

Bridges/ASSETs After-School Program Summary Report 2025-26

Encina High School ASSETs Survey Results

Encina ASSETs Survey group:
Students Grades 9-12
Parents
Staff

San Juan Unified School District
April 28 - June 10, 2026



2025-26 Evaluation Report Summary – Encina High San Juan USD Bridges After-School/ASSETs Program Grades 9-12

This report provides the results of the 2025-26 after-school program student exit surveys, as well as the after-school program end of the year perception survey completed by parents and school site staff. The data tables and graphs for these surveys are attached to the narrative summary. The information from this report is used for continuous improvement of the after-school programs.

I. Demographics of the Bridges After-School/ASSETs Program Participants

At the time of the Bridges After-School/ASSETs program exit survey, the participants reported being between 14 and 18+ years old and in 9th through 12th grades. Data shows that the participants were of different ethnicities: African American (29%) and Hispanic or Latino/Latina (19%) being the two most reported ethnicities. Data also shows that the gender identity of respondents was reported as male more often than female or non-binary, (45%, 40% and 10% respectively) with 5% declining to state their gender identity. Forty-two students participated in the survey.

During the Bridges After-School/ASSETs Program

At the time of the exit survey, respondents reported that in the program they do things they usually don't get to do (81%), have opportunities to share their ideas for activities or choose things to do (81%), and that the activities are interesting (83%). Participants stated that in the program they try hard to do well (74%), they do things that make them think (79%), and they do things that make a difference (62%), "all or most of the time."

Activities at the Bridges After-School/ASSETs Program

The participants were asked about the different activities they participated in during a typical week at the program. The participants reported that they took part in the following activities during the week: finishing homework (52%), reading a book (51%), doing math or science activities (74%), do art activities (74%), get help with homework (74%), and practice writing (64%). Additionally, students reported learning and talking about different careers (83%) and college (74%), help other students with homework or other activities (76%), and taking part in a project to help their community (71%), "all or most of the time."

Current Program Experiences and Attitudes

Participants were asked how much the program helped with specific aspects of school and school life. At the time of the survey, participants reported that the program helped "a lot or a little" to feel more like a part of the school (93%), feel safer at school (93%), attend school more often (95%) and learn to speak and understand English better (67%). In addition, students reported that the program helped them read better (69%), write better (71%), solve math problems better (86%), do better with homework (83%), and get better grades (88%).

Internal Assets

Participants reported that being in the Bridges After-School/ASSETs program helped them continue to develop skills beyond the classroom. For example, data shows that being in the program helped participants “a lot or a little” to make new friends (90%), disagree with others without starting a fight (90%), think carefully before making a decision (88%), and get along better with others who are different from you (88%). In addition, the program has helped them listen to other students carefully (83%), get into less trouble at school (83%), use computers to do research, school projects, or homework (88%), feel more comfortable taking tests (80%). Students reported that the program helped them feel more confident about their schoolwork (83%) and feel more positive about their future (86%).

External Assets

When asked about staff and participant relationships, participants reported that it is “very much true or pretty much true” that program staff really care about them (93%), tell them when they do a good job (93%), listens to them when they have something to say (93%), notices when they aren’t there (93%) always wants them to do their best (95%), and believes they will be a success (91%).

Peer Relationships and Expectations

The participants reported they “strongly agree or agree” with the statements that they felt close to people in the program (95%), they were happy to be there (98%), they felt like they were a part of the program (95%), and they felt safe in the program (95%).

II. Staff and Parent Perception

As part of the end of year evaluation activities, staff and parents were asked to rate the success of the program. There were nine parents and 20 staff members who completed the survey.

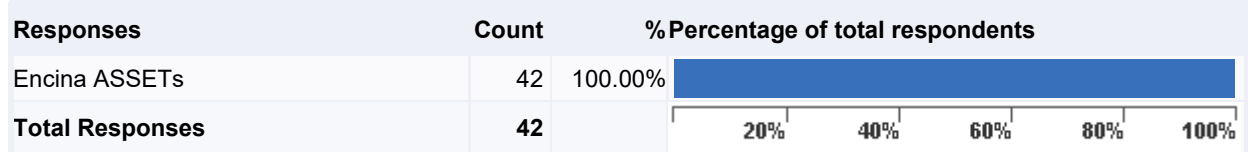
Most parents reported that the Bridges After-School/ASSETs Program was very successful in areas such as helping their children complete quality homework assignments and improving their child’s interest in school and schoolwork, and somewhat successful in improving their child’s attendance. Parents indicated that the program was very or somewhat successful in increasing their child’s self-esteem, and very successful in increasing their ability to handle emotions, and offering a positive social interaction in a safe environment.

Most staff reported that the Bridges After-School/ASSETs Program was somewhat to very successful in areas such as helping students complete quality homework assignments, improving student attendance, improving student connectedness to school, improving student interest in school and school work, and improving relationships between students and school staff. Most staff also reported that the program was somewhat to very successful at increasing student self-esteem and their ability to better handle their emotions, and very successful at offering positive social interaction for students in a safe and enriching environment.

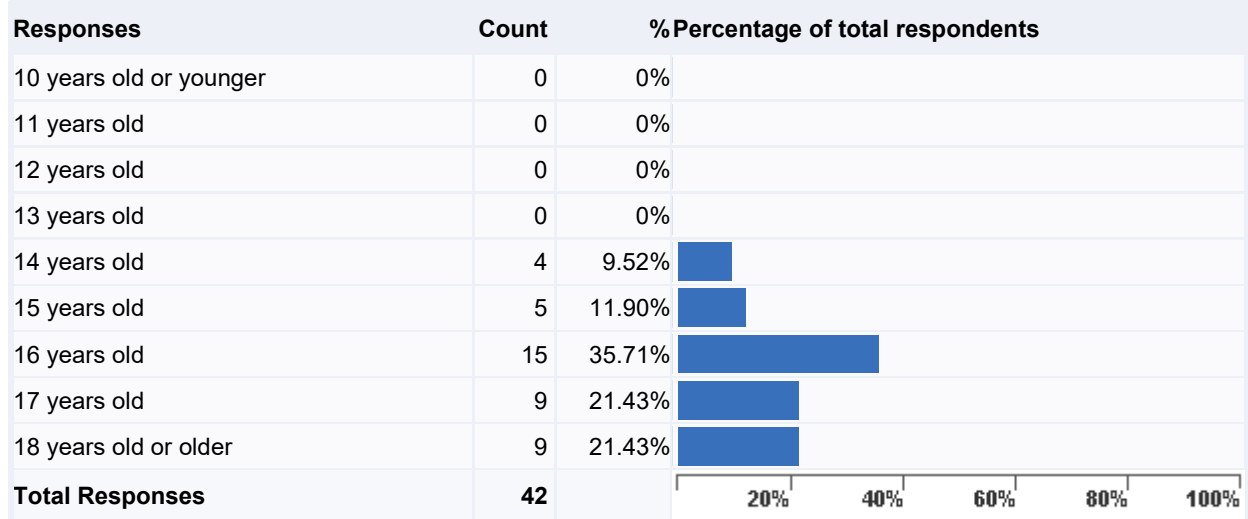
Staff and parents alike reported success with academic support/homework, enrichment activities, recreation activities and parent/staff communication.

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2025-26 Bridges After-School Secondary Student Survey

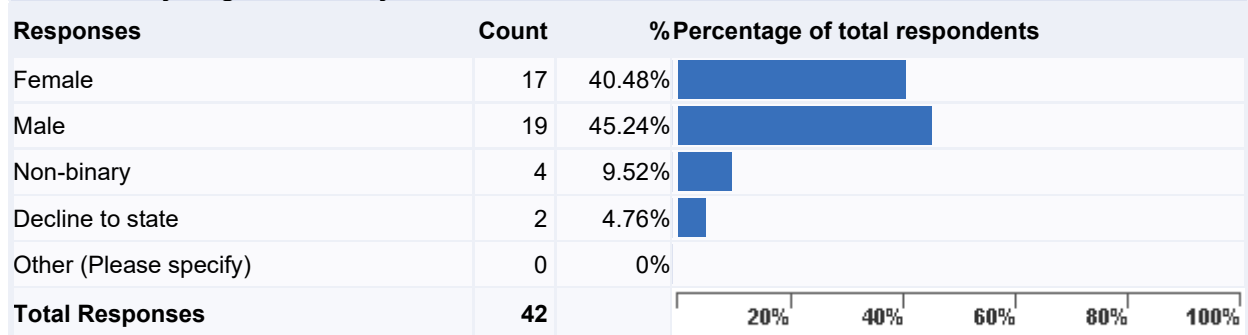
Q1. What is the name of your school?



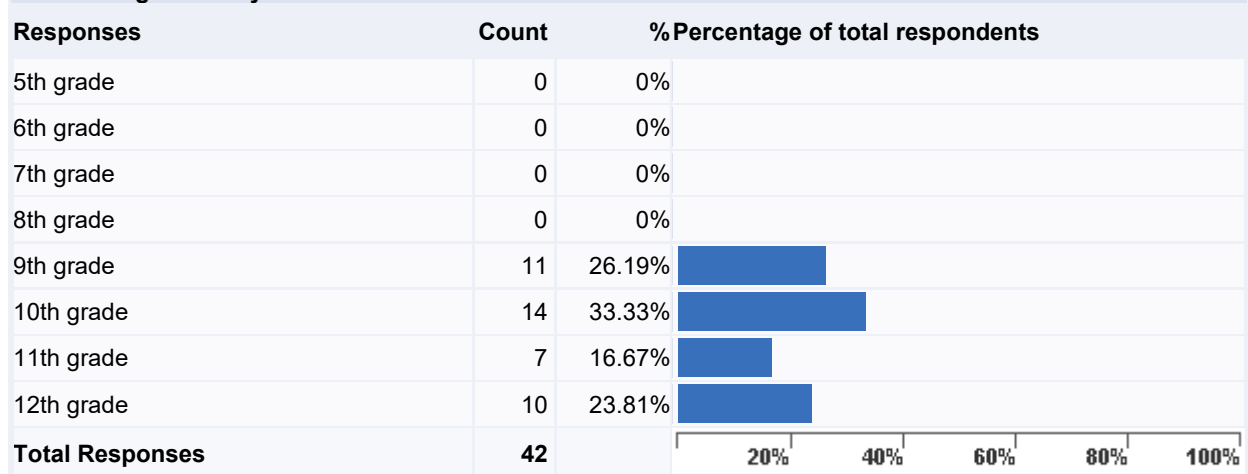
Q2. How old are you?



Q3. What is your gender identity?

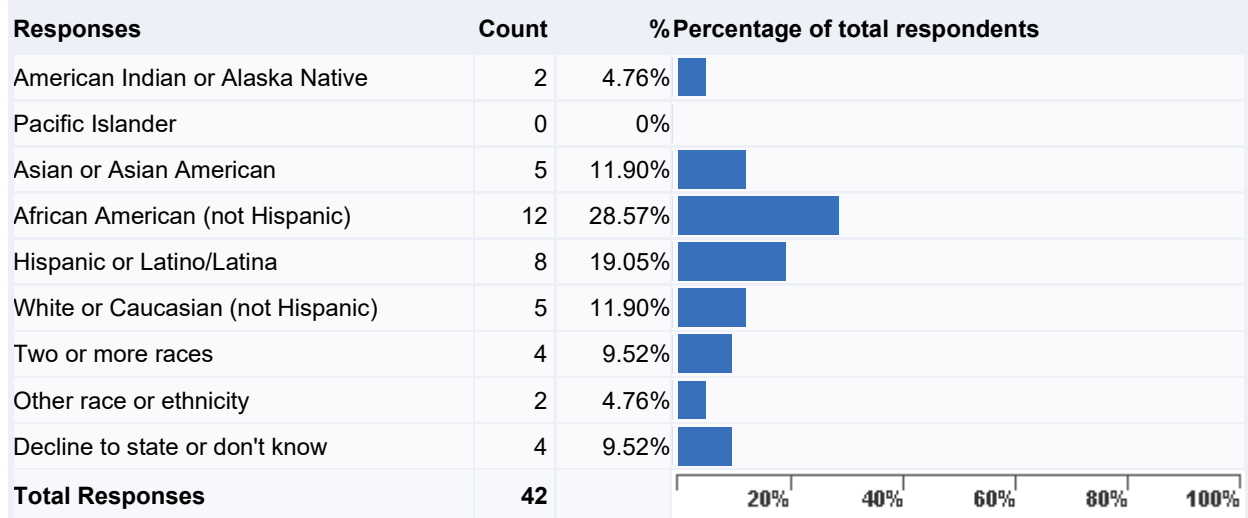


Q4. What grade are you in?

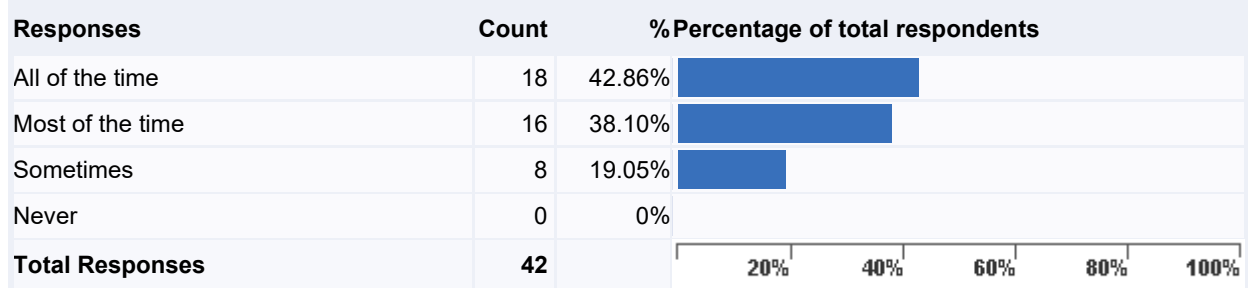


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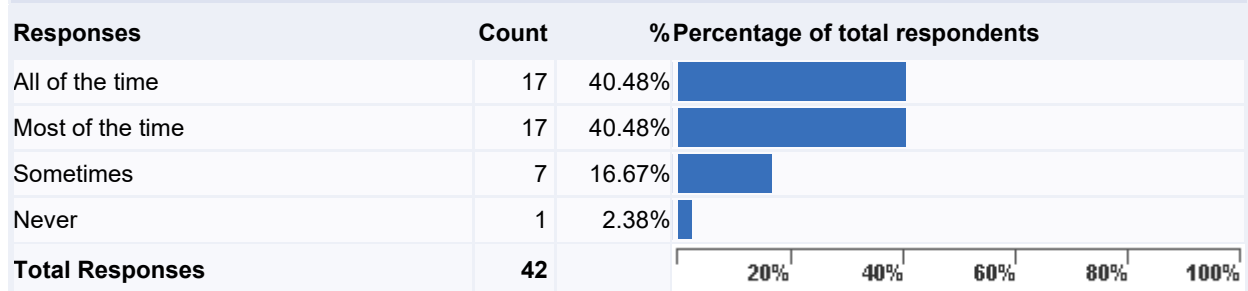
Q5. What is your race/ethnicity?



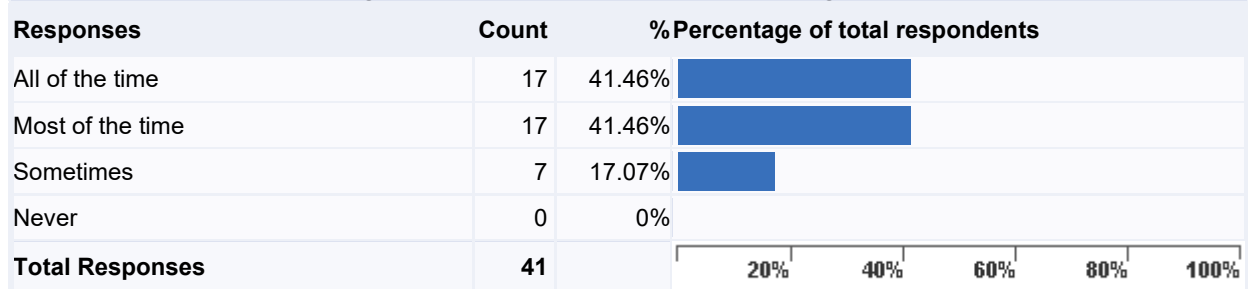
Q6(a). At this after school program...: I do things I usually don't get to do.



Q6(b). At this after school program...: I have opportunities to share my ideas for activities or choose things to do.

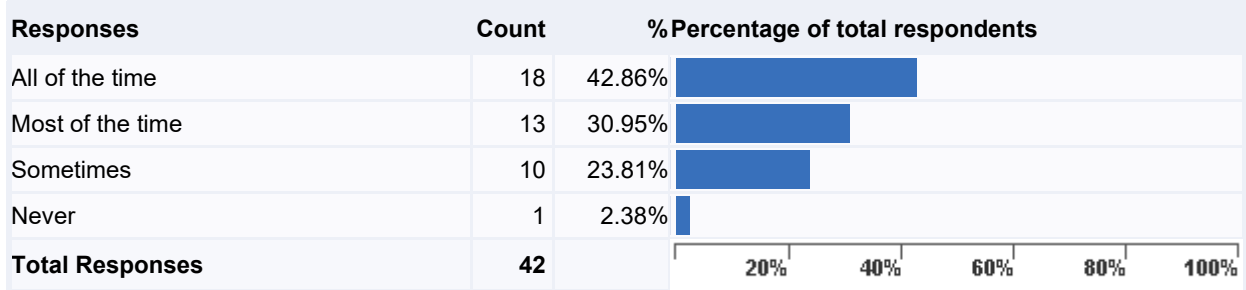


Q6(c). At this after school program...: The activities here are interesting to me.

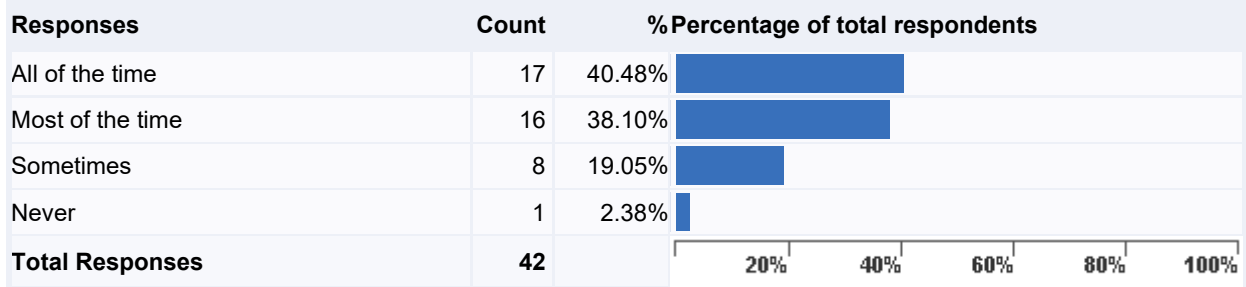


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2025-26 Bridges After-School Secondary Student Survey

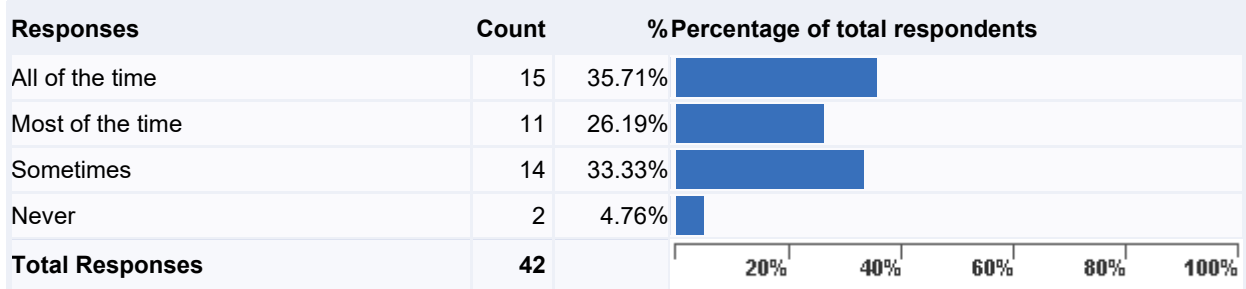
Q6(d). At this after school program...: I try hard to do well.



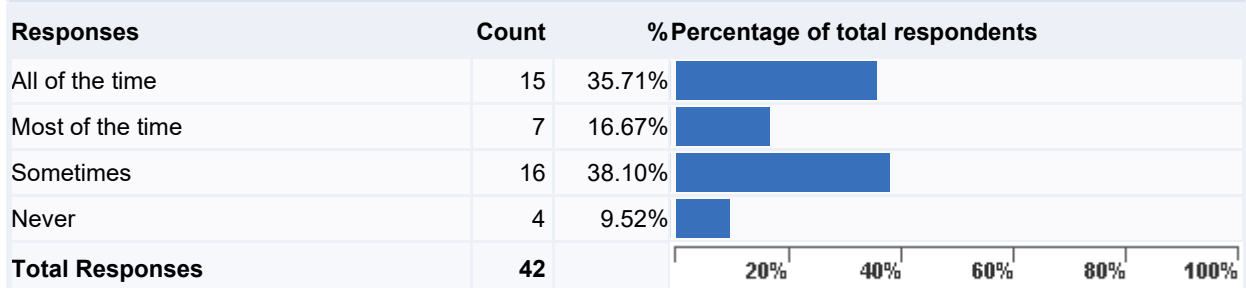
Q6(e). At this after school program...: I do things that really make me think.



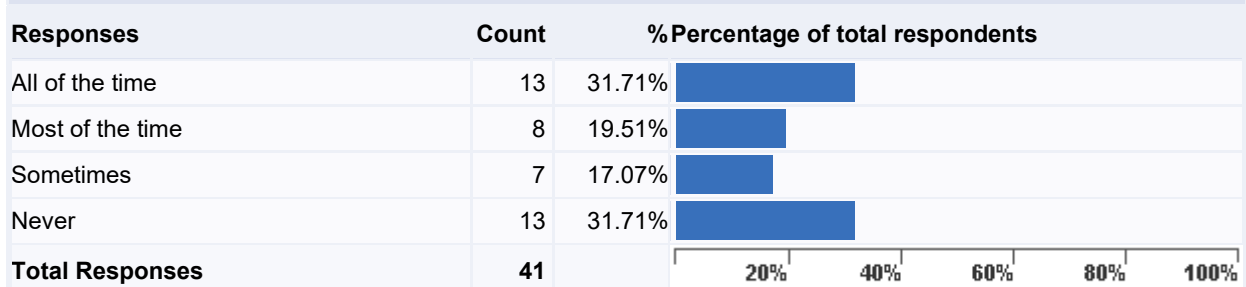
Q6(f). At this after school program...: I do things that make a difference.



**Q7(a). During a normal week in this after school program, how often do you do the following things? :
Finish homework**

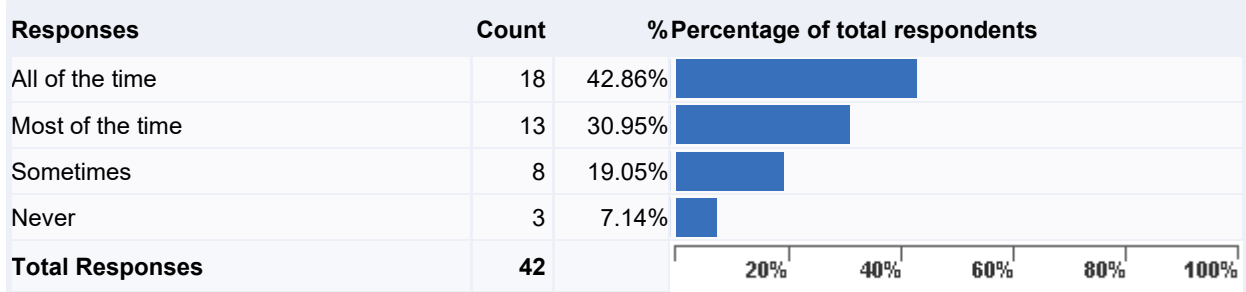


**Q7(b). During a normal week in this after school program, how often do you do the following things? :
Read a book**

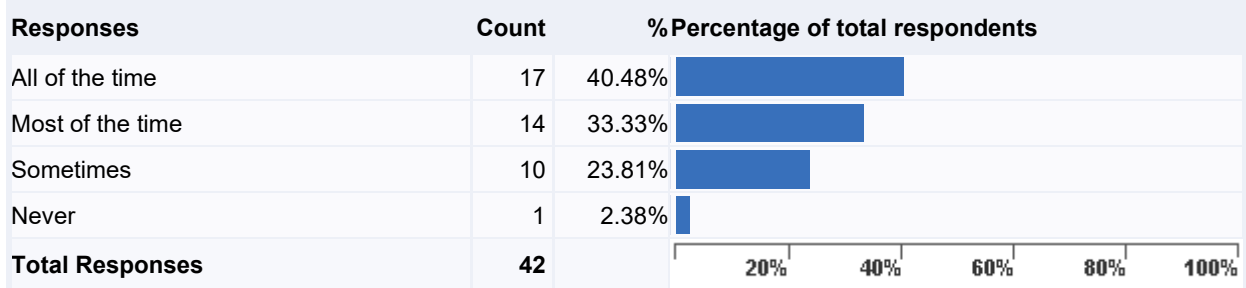


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2025-26 Bridges After-School Secondary Student Survey

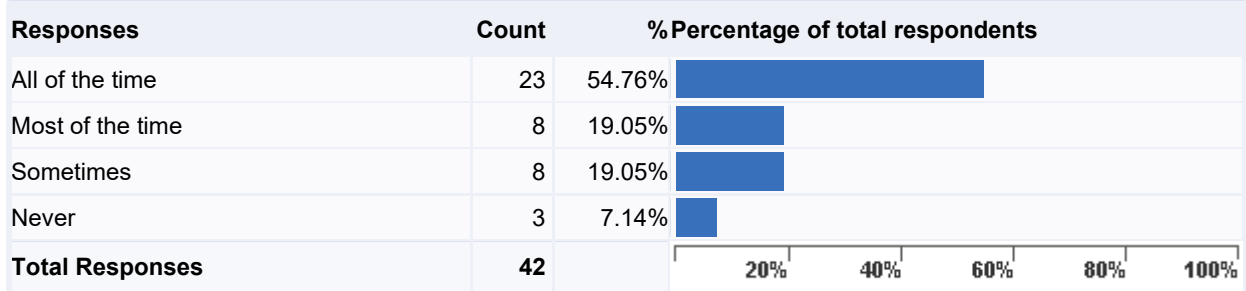
Q7(c). During a normal week in this after school program, how often do you do the following things? : Math or science activities



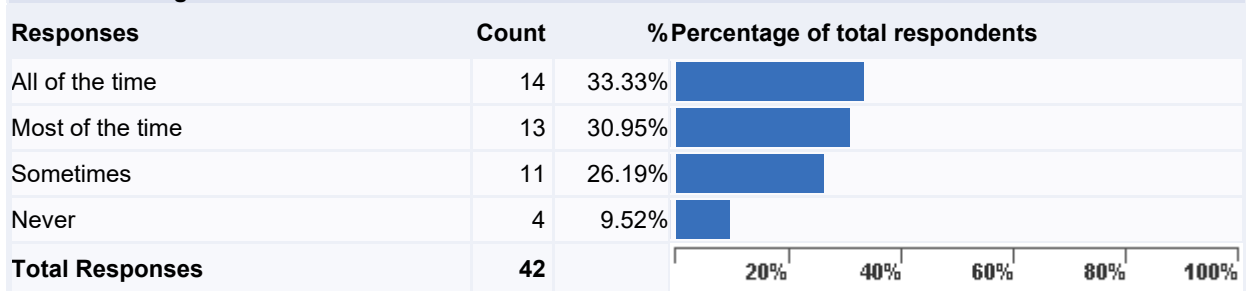
Q7(d). During a normal week in this after school program, how often do you do the following things? : Art activities (music, dance, art)



Q7(e). During a normal week in this after school program, how often do you do the following things? : Get help with homework

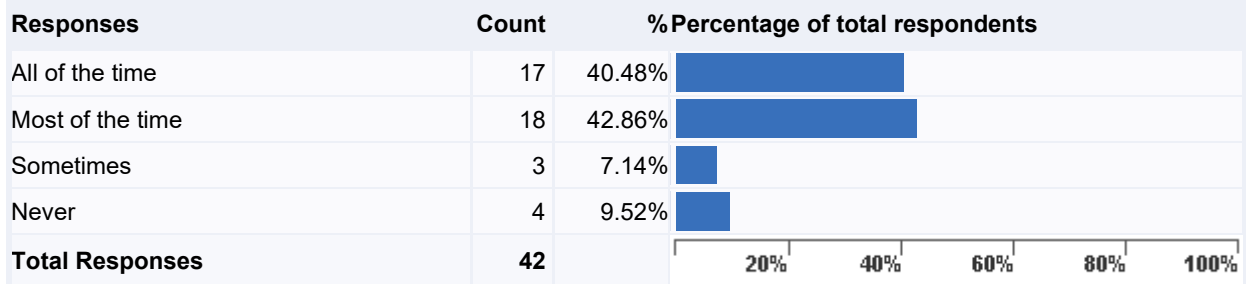


Q7(f). During a normal week in this after school program, how often do you do the following things? : Practice writing

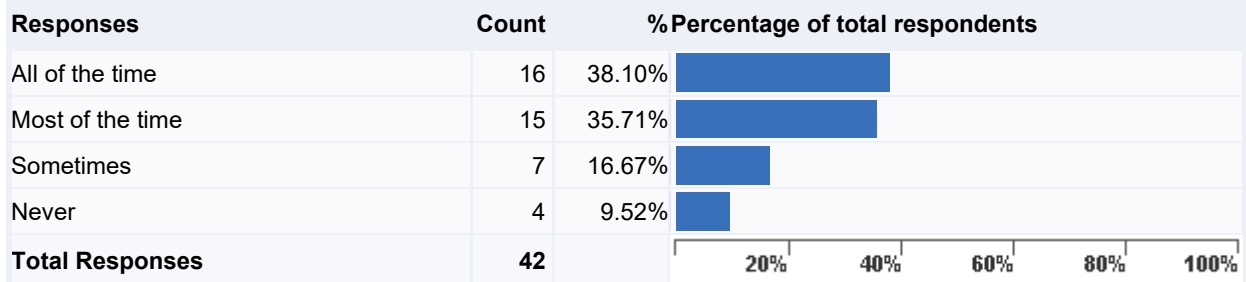


San Juan Unified School District
2025-26 Bridges After-School Secondary Student Survey

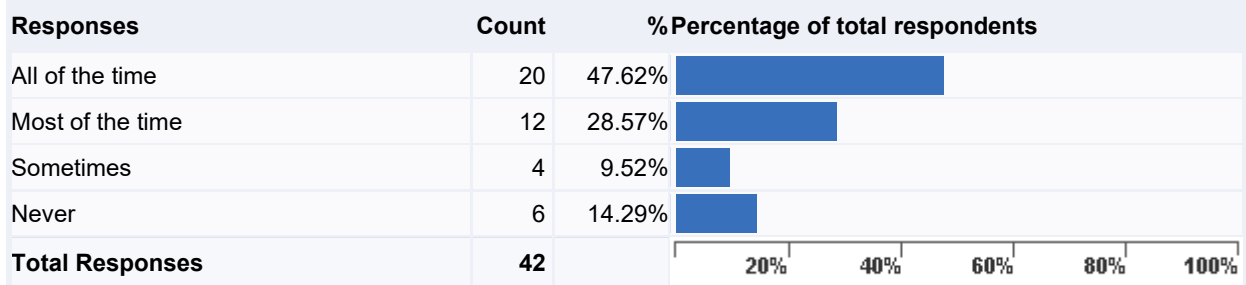
Q7(g). During a normal week in this after school program, how often do you do the following things? : Learn and talk about different careers



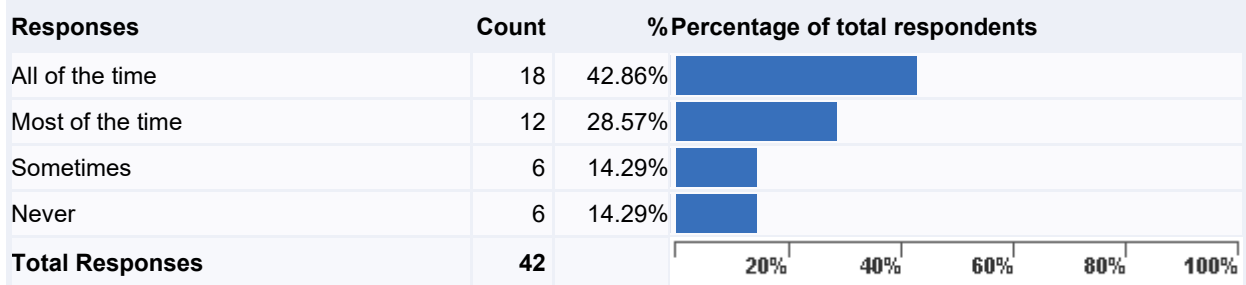
Q7(h). During a normal week in this after school program, how often do you do the following things? : Learn and talk about college



Q7(i). During a normal week in this after school program, how often do you do the following things? : Help other students with homework or other activities

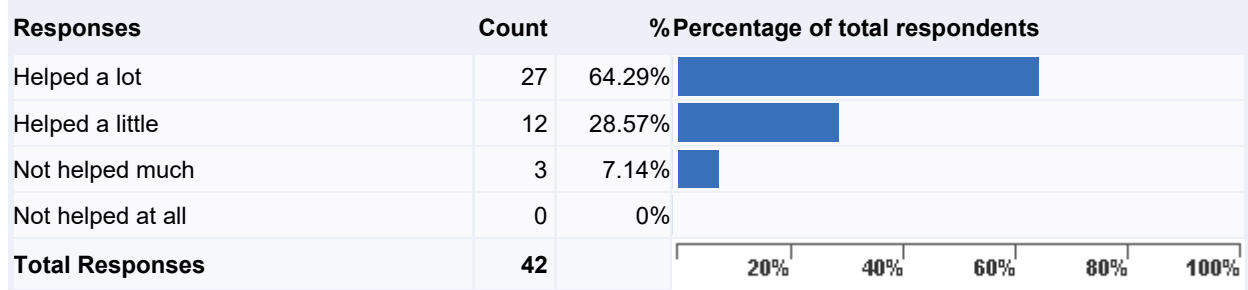


Q7(j). During a normal week in this after school program, how often do you do the following things? : Take part in a project to help your community (like clean up projects)

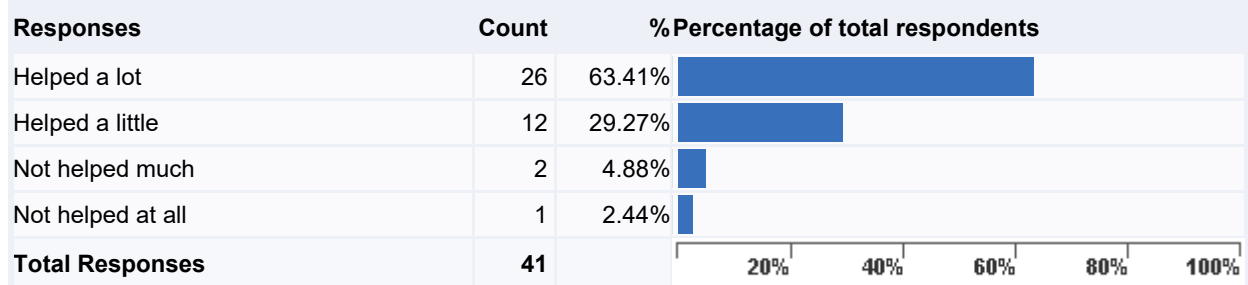


San Juan Unified School District
2025-26 Bridges After-School Secondary Student Survey

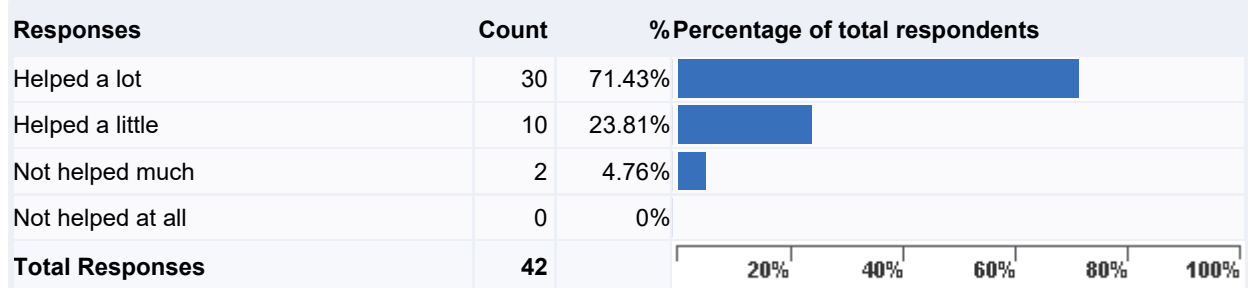
Q8(a). How much has this after school program helped you with these things?: Feel more like a part of your school



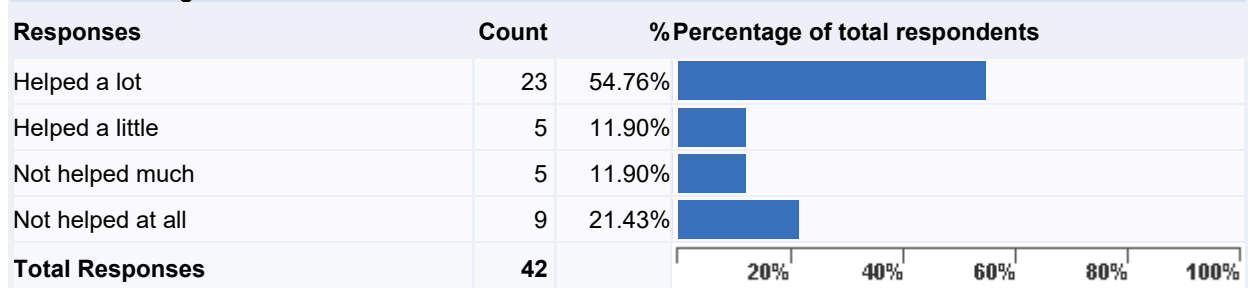
Q8(b). How much has this after school program helped you with these things?: Feel safer at school



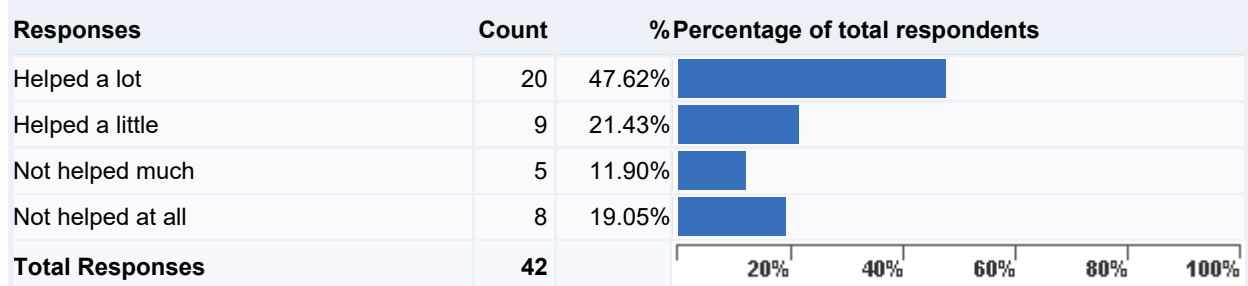
Q8(c). How much has this after school program helped you with these things?: Attend school more often



Q8(d). How much has this after school program helped you with these things?: Learn to speak and understand English better

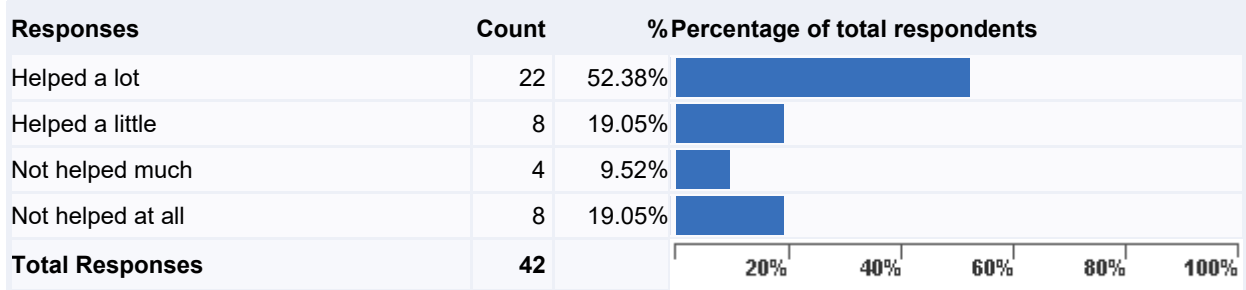


Q8(e). How much has this after school program helped you with these things?: Read better

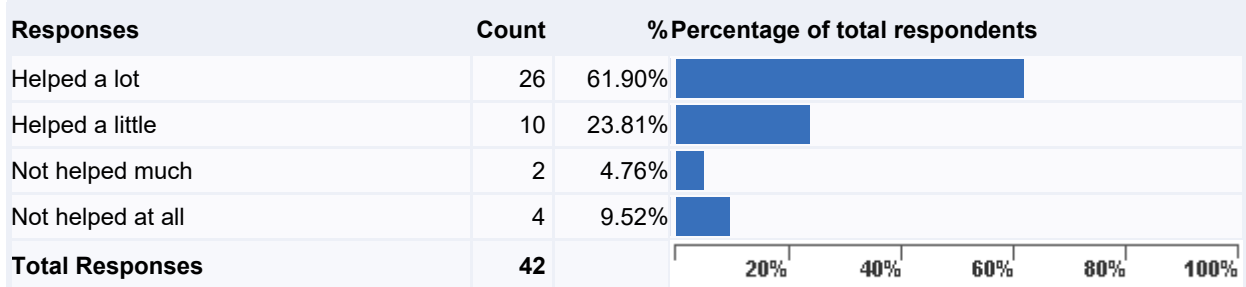


San Juan Unified School District
2025-26 Bridges After-School Secondary Student Survey

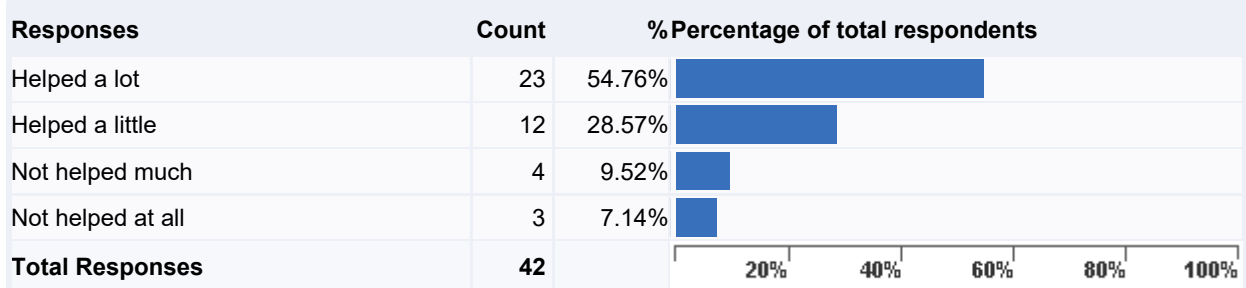
Q8(f). How much has this after school program helped you with these things?: Write better



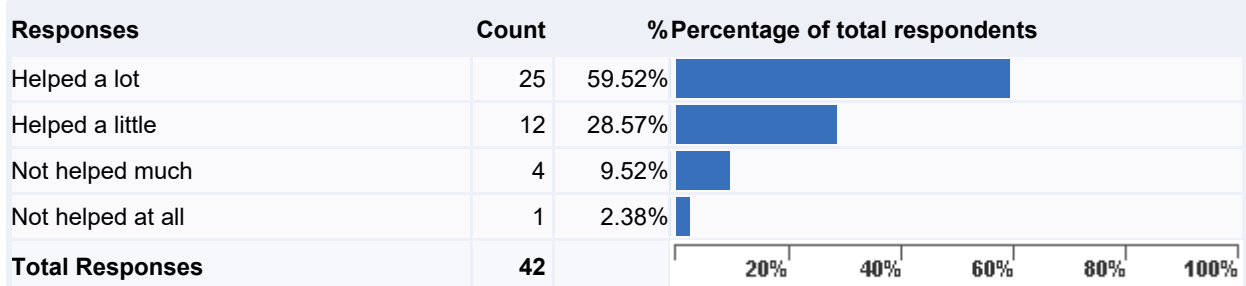
Q8(g). How much has this after school program helped you with these things?: Solve math problems better



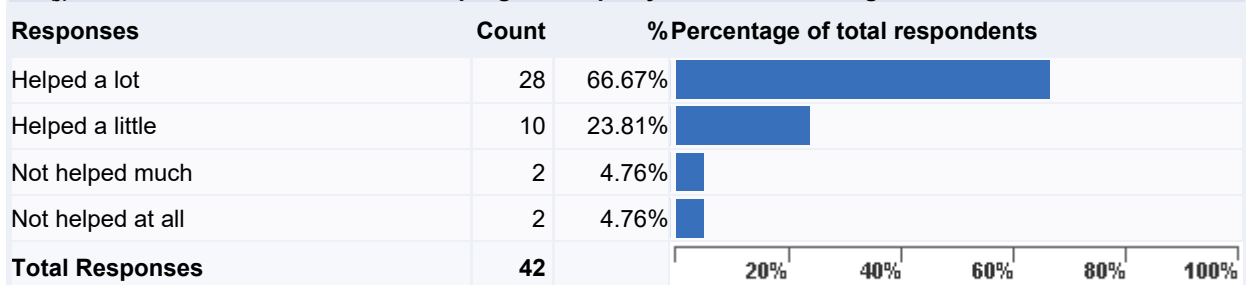
Q8(h). How much has this after school program helped you with these things?: Do better with homework



Q8(i). How much has this after school program helped you with these things?: Get better grades

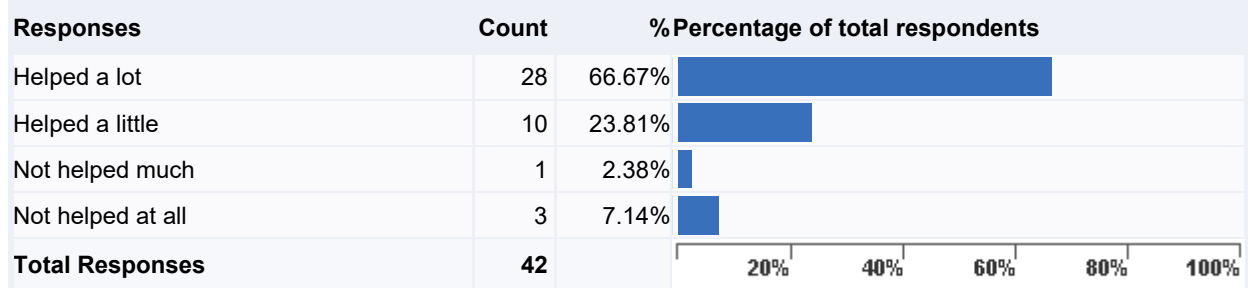


Q8(j). How much has this after school program helped you with these things?: Make new friends

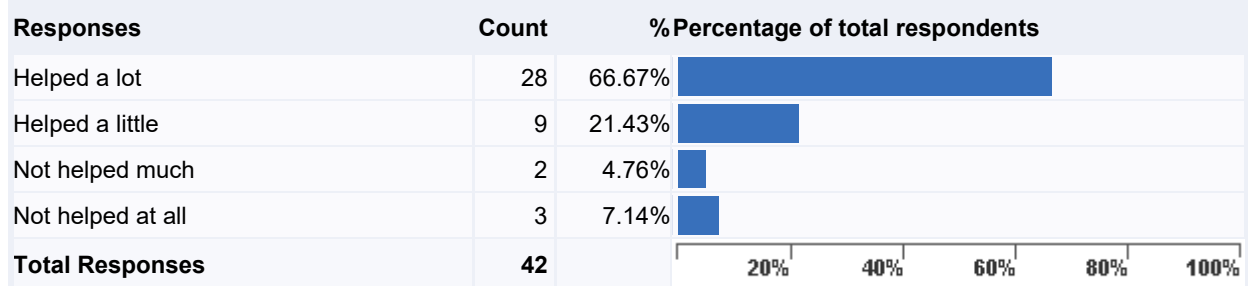


San Juan Unified School District
2025-26 Bridges After-School Secondary Student Survey

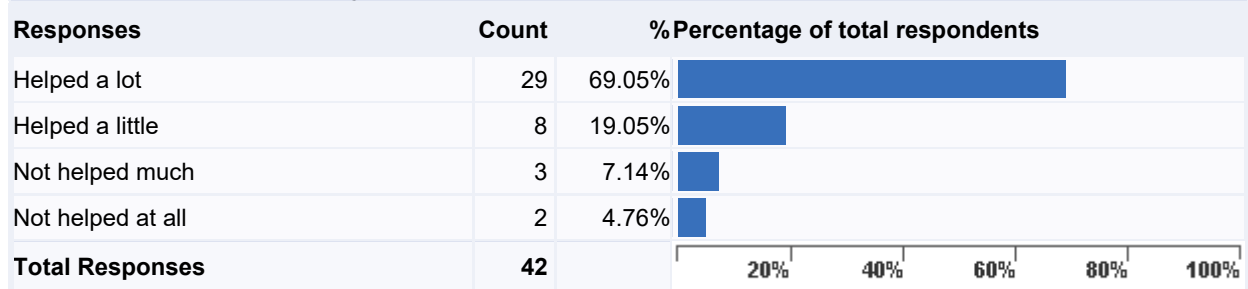
Q8(k). How much has this after school program helped you with these things?: Disagree with others without starting a fight



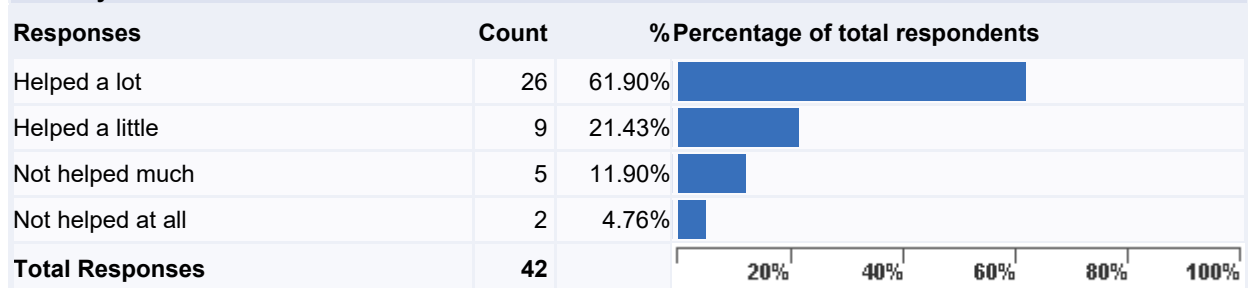
Q8(l). How much has this after school program helped you with these things?: Think carefully before making a decision



Q8(m). How much has this after school program helped you with these things?: Get along better with others who are different from you

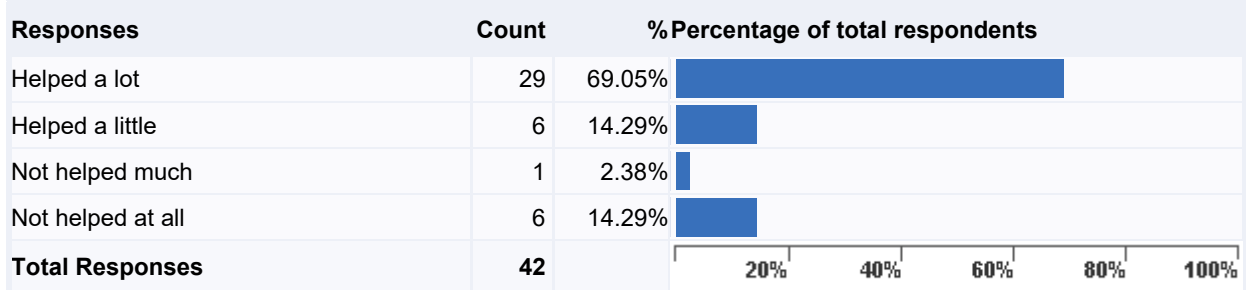


Q8(n). How much has this after school program helped you with these things?: Listen to other students carefully

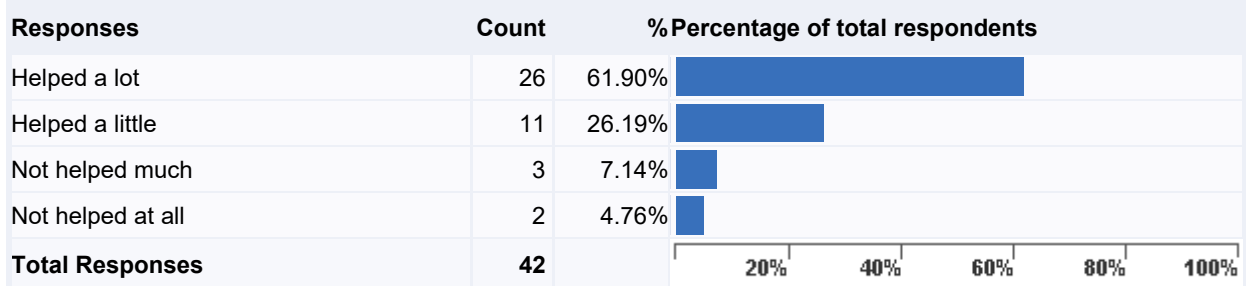


San Juan Unified School District
2025-26 Bridges After-School Secondary Student Survey

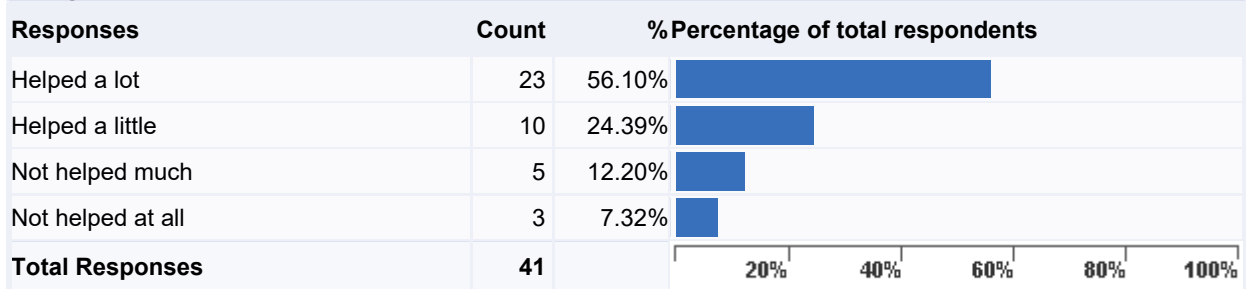
Q8(o). How much has this after school program helped you with these things?: Get into less trouble at school



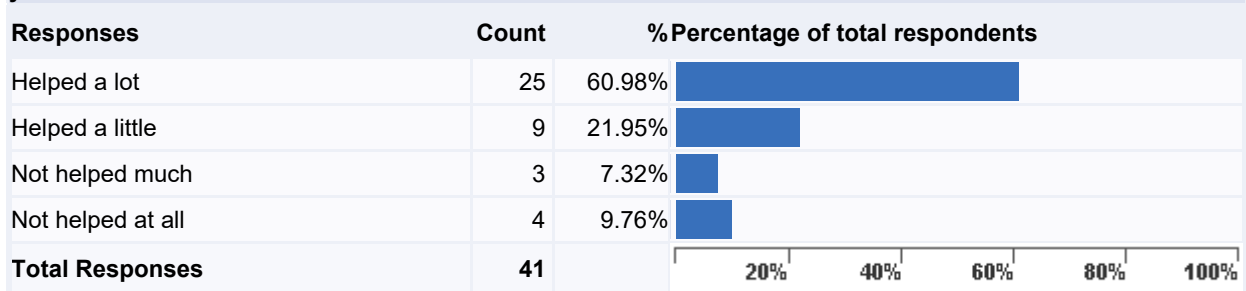
Q8(p). How much has this after school program helped you with these things?: Use computers to do research, school projects, or homework



Q8(q). How much has this after school program helped you with these things?: Feel more comfortable taking tests

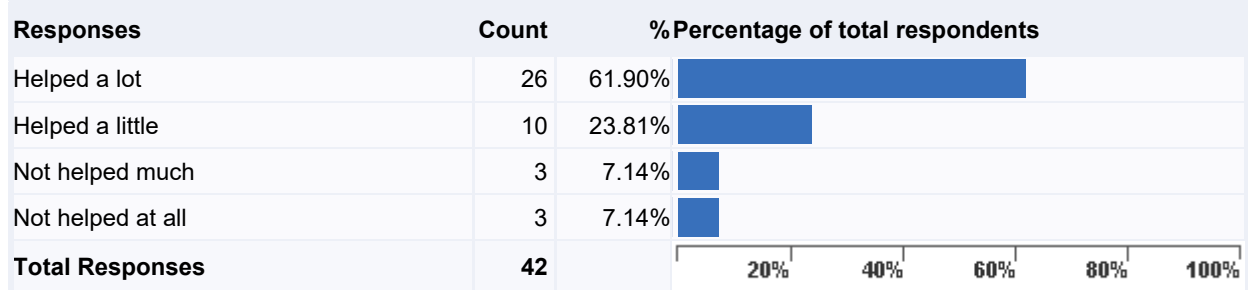


Q8(r). How much has this after school program helped you with these things?: Feel more confident about your schoolwork

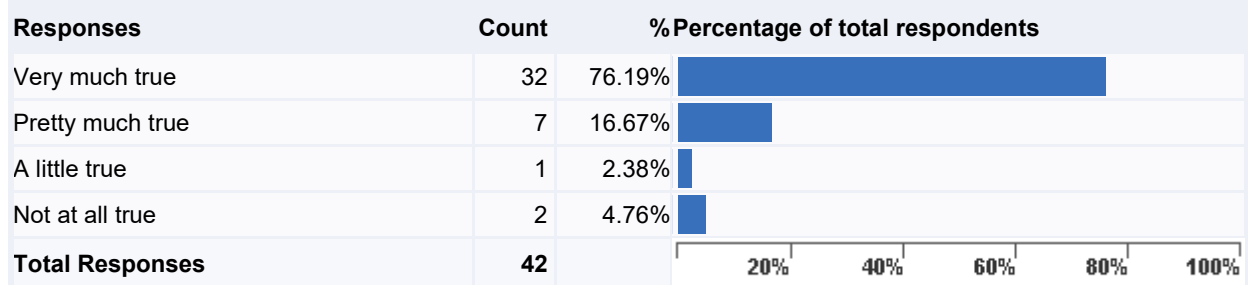


San Juan Unified School District
2025-26 Bridges After-School Secondary Student Survey

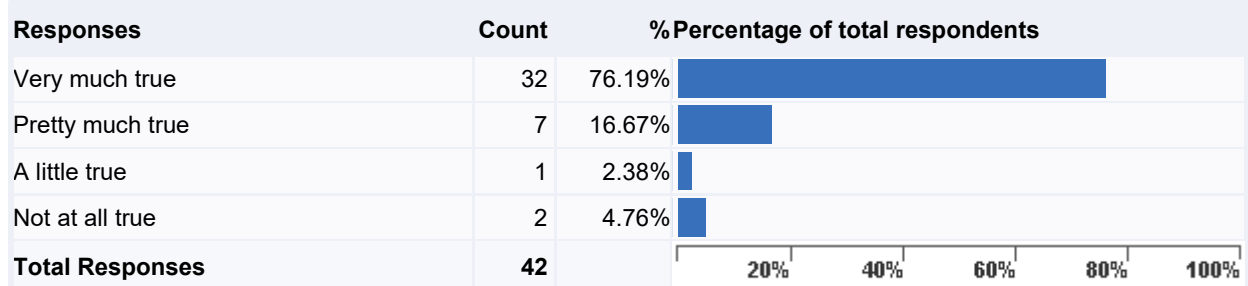
Q8(s). How much has this after school program helped you with these things?: Feel more positive about your future



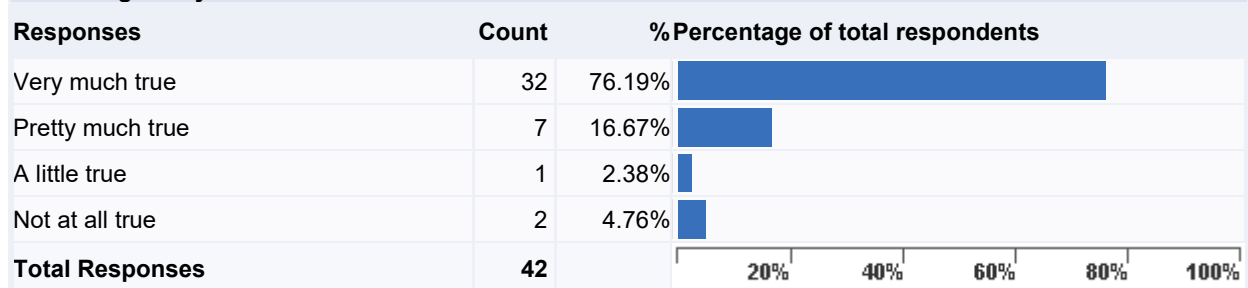
Q9(a). In this after school program, there is an adult staff member who...: Really cares about me.



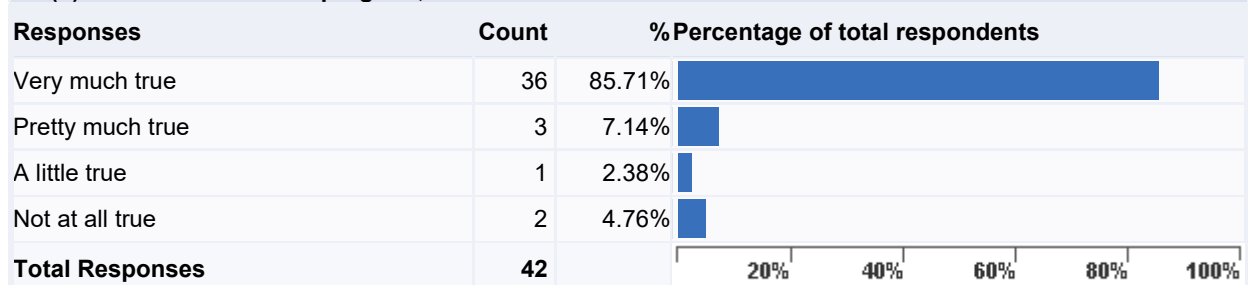
Q9(b). In this after school program, there is an adult staff member who...: Tells me when I do a good job.



Q9(c). In this after school program, there is an adult staff member who...: Listens to me when I have something to say.

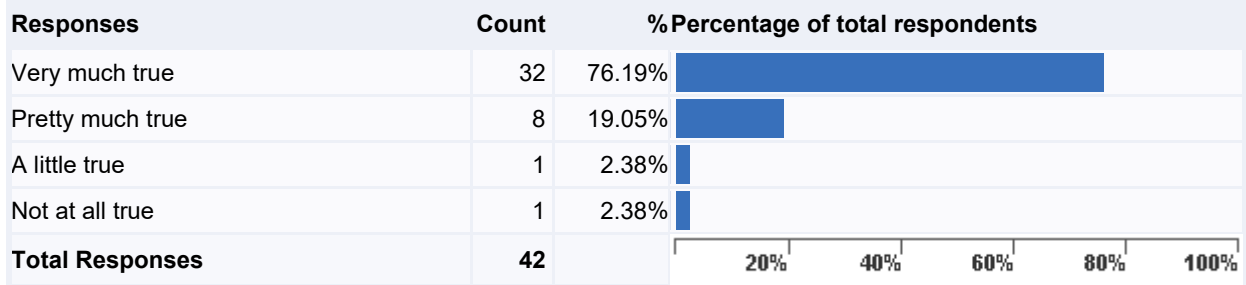


Q9(d). In this after school program, there is an adult staff member who...: Notices when I am not there.

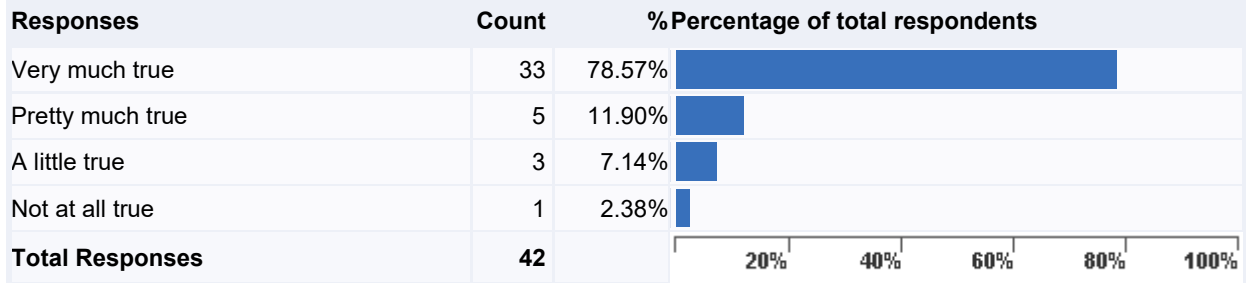


San Juan Unified School District
2025-26 Bridges After-School Secondary Student Survey

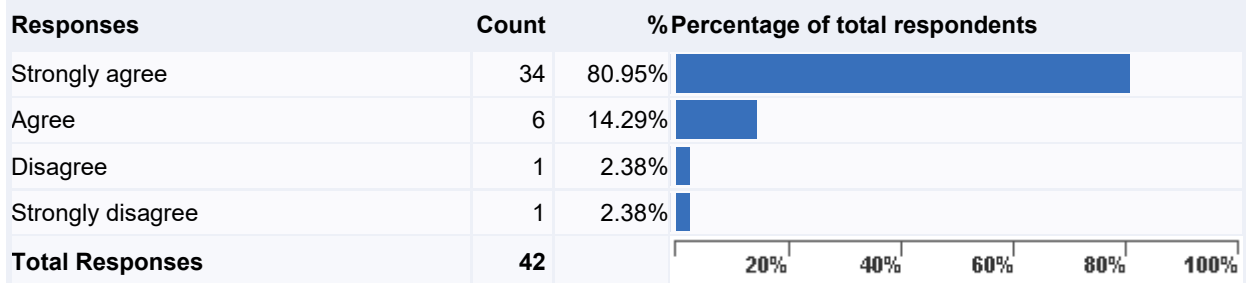
Q9(e). In this after school program, there is an adult staff member who...: Always wants me to do my best.



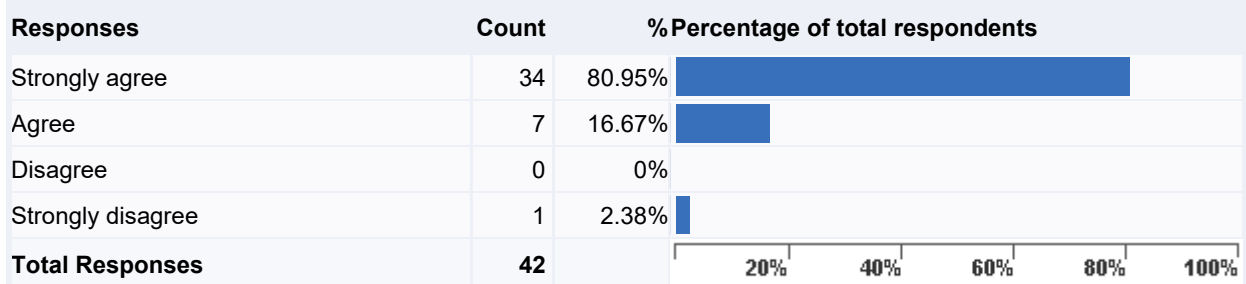
Q9(f). In this after school program, there is an adult staff member who...: Believes that I will be a success.



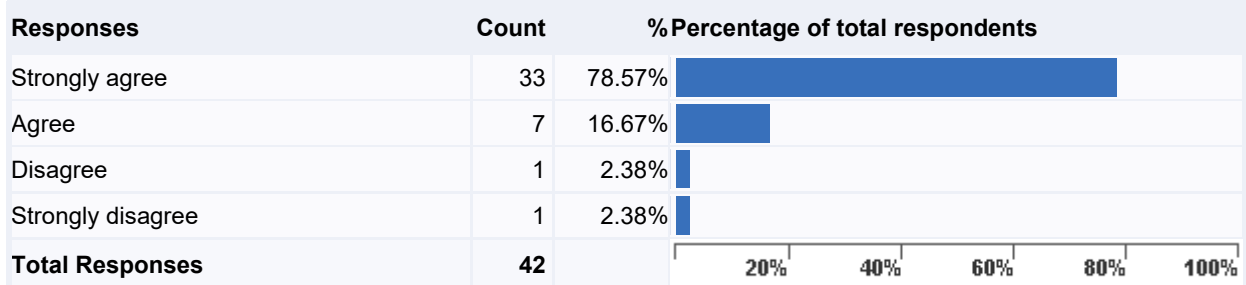
Q10(a). How strongly do you agree or disagree with the following statements about this after school program?: I feel close to people at this after school program.



Q10(b). How strongly do you agree or disagree with the following statements about this after school program?: I am happy to be at this after school program.

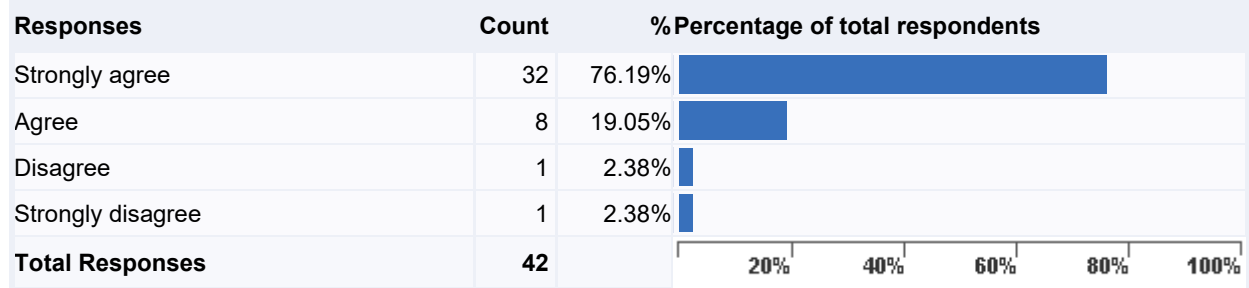


Q10(c). How strongly do you agree or disagree with the following statements about this after school program?: I feel like I am part of this after school program.



San Juan Unified School District
2025-26 Bridges After-School Secondary Student Survey

Q10(d). How strongly do you agree or disagree with the following statements about this after school program?: I feel safe in this after school program.

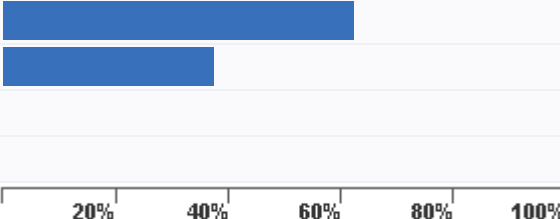


San Juan Unified School District
2025-26 Bridges After-School ASSETs Parent Survey

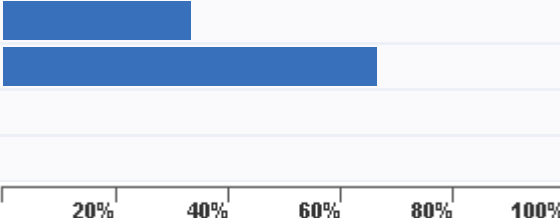
Q1. Please indicate the school where your child attended the Bridges After-School program

Responses	Count	%Percentage of total respondents
Encina ASSETs	9	100.00%
Total Responses	9	

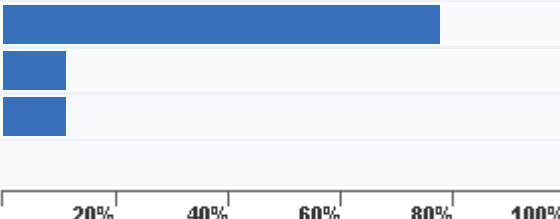
Q2(a). How successful was the Bridges After-School program in...: helping my child complete quality homework assignments?

Responses	Count	%Percentage of total respondents
Very Successful	5	62.50%
Somewhat Successful	3	37.50%
Slightly Successful	0	0%
Not Successful	0	0%
Total Responses	8	

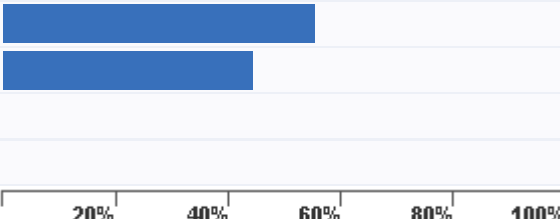
Q2(b). How successful was the Bridges After-School program in...: improving my child's attendance?

Responses	Count	%Percentage of total respondents
Very Successful	3	33.33%
Somewhat Successful	6	66.67%
Slightly Successful	0	0%
Not Successful	0	0%
Total Responses	9	

Q2(c). How successful was the Bridges After-School program in...: improving my child's interest in school and in school work?

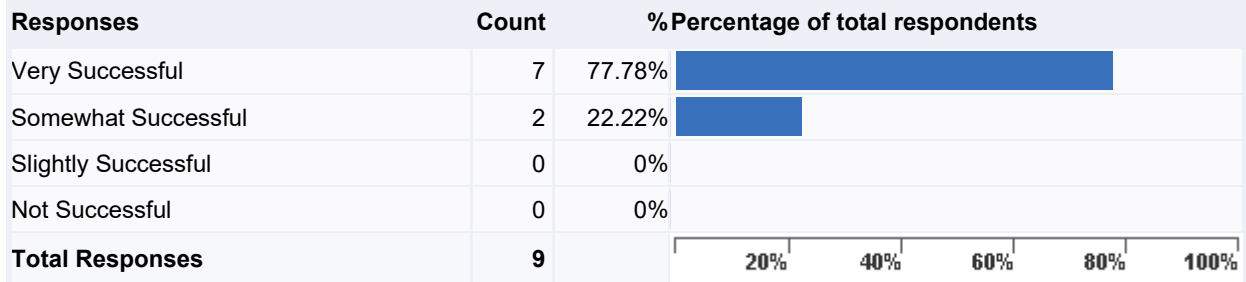
Responses	Count	%Percentage of total respondents
Very Successful	7	77.78%
Somewhat Successful	1	11.11%
Slightly Successful	1	11.11%
Not Successful	0	0%
Total Responses	9	

Q2(d). How successful was the Bridges After-School program in...: increasing my child's self-esteem

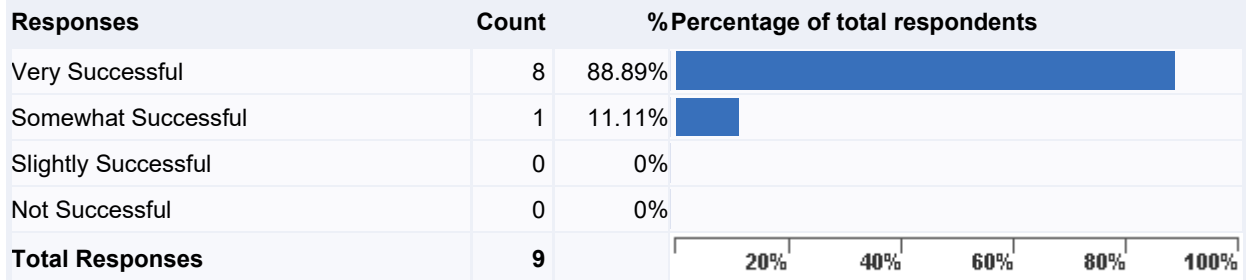
Responses	Count	%Percentage of total respondents
Very Successful	5	55.56%
Somewhat Successful	4	44.44%
Slightly Successful	0	0%
Not Successful	0	0%
Total Responses	9	

San Juan Unified School District
2025-26 Bridges After-School ASSETs Parent Survey

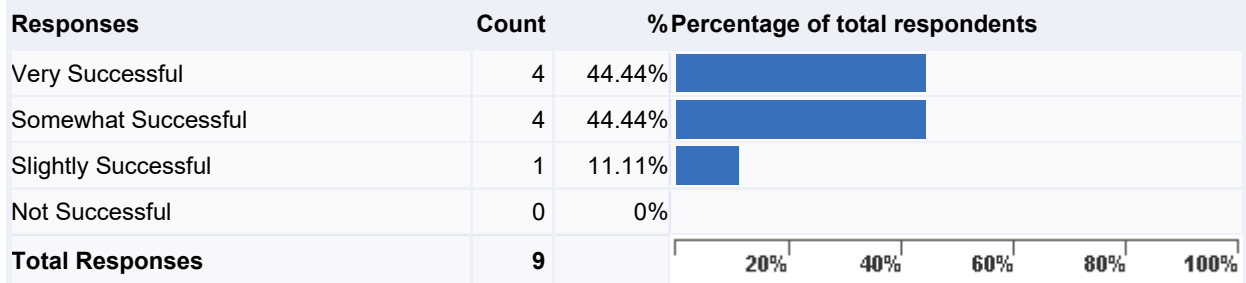
Q2(e). How successful was the Bridges After-School program in...: increasing my child's ability to better handle his/her emotions?



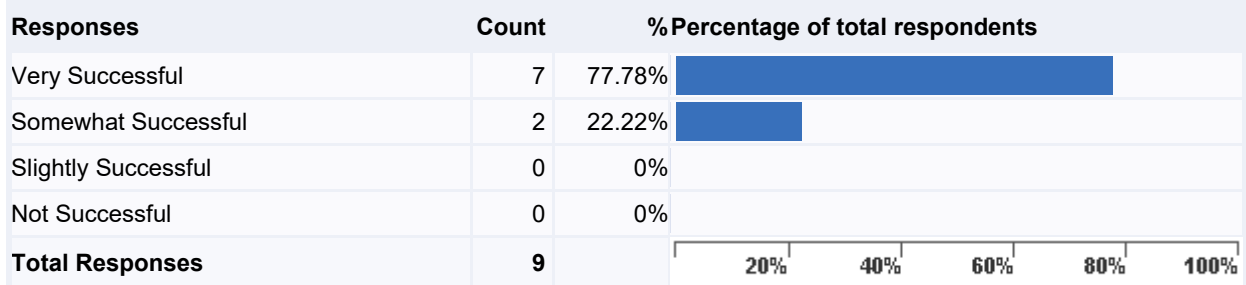
Q2(f). How successful was the Bridges After-School program in...: offering positive social interaction for my child in a safe and enriching environment?



Q3(a). Overall, please rate the successfulness of each area within the Bridges After-School program.: Academic Support/Homework

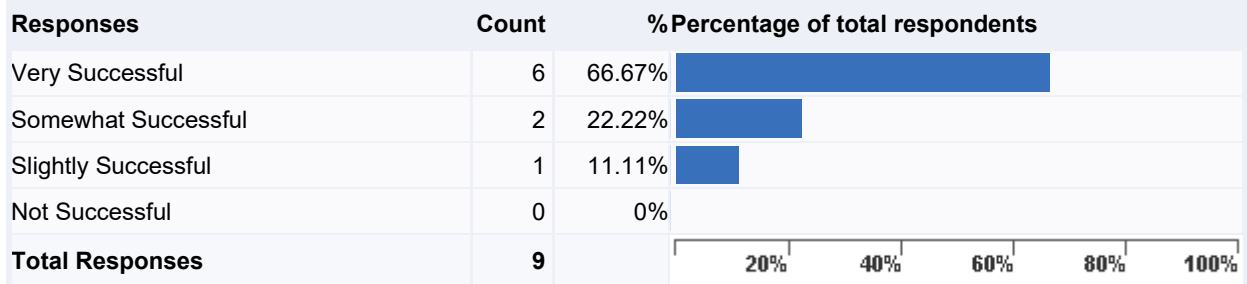


Q3(b). Overall, please rate the successfulness of each area within the Bridges After-School program.: Enrichment Activities

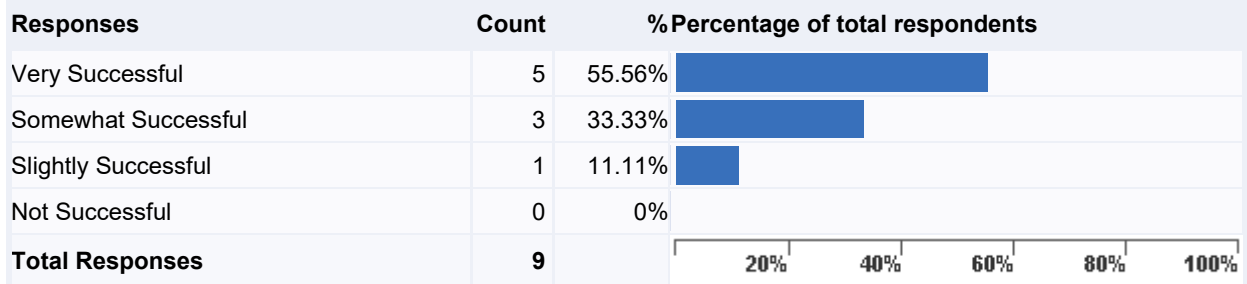


San Juan Unified School District
2025-26 Bridges After-School ASSETs Parent Survey

**Q3(c). Overall, please rate the successfulness of each area within the Bridges After-School program.:
Recreational Activities**



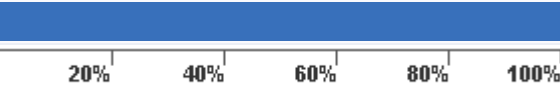
**Q3(d). Overall, please rate the successfulness of each area within the Bridges After-School program.:
Parent/Staff Communication**



San Juan Unified School District
2025-26 Bridges After-School ASSETs Staff Survey

Q1. Please indicate the school where you were involved in the Bridges After-School program:

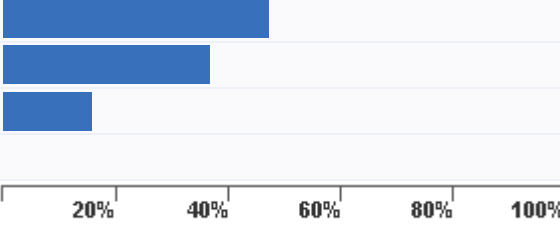
Responses	Count	%Percentage of total respondents
Encina ASSETs	20	100.00%
Total Responses	20	



A horizontal bar chart showing the distribution of responses for Q1. The x-axis represents the percentage of total respondents, ranging from 0% to 100% in 20% increments. There is a single blue bar for 'Encina ASSETs' that extends to the 100% mark.

Q2(a). How successful was the Bridges After-School program in...: helping students complete quality homework assignments?

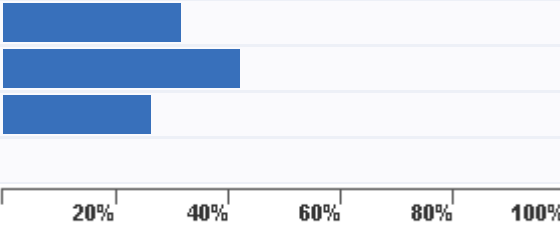
Responses	Count	%Percentage of total respondents
Very Successful	9	47.37%
Somewhat Successful	7	36.84%
Slightly Successful	3	15.79%
Not Successful	0	0%
Total Responses	19	



A horizontal bar chart showing the distribution of responses for Q2(a). The x-axis represents the percentage of total respondents, ranging from 0% to 100% in 20% increments. There are four blue bars: 'Very Successful' at 47.37%, 'Somewhat Successful' at 36.84%, 'Slightly Successful' at 15.79%, and 'Not Successful' at 0%.

Q2(b). How successful was the Bridges After-School program in...: improving students' attendance?

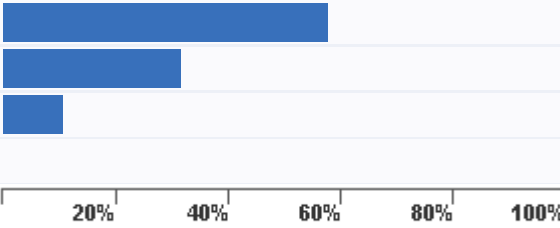
Responses	Count	%Percentage of total respondents
Very Successful	6	31.58%
Somewhat Successful	8	42.11%
Slightly Successful	5	26.32%
Not Successful	0	0%
Total Responses	19	



A horizontal bar chart showing the distribution of responses for Q2(b). The x-axis represents the percentage of total respondents, ranging from 0% to 100% in 20% increments. There are four blue bars: 'Very Successful' at 31.58%, 'Somewhat Successful' at 42.11%, 'Slightly Successful' at 26.32%, and 'Not Successful' at 0%.

Q2(c). How successful was the Bridges After-School program in...: improving students' connectedness to school?

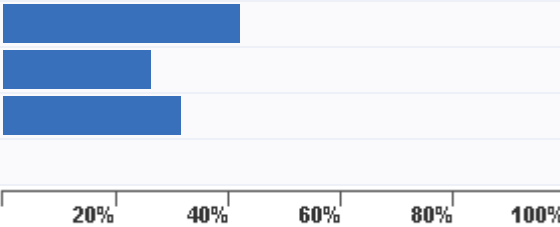
Responses	Count	%Percentage of total respondents
Very Successful	11	57.89%
Somewhat Successful	6	31.58%
Slightly Successful	2	10.53%
Not Successful	0	0%
Total Responses	19	



A horizontal bar chart showing the distribution of responses for Q2(c). The x-axis represents the percentage of total respondents, ranging from 0% to 100% in 20% increments. There are four blue bars: 'Very Successful' at 57.89%, 'Somewhat Successful' at 31.58%, 'Slightly Successful' at 10.53%, and 'Not Successful' at 0%.

Q2(d). How successful was the Bridges After-School program in...: improving students' interest in school and in school work?

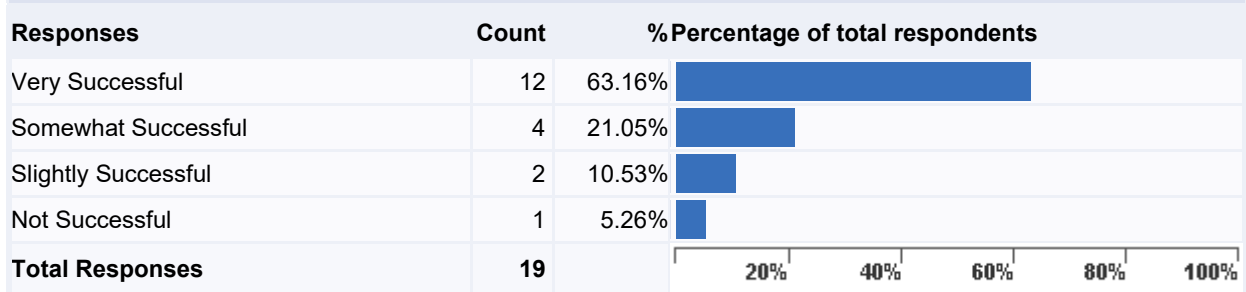
Responses	Count	%Percentage of total respondents
Very Successful	8	42.11%
Somewhat Successful	5	26.32%
Slightly Successful	6	31.58%
Not Successful	0	0%
Total Responses	19	



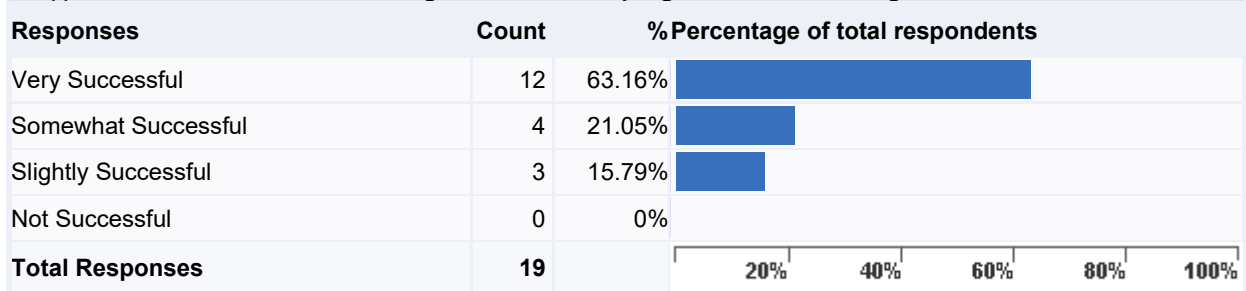
A horizontal bar chart showing the distribution of responses for Q2(d). The x-axis represents the percentage of total respondents, ranging from 0% to 100% in 20% increments. There are four blue bars: 'Very Successful' at 42.11%, 'Somewhat Successful' at 26.32%, 'Slightly Successful' at 31.58%, and 'Not Successful' at 0%.

San Juan Unified School District
2025-26 Bridges After-School ASSETs Staff Survey

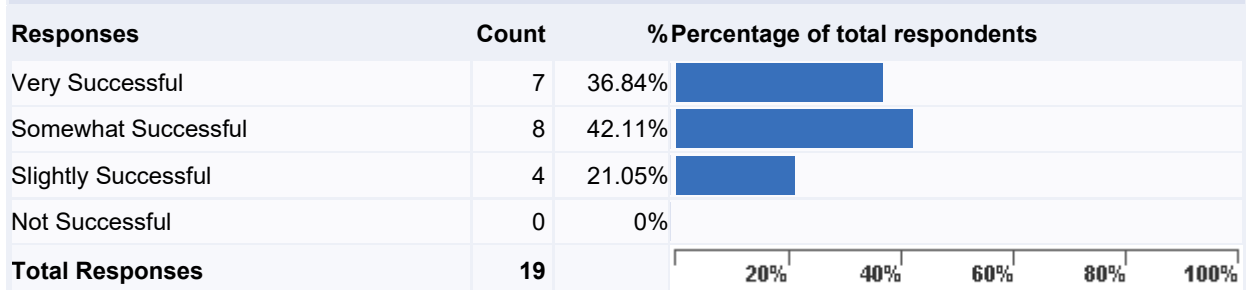
Q2(e). How successful was the Bridges After-School program in...: improving relationships between students and school staff?



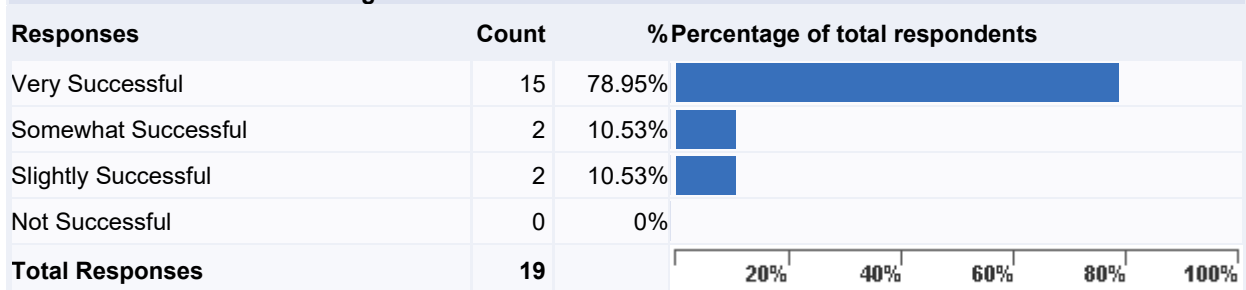
Q2(f). How successful was the Bridges After-School program in...: increasing students' self-esteem?



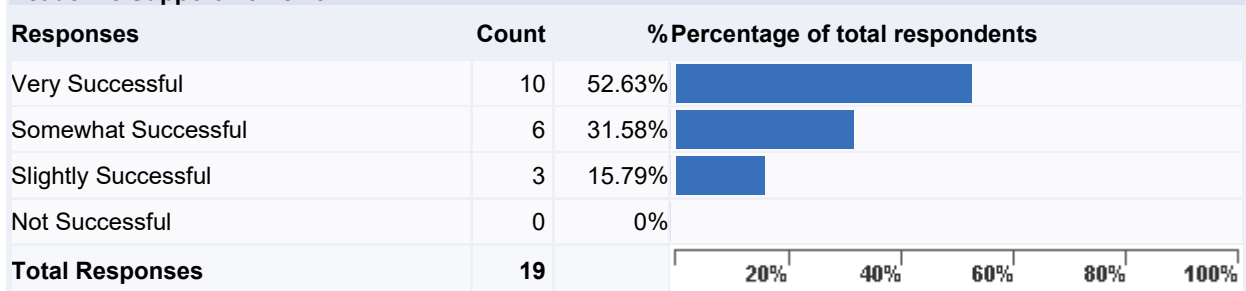
Q2(g). How successful was the Bridges After-School program in...: increasing students' ability to better handle their emotions?



Q2(h). How successful was the Bridges After-School program in...: offering positive social interaction for students in a safe and enriching environment?

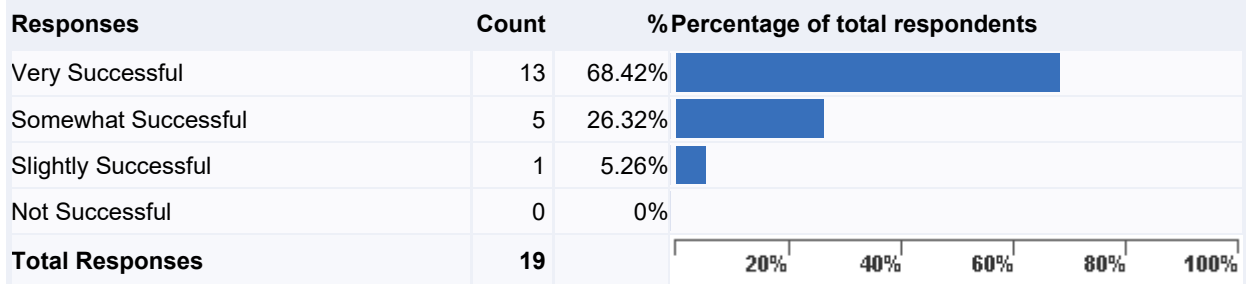


Q3(a). Overall, please rate the successfulness of each area within the Bridges After-School program.: Academic Support/Homework

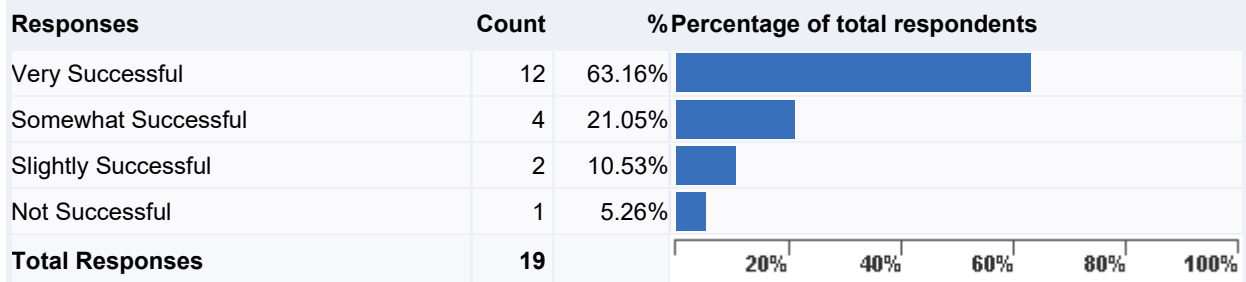


San Juan Unified School District
2025-26 Bridges After-School ASSETs Staff Survey

**Q3(b). Overall, please rate the successfulness of each area within the Bridges After-School program.:
Enrichment Activities**



**Q3(c). Overall, please rate the successfulness of each area within the Bridges After-School program.:
Recreational Activities**



**Q3(d). Overall, please rate the successfulness of each area within the Bridges After-School program.:
Parent/Staff Communication**

