



July 8, 2008

To: CEI Funders and Board Members

Re: CEI Final Program Report for 2007-2008:

Enclosed please find CEI's Final Report for the 2007-08 academic year programs at Jefferson High School and Pollicita and Ben Franklin Middle Schools in Daly City.

This was our last year for our very successful School Within A School (SWAS) program for Jefferson High sophomores. This coming school year the sophomore class will become part of the Smaller Learning Community program, which was modeled after our SWAS concept and functions in a similar way. Within two years, the entire school will be converted to this smaller class size program.

Also enclosed are CEI's newsletters from April and May, a brochure that describes CEI's projects and a copy of an editorial from Jefferson High School's *Tom-Tom* newspaper, illustrating CEI's involvement in making this year's graduating class the best class ever in sending 100 students (1/3 of the class) to a four year university.

I want to acknowledge that this great success could not have been accomplished without your support and I truly thank you.

Sincerely,

Spencer Holeman

Children's Empowerment, Inc. 2008 Annual Report

Children's Empowerment, Inc. (CEI) is a 501(c)(3) non-profit corporation that provides in-school and after-school academic programs to at-risk middle and high school grade students in Daly City, California. Founded in 1999, we have been working in Daly City since 2000 in partnership with local school districts. CEI focuses on students in underperforming Daly City public schools who want to achieve but face formidable economic, cultural, and linguistic barriers to their educational success.

CEI's Program Activities

CEI's programs provide a continuum of support for local at-risk students at Jefferson High School and at Pollicita Middle School and Benjamin Franklin Middle School, which are Jefferson's principal feeder schools. In addition, CEI provides a wealth of horizon-expanding enrichment activities for students and financial support for students who cannot afford the fees for college entrance exams. CEI's program activities currently include the following components:

	Program	Program Type/Beneficiaries
1	Smaller Learning Community	Federally-funded smaller learning community program for 290 Jefferson High School freshmen
2	School Within A School (SWAS)	A smaller learning community program for 50 Jefferson High School sophomores
3	21 st Century ASSETs Program	State-funded comprehensive after-school program for 200 Jefferson High School Students.
4	Jefferson High School Learning Center	After-School Program provides homework assistance and one-on-one or group tutoring to the Jefferson High School student body in CEI's Homework Center in the school's Library. Additional services provided to several unique groups.
5	Club Jeff	Federally-funded Physical Education and Healthy Living Program for 200 students from Jefferson High School, Pollicita and Ben Franklin Middle Schools
6	Middle School Learning Centers	After-School Program for 75 Pollicita Middle School and 30 Benjamin Franklin Intermediate School Students
7	Mentoring at Pollicita (M@P)	Federally-funded mentoring program for 60 students at Pollicita Middle School

This Year's Program Highlights

This report contains details of what each CEI program has achieved during the recently-concluded 2007-08 academic year follow below, but the following are this year's exceptional program accomplishments:

- 30% of the ninth graders in the SLC program (85 out of 290 students) ended the year with a grade point average of 3.0 (a "B" average) or better.
- Seven of our sophomore students in the School Within A School program finished the year with 4.0 (straight A) Grade Point Averages (GPAs). Overall, all SWAS students improved their GPAs by an average of 1.2 points.
- Over one-fourth of the total student body at Jefferson attended one or more after-school activities offered by the 21st Century ASSETs program last year.
- Nearly three-quarters of the students served in the Jefferson Learning Center who took the

English/Language Arts section of the CAHSEE received passing grades, and more than half of them passed the Math section.

- We served 314 students this in Club Jeff this year, a 17% increase over the number of students served last year. The goal of a 20% Increase over baseline performance for fitness measures was met for all 10 state fitness standards.
- There were across-the-board improvements in participating students' GPAs as well as in their English and math achievement test scores in the two Middle School Learning Centers.

1. Smaller Learning Community Program, Jefferson High School, Daly City, California

Background. Research findings support the notion that high school students are more successful when they attend small schools. Schools of this size have been shown to foster student achievement, including grades, test scores, attendance, and graduation rates, as well as reduced drug and alcohol use and improved school safety. In 2006, CEI contributed program design and proposal preparation expertise to help the Jefferson Union High School District (JUHSD) obtain a five-year grant from the U.S. Department of Education in 2006 to convert Jefferson High School to the Smaller Learning Community (SLC) model.

Program Goal. Our goal for this program is to support JUHSD in the achievement of SLC objectives, including increases in student attendance, decreases in suspensions, improvements in standardized tests, and increased physical health, mental health, and overall personal resilience.

Standardized Testing Instruments. The California Achievement Tests (CAT/6) in math, English, and science will be used for academic indicators and the California Healthy Kids Survey (CHKS), a state-funded, comprehensive, standardized instrument, for non-academic indicators.

This Year's Program Outcomes. Implementation of the SLC program grant at Jefferson High School began during the 2007-2008 school year, starting with 9th graders. The ninth grade class has been divided into three "learning communities", SLC A, SLC B, and SLC C instructed by teams of teachers assigned to each of them. Lou Silberman, Jefferson High School's new Principal, has informed us that for the school year, there have been just 81 suspensions and 0 expulsions of students, compared to 318 suspensions and 2 expulsions last year. Only 9 of those suspensions have been for fighting compared with 97 last year. At the end of the year, 30% of the ninth graders in the SLC program (85 out of 290 students) had a grade point average of 3.0 (a "B" average). Twenty three of those students had a 4.0 or straight "A" average. During the same semester, just 24% of the students outside the SLC program (tenth, eleventh, and twelfth graders) had a 3.0 grade average. Even some of the initially worse performing SLC students showed quick improvement. Ten percent of those students who received failing grades during the first six week grading period have now raised their grades to a "C" or above. A survey of teachers and staff at Jefferson High School completed by the SLC program evaluator showed that 70.7% agree that "when making important decisions, the school always focuses on what is best for student learning," while 94.2% state that "the work I give my students is challenging and stretches their brains." Anecdotal reports from teachers indicate that classroom behavior has improved significantly. The suspension data supports these reports. Teachers in each SLC are meeting at least once a week to discuss students, call home, and arrange for parent meetings. Indeed, one of the most impressive changes that has occurred since the start of the SLC program has been the involvement of parents. During the three awards ceremonies support by CEI, over 50% of the freshman class parents attended. This compares to less than 10% of parents that have attended comparable school functions in recent years. The work of our parent outreach coordinator, working with each of the SLC teams, is certainly one of the important factors in increasing parent participation. Her translating skills are very helpful both at individual parent meetings and at the larger parent meetings.

2. School Within a School (SWAS) Program, Jefferson High School, Daly City, California

Background. The SWAS program supports small teams of teachers who provide personalized but challenging instruction in the core curriculum (English, mathematics, social studies, and science) in small classes (maximum of 20 students each) four times daily during the school year. The program increases student academic achievement and identifies emotional issues because teachers, working together as a team, are given the time to discuss each student's situation and needs.

Program Goals. Our goals for the SWAS program were enrolling 50 sophomore students who are high risk for failing to graduate from high school, providing reduced-size classes in four core subjects, after school homework assistance, and team building and enrichment services throughout the year.

Standardized Testing Instruments. English language arts (ELA) and the math parts of the California High School Exit Exam (CAHSEE) as well as improvements in our students' Grade Point Averages (GPAs).

This Year's Outcomes. Forty-nine students were enrolled in the SWAS program for the 2007-2008 school year. As noted above, seven of our sophomore students in the School Within A School program finished the year with 4.0 (straight A) Grade Point Averages (GPAs). We are especially proud of these students' outstanding achievements. Overall, all SWAS students improved their GPAs by an average of 1.2 points. This is especially impressive in that SWAS does not offer passing grades of D (SWAS students either get A, B, or C grades or fail with an F). SWAS students also achieved comparable or better scores than Jefferson students did overall this year who were tested for the CAHSEE this year (N=330) as the table below shows:

English/Language Arts Results		
	SWAS Students Tested	All Students Tested
Percent Passed *	80%	73%
Percent Proficient **	33%	37%
Mathematics Results		
	SWAS Students Tested	All Students Tested
Percent Passed *	76%	68%
Percent Proficient **	31%	29%

* Score of 350 to 379.

** Score of 380 or above.

3. Twenty-First Century After School Safety and Enrichment for Teens (ASSETs) Program, Jefferson High School, Daly City, California

Background. ASSETs is a collaborative effort between the JUHSD and a number of local community based agencies, funded by a five-year state grant. CEI serves as the lead agency for the program. CEI started the ASSETs program at the beginning of this academic year. So far, four other community-based organizations have joined CEI in presenting after school programming for ASSETs. These are: Daly City Parks and Recreation Department (DCP&R), Jefferson Union High School District Adult Education Division (JAD), Daly City Youth Health Center (DCYHC), Liwanag Kultural Center (LKC), and Youth and Families Enrichment Services (YFES). The table below provides details on the various programs and services available to Jefferson High School students for the 2007-08 school year.

Agency	Program/Service	Days/Hours	Unduplicated Students
CEI	Homework Center, Reading Support, CASHEE Prep	MTWT for 3 hrs.	738
DCP&R	Cafeteria Drop-In Center	MTWT for 2.25 hrs.	164
JAD	JUHSD Adult Ed	W for 3 hrs.	70
YFES	Student Advisory Group	Once per month	5
DCYHC	Vocational Counseling	W for 2 hrs.	2
LKC	Liwanag Kultural	F for 3 hrs.	195

Program Goals. ASSETs is expected to contribute to the transformation of the Jefferson High School campus into a thriving center of highly-constructive, purposeful student activity that will promote the school's image as a community asset in Daly City.

Standardized Testing Instruments. Standardized Testing and Reporting (STAR) program test results are used to assess improvements in students' academic performance. We also use on-going assessments from ASSETs instructors and other staff to document positive behavioral changes and on the data in JUHSD's SASI system to determine participants' attendance and graduation rates.

This Year's Program Outcomes. Over 810 unduplicated students (nearly two-thirds of the total student body) attended at least one after-school activity last year. Suspensions were down 41% last year. Student attendance improved by 6%. The graduation rate improved by 6% over the previous school year.

4. Learning Center Program, Jefferson High School, Daly City, California

Background. This program is focused on students who are experiencing difficulty passing the CAHSEE and is based in the Jefferson High School Library. CEI tutors, who are advanced placement or honors students at Jefferson, provide one-on-one assistance. The program is also open to the general student population for homework assistance and tutoring as needed. The program, offered from 3 to 6 p.m. Mondays through Thursdays, throughout the school year, is an integral part of the 21st Century ASSETs Program described above.

Program Goals. Our goals for this program is to serve at least 75 students per day and provide a healthy after-school snack to all participants. CEI will provide tutors, who are advanced placement or honors students at Jefferson, with one-on-one assistance.

Standardized Testing Instruments. The CAHSEE will serve as our testing instrument for assessing this program's success.

This Year's Program Outcomes. This year we made some adjustments to this program to coordinate with and support the new SLC program. We separated the students in the Learning Center by grade level, with separate sections for the three new SLC freshman classes. We did this so that students who had been working together in each of the SLCs during the school day could continue to do so in our after school program. This has worked out very well, and participating students' grades and classroom attendance have continued to improve as the school year has progressed. A daily average of 65 students received services at the Learning Center. Nearly three-quarters (73.7%) of the 22 students served who took the English/Language Arts section of the CAHSEE received passing grades, and more than half (59%) of them passed the Math section.

5. Club Jeff, Jefferson High School, Daly City, California

Background. Club Jeff is CEI’s U.S. Department of Education-funded physical fitness and nutrition education program at Jefferson High School. Club Jeff operates from 3:15 to 5:15 p.m., Mondays through Thursdays, throughout the school year. Students have access to modern gymnastic, cardio, weight room, swimming, tennis, and yoga equipment purchased by CEI with grant funds.

Program Goals. Club Jeff’s program’s goals are to serve 200 youth per year on a gender equitable basis, assure that at least 75% of the youth served will meet all ten state fitness standards, and that there will be a 20% increase over baseline performance for certain specific fitness measures.

Standardized Testing Instruments. Progress toward meeting the state standards will be measured using tools in the Fitness for Life curriculum, a research-based physical education program, using Polar Electro’s TriFIT and PE Manager software.

This Year’s Program Outcomes: Our progress towards outcomes is quantified in the table below:

Goal	Measurement	Outcome
Serve 200 Youth per Year on a Gender Equitable Basis	Program Records	We served 314 students this year, a 17% increase over the number of students served last year.
75% of Youth Meet Ten State Fitness Standards	Fitness for Life Curriculum	This benchmark percentage was achieved for 7 of the 10 state standards this year.
20% Increase over Baseline Performance for Fitness Measures	Fitness for Life Curriculum	This goal has been met for all ten of the state standards.

6. Learning Center Programs, Thomas R. Pollicita Middle School and Benjamin Franklin Intermediate School, Daly City, California

Background. CEI’s Learning Center programs at these two Daly City middle schools offer underperforming students the only place they have after school that is a safe environment in which to learn. Besides tutoring, CEI challenges these younger students educational games that help develop their self-esteem and their ability to work with others. CEI also provides a variety of healthy sandwiches, snacks, fruits and drinks each day. The tutoring programs are carried out by a team of advanced placement and honors students from Jefferson High School, the destination school for most of these middle school students. All of them are themselves ethnic minority students who have successfully overcome adversity in their pursuit of academic accomplishment.

Program Goals. The goals of these programs are to provide one-on-one and group tutoring to at least 50 sixth, seventh and eighth grade students per day and to provide all participants at these two middle schools with a healthy, after-school snack.

Standardized Testing Instruments. We use the Degrees of Reading Power (DRP) form G-6 to assess students’ English language skills and a grade-appropriate math test that includes arithmetic problems, basic geometry, fractions, and basic statistic problems, for mathematical skills.

This Year’s Program Outcomes. The tables below contain the latest program outcomes for the two Learning Center programs.

Thomas R. Pollicita Middle School

Goal	Measurement	Outcome
To provide one-on-one and group tutoring to at least 75 students per day	Program Records	We served a total of 26 – 6 th Graders, 37 - 7 th Graders and 20 - 8 th Graders enrolled with an average daily attendance of 45 students.
Provide a healthy after-school snack	Program Records	We provided all attending students with snack servings each day. <i>For many students, this was their main meal of the day.</i>
Improve Academic Performance	English Language Arts: Degrees of Reading Power Form G-6	Sixth graders improved by 57%. Seventh graders improved by 50%. Eighth graders improved by 100%.
	Math: Grade Appropriate Math test	Sixth graders improved by 20%. Seventh graders improved by 44%. Eighth graders improved by 50%.

In addition, our sixth graders at this school improved their GPA's by 54%, our seventh graders by 41%, and our eighth graders by 45%.

Benjamin Franklin Intermediate School

Goal	Measurement	Outcome
To provide one-on-one and group tutoring to at least 50 students per day	Program Records	We served a total of 35 - 7 th Graders and 28 - 8 th Graders enrolled with an average daily attendance of 25 students.
Provide a healthy after-school snack	Program Records	We provided all attending students with snack servings each day.
Improve Academic Performance	English Language Arts: Degrees of Reading Power Form G-6	Seventh graders improved by 40%. Eighth graders improved by 57%.
	Math: Grade Appropriate Math test	Seventh graders improved by 70%. Eighth graders improved by 71%.

In addition, our seventh graders at this school improved their GPA's by 66% and our eighth graders by 43%.

7. M@P (Mentoring at Pollicita) Program, Thomas R. Pollicita Middle School, Daly City, California

Background. CEI's M@P is a new U.S. Department of Education-funded mentoring program at Pollicita, presented in collaboration with the Jefferson [Elementary] School District (JSD) and Asian American Recovery Services (AARS), Inc.

Program Goals. The goals of this program are to provide school-based mentoring services to 60 at-risk 6th, 7th and 8th grade students annually, to improve students' academic performance, reduce their suspensions and unexcused absences, and improve their school connectedness.

Standardized Testing Instruments. M@P uses three sets of methodological tools: (1) GPA and attendance data from JSD's management information system; (2) standardized mentoring program forms and instruments; and (3) other standardized forms to collect additional information about student performance, specifically the Hemingway—Measure of Adolescent Connectedness to assess mentee's social connectedness (to school and other social institutions).

This Year's Program Outcomes. Forty-seven student mentees were served in this, the first year of the grant (78% of objective). Twenty (42%) of these mentees improved their GPAs this year. Twenty-eight of the mentees (60%) showed improvement on behavioral indices. Twenty-six of the mentees (55%) demonstrated improved social connectedness. Two field trips took place this year. A mix of female mentors and mentees was able to attend the "Expanding your Horizons" conference at Skyline College. The conference offered workshops to female youth about careers in math and science. Many M@P mentors and mentees also attended the Youth

Speaks Poetry finals. The M@P participants were able to witness the best youth poets from all over the San Francisco Bay Area. Overall, many of the participants enjoyed the program and felt they learned a lot from the M@P program. It looks like we will be having many returning M@P participants, both mentees and mentors. In order to maintain the strong mentor/mentee relationships, M@P has scheduled numerous activities during the summer session.

Enrichment Activities

In addition to what are by now our “routine” extracurricular activities like bookstore visits, Ropes Courses for all 290 freshmen students, and reward dinners for exceptional student performance, CEI sponsored a number of exciting, special events this past academic year. In conjunction with the Close Up Foundation, CEI sent 11 Jefferson honors students to Washington, D.C. to visit the U.S. Congress, the Smithsonian Institution, and meet their elected representatives. Another honors student participated in a Sojourner Civil Rights Tour of sites in the southern United States associated with the Civil Rights Movement of the 1960s. In May 2007, CEI sponsored 41 SWAS students on a trip to Los Angeles where they visited the Simon Wiesenthal Center’s Museum of Tolerance and the UCLA campus. We also offered a number of activities this year designed to get students thinking seriously about higher education. Campus visits were offered to Stanford University, University of California Santa Cruz, Berkeley and Davis, San Francisco State University, and Skyline Junior College. All honors and advanced placement (AP) students in Jefferson’s freshmen, sophomore and junior classes visited at least one University of California campus as part of this program. The schools visited were U.C. Berkeley, U.C. Davis and U.C. Santa Cruz. Finally, CEI paid \$1,800.00 for honors students and \$610 SWAS sophomores to take the PSAT and \$555 for honors students to take the SAT. These students would otherwise not have been able to afford to pay for these tests.

This summer CEI will sponsor 2 students to attend a program at Stanford University and 3 students to attend a program at U.C. Berkeley’s Academic Talent Development Program. In addition, CEI assisted 1 student to visit Chile this summer in cooperation with The Experiment in International Living.

CEI’s 3rd Annual Awards Night for freshmen, sophomore and junior classes was held at the end of the year to recognize outstanding students and their achievements with 300 people attending. A separate SWAS Awards night was attended by 140 people.

Conclusion

This has been an exciting year for CEI, its students, and their families, with very satisfying program outcomes. Your generosity has made all of this possible. Thank you for your continued interest in an invaluable financial support of our programs.

Spencer Holeman
Executive Director
Children’s Empowerment, Inc.