	54%	33%	11%	2%	54%
The staff tells me about how my child is doing	45%	32%	13%	9%	0%
The program supports opportunities for my child to build friendships	58%	37%	4%	0%	1%
I am satisfied with the program's hours of operation	61%	32%	3%	3%	1%
I am satisfied with the adult to student ratio	51%	37%	7%	4%	1%
If my child were not at the SERRF Program, he/she would have very little to do after school	49%	26%	20%	4%	1%
I would recommend the SERRF Program to other families	72%	25%	2%	0%	1%

**“As a result of attending the SERRF Program, my child...”**

## SERRF Local Evaluation Report 2020-21

Prompt	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Is doing better on homework	43%	37%	17%	2%	1%
Is doing better in school	38%	37%	23%	1%	1%
Has developed new skills and interests	43%	40%	15%	2%	1%
Is learning to work together with other students	43%	44%	11%	1%	1%
Is better able to handle conflict	34%	36%	28%	1%	1%
Has improved self-confidence	37%	40%	21%	1%	1%
Overall, has fewer behavioral problems	34%	31%	33%	1%	2%
Is more physically active at home	32%	32%	30%	4%	2%
Is making healthier decisions about which foods to eat	29%	33%	32%	5%	1%

### **“The after school program made it easier for me to...”**

Prompt	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Accept a job	58%	16%	23%	2%	1%
Keep a job	72%	20%	8%	0%	1%
Pursue education or training	46%	23%	31%	0%	1%

## SERRF Local Evaluation Report 2020-21

### FOCUS GROUP INTERVIEWS

---

Focus group interviews are rotated among school sites annually. Spring 2021 interviews were conducted virtually via Zoom with the SERRF program sites listed below. The interviews included SERRF Site Facilitators, SERRF Staff, site administrators, classroom teachers, and parents. The questions were provided in advance of the site visit to allow time for reflection prior to the interviews.

#### **2021 Focus Group Interview Sites**

Antelope
Bidwell
Olive View
Vina
West Street

#### **TEACHER FOCUS GROUP FINDINGS**

##### **Communication**

The vast majority of teachers either spoke with SERRF Staff directly, which was the most common method or through text and email. Teachers at some sites used telephones or walkie-talkies. Some teachers dropped-in from time to time and others would leave notes in campus mailboxes. SERRF produced flyers periodically that were distributed to instructional day teachers.

One teacher expressed that they did not know the SERRF Staff on their site. Another stated that the only communication with the SERRF staff was when a student was absent and SERRF would call to find out where the student was.

##### **Suggestions for Improvement**

The vast majority of teachers expressed appreciation for the SERRF staff and overall, there was consistently high praise for the SERRF staff and the extended learning program components. The suggestions for improvement varied from site-to-site with most suggestions coming from sites with shorter tenured SERRF Staff. Specific suggestions are evaluated annually prior to the beginning of each school year when possible, changes and/or improvements are determined.

Suggestions for improvement frequently included topics related to challenges from COVID restrictions and regulations. The general topics for overall program improvement had to do with 1) hiring more SERRF staff at some sites and providing them higher pay; 2) a continued focus on site-specific behavior management training for new staff; 3) to maintain good communication with instructional day teachers all year long including the introduction of new SERRF staff to instructional day teachers; 4) the SERRF staff-to-student ratio at some sites could be improved that would improve supervision and homework tutoring; 5) shared space with instructional day teachers can be problematic for managing separate teaching resources; 6) it would be beneficial to have more Spanish speaking SERRF staff.

##### **Concerns**

Teachers know there are many requests for students to be part of SERRF and would like to allow more students to attend also knowing that would it require more SERRF staff that would

## SERRF Local Evaluation Report 2020-21

increase costs. The most frequent responses expressed a concern about future funding for SERRF and the SERRF staff-to-student ratio at some sites at times makes supervision a concern.

### PARENT FOCUS GROUP FINDINGS

#### **Communication**

Parents communicated with SERRF Staff face-to-face usually on a daily basis, through calendar events or reminders for parents are kept by the sign-in/out sheets, electronically using text reminders and email, and they communicated with letters that went home. Some parents expressed close relationships with the staff. Some parents made a point to talk with staff at checkout if possible. SERRF Staff were consistent at following up with phone calls or notes.

#### **Academic Support**

SERRF Staff were very supportive, patient, and took the time to mentor and refocus in a manner that did not demean, but were supportive and kind. They were very positive when there was a problem and demonstrated love and support. SERRF Staff ensured that homework time took place daily. It was consistent and structured so that students knew they had an hour to get finished. Working parents, in particular, appreciated the homework support.

Academically they provided enrichment, homework time, regular day teacher and student tutors, and there was accountability for missing assignment and grade checks.

#### **SEL**

Parents were in unanimous agreement about the positive social and emotional structural support received from SERRF Staff. One parent shared that their child had been suspended from SERRF for poor behavioral choices. The SERRF Staff did not “hold it against him”, but they acknowledged the problem and gave the student an opportunity to start over. It really helped the student to grow and was a huge lesson for the student and a great support for the family.

SERRF Staff effectively dealt with problems by helping students re-think and by re-directing students about how to make better choices and to think about how the behavior impacted others, with the chance to start fresh the next day.

A parent shared that her son has been in SERRF since kindergarten and that the family has the utmost respect for the staff. It is a good place for the children. Even when there is conflict, they talk about it. They are very positive and they work with the parents. The SERRF Staff encourages students to be positive role models and to help with the younger students.

Behavioral expectations were consistent with the regular school. There was intentional interaction daily about how things were going with students. SERRF liaisons were always there to talk and reach out to school counselors if needed, helped students work out issues with their peers and rewarded good behavior.

#### **Program Strengths**

SERRF was a safe place for building relationships, getting to know students individually, providing academic assistance, and social and emotional support, all of which were a tremendous benefit to families. The staff “goes the extra mile.”

## **SERRF Local Evaluation Report 2020-21**

SERRF Staff were very good at providing opportunities for students to learn. Homework help provided support that helped students be successful and was invaluable for parents. Students were taught appropriate boundaries for social interactions with friends. SERRF Staff provided guidance about what was appropriate and how students could sort through their own interpersonal communication and situations with their peers. It was a positive environment that helped kids. Parents highly valued the program and the support it provided working parents.

### **Suggestions for Change**

Continued support for the SERRF Staff is important including trauma informed practices. Some parents with children at more than one SERRF site expressed that there was quite a difference between the staff at different sites.

The waitlist was a challenge for many families. Parents who work should have priority.

### **ADMINISTRATOR FOCUS GROUP FINDINGS**

#### **Communication**

Regular communication with SERRF Site Facilitators was conducted weekly or daily as needed in-person or by Google Meet, text, phone, and email. There were no communication barriers or challenges to overcome.

#### **Academic Support**

SERRF staff frequently communicated with parents regarding homework and at times were the main conduit for homework information to-and-from parents and instructional day teachers.

#### **SEL**

SERRF liaisons had daily discussions with classroom teachers to follow up with specific behavioral expectations afterschool. There was effective communication with principals and parents as needed regarding behavioral issues that took place during SERRF so that classroom teachers were made aware. Overall, there was consistency and few challenges.

#### **Program Strengths**

SERRF provided essential afterschool programming that was safe and a major benefit to working parents. SERRF gave students a couple of hours a day, after homework, to be outside and kids having fun doing extended learning activities. It was important for students to have time not sitting in the classroom for prolonged periods. Communication was a strength as well its organization.

#### **Suggestions for Change**

Most administrators expressed satisfaction for how SERRF served their school community without many suggestions for change. The most frequent suggestion was related to finding ways to reduce the frequency of staffing changes. One suggestion was to provide access to more outside experts in vocational training.

### **STAFF FOCUS GROUP FINDINGS**

#### **Communication**

Some sites used a SERRF academic needs form filled out by classroom teaches for their students. Daily or weekly in-person conversations were common. There was generally very good

## SERRF Local Evaluation Report 2020-21

communication between liaisons and teachers. Communication with parents varied because of COVID protocols; at some sites the Site Facilitator did the majority of communication with parents, while at others SERRF Liaisons would talk to parents via phone calls or through fences or in parking lots when students were being picked up.

### **Program Strengths**

The prevailing strength was that SERRF provided a safe place for students after school. Overall, the staff expressed deep gratification working with the students. SERRF provided consistent academic, social, and emotional supports for students. A common thread was good communication among the SERRF staff and satisfying co-worker relationships.

### **Suggestions for Change**

Wanting a more competitive pay rate was mentioned by several staff. Frequent staff turnover at some sites was a challenge. There were also sites with too few staff at times that caused some challenges in conducting activities and supervision. More student assistants would be appreciated at some sites.

### **FOCUS GROUP SUMMARY**

There were common themes expressed during the interviews that are summarized below:

1. COVID 19 had a significant negative impact on communication with parents that caused many parents to be less informed, than without the COVID 19 restrictions, about the day-to-day status of their SERRF students.
2. Parent feedback was overall very positive across all groups interviewed regarding how SERRF staff builds relationships with their students, consistently facilitates homework time, engages students in expanded learning activities, and provides a safe and nurturing place for students after school.
3. The majority of teachers interviewed affirmed that they had adequate communication with SERRF staff about their students attending SERRF. However, a few instructional day teachers would like to be introduced to SERRF staff and be made more aware of the SERRF calendar of events so that SERRF could better align expanded learning events with instructional day content and minimize the duplication of content/themes. One suggestion was for SERRF to host a Zoom meet-and-greet event with classroom teachers at the beginning of the school year and possibly when new SERRF staff are assigned during the school year.
4. The majority of site administrators interviewed affirmed that they had adequate communication with SERRF staff about the SERRF program. However, it was recommended that SERRF reinforce the need to have SERRF staff better understand the instructional day behavioral expectations to enhance continuity between the instructional day program and the expanded learning program.
5. SERRF Staff expressed that COVID presented several challenges including not always seeing the parents; however, accommodations were made to communicate with parents on the phone or the Site Facilitators would communicate with parents directly when needed. SERRF provided a safe place for the students and the staff enjoyed working with the students.

## SERRF Local Evaluation Report 2020-21

### OVERALL SUMMARY OF STRENGTHS

Most SERRF sites conduct activities designed to lead up to final events or presentations for which students are provided a variety of supports including learning to design lesson plans, collaborating with peers; however, most were only able to share in front of their peers. A few sites had the opportunity to share with parents.

SERRF activities helped teach students new skills including STEM practices, a variety of team and individual sports rules and proficiencies, computer technology/programming, social/emotional etiquette, and making healthy food choices.

Homework support was the most frequently mentioned strength and was highly valued across all participant categories. It was universally acknowledged that if not for the consistent homework support time, the majority of SERRF students would not get their homework completed.

SERRF staff was highly appreciated for their dedication to the students and their families through building effective relationships, providing academic support, open demeanor, and overall management of the expanded learning programs. School teachers and principals are confident that SERRF programs provide safe and caring environments for their students.

SERRF programs also provide, for the most part, quality snacks and healthy food choices for participating students daily along with at least 20 minutes of moderate to vigorous exercise every day. There was strong affirmation across all interview participant categories that the sustained multi-week sports/athletic programs were beneficial to the students and appreciated by the adults.

SERRF staff gave SERRF students choices regarding specific SERRF activities by verbal voting, and all SERRF staff acknowledged that there is a wealth of resources available to them by the SERRF office at the Tehama County Department of Education.

### OVERALL SUMMARY OF SUGGESTIONS

The most frequent comments had to do with the ratio of staff to students that was seen to be often too large; however, in all cases, it was not a concern for student safety, but for being able to better connect with students relationally.

Most of the sites shared the challenge of needing more space and/or needing more permanent space for SERRF activities. Most of the sites also expressed the desire to enroll more students in SERRF.

By far, the greatest expressed “concern” was the realization that without the SERRF program, the sites would be much worse off both academically and socially. Additionally, it was acknowledged that SERRF leadership is responsive to site concerns and continues to improve the SERRF programs.

A few school site administrators and regular day teachers suggested that it may be helpful if SERRF provided periodic updates to them in the form of something like a newsletter that highlighted SERRF student accomplishments. The highlights and student testimonials could be distributed at teacher staff meetings. It could help bolster the SERRF-School relationships and



## SERRF Local Evaluation Report 2020-21

provide actual stories for word-of-mouth distribution of SERRF's excellent work. Additionally, it was suggested that the SERRF staff attend at least one teacher staff meeting to be introduced and for relationship building.

### CONCLUSION

SERRF continues to provide highly valued expanded learning activities and events that benefit the instructional day academic programs and are much appreciated by site administrators, teachers and parents.

SERRF leadership regularly utilizes the Expanded Learning Continuous Quality Improvement (CQI) process as its foundation for ongoing progress monitoring and to sustain and increase program quality.

The SERRF evaluation plan activities were all conducted as planned, the results of which helped to verify the achievement of the expectations outlined in the 2019 SERRF Program Plan. The outcome data showed that SERRF met its established goals and expected outcomes related to school achievement and attendance.

SERRF provides its staff a robust schedule of professional development trainings. SERRF staff affirmed that the training was exemplary and appreciated. The staff also affirmed that SERRF leadership consistently provides ample resources for all expanded learning activities.

SERRF leadership's dedication to providing a high-quality program contributed to the program successes in 2020-21, which were affirmed in feedback obtained from stakeholders through surveys and focus group interviews.