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OAKLAND SCHOOL-  
BASED AFTER SCHOOL  
PROGRAMS  
EVALUATION  
2016-2017 FINDINGS  
REPORT

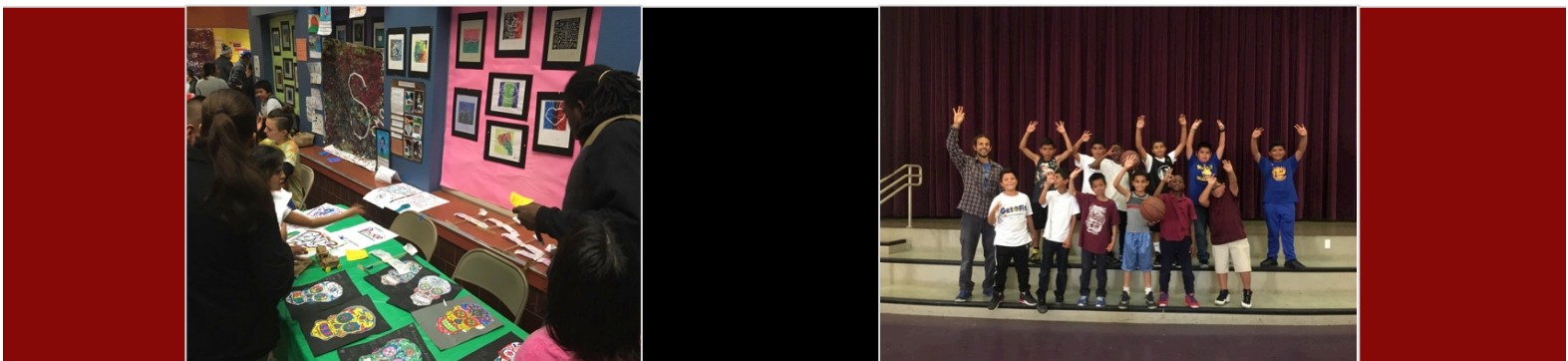


# OAKLAND SCHOOL-BASED AFTER SCHOOL PROGRAMS EVALUATION

# 2016-17 FINDINGS REPORT



*Prepared for the Planning and Oversight Committee of the Oakland Fund for Children and Youth and the Oakland Unified School District, After School Programs Office*



## ACKNOWLEDGEMENTS

We would like to thank all the individuals and agencies that contributed to this evaluation report.

The City of Oakland Human Services Department and the Oakland Unified School District’s After School Programs Office greatly contributed to the design and structure of the report. We thank Oakland Fund for Children & Youth Director Sandra Taylor, OFCY Program Planner Mike Wetzel, and Julia Fong-Ma, the OUSD Coordinator of After School Programs, for their support.

All Oakland school-based after school programs participated in the evaluation, including distributing and collecting surveys and hosting our team for site visits. Their active participation in the evaluation is key to the success of this report.

We would also like to thank the OFCY Planning and Oversight Committee who we name individually below, with special thanks to POC Chairs Gerald Williams and Jared Utley.

Finally we thank the children and youth of Oakland, and the parents, caregivers, teachers, and service providers who support Oakland youth so that they become healthy, happy, educated, engaged, powerful and loved community members.

### 2016-17 OAKLAND PLANNING & OVERSIGHT COMMITTEE (POC) MEMBERS

District	POC Member - Adult	POC Member - Youth
<b>Mayor</b>	Astrid Regalado	<i>(Mayor selects a single youth or adult member)</i>
<b>At Large</b>	Julie Waters	--
<b>District 1</b>	Gerald Williams	--
<b>District 2</b>	Kathy Teng Dwyer	Francois Barrileaux
<b>District 3</b>	Anakarita Allen	Jared Utley
<b>District 4</b>	Steven Wirt	Ajani Torres-Cedillo
<b>District 5</b>	Max Chacana	Zaira Hernandez
<b>District 6</b>	Noni Session	--
<b>District 7</b>	Kisha Jackson	--



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### IMAGES

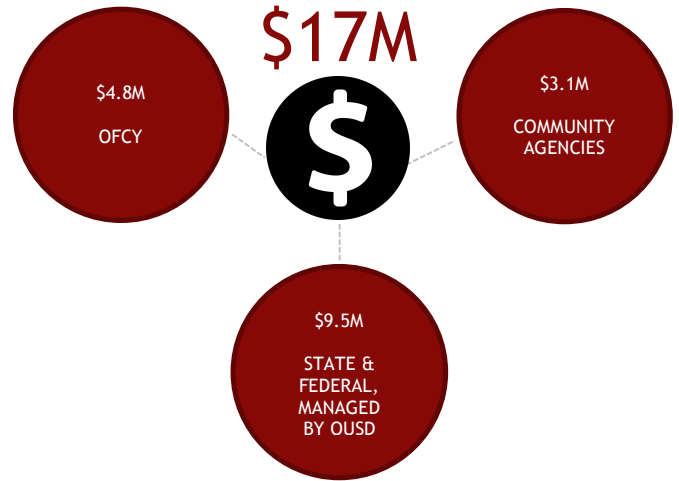
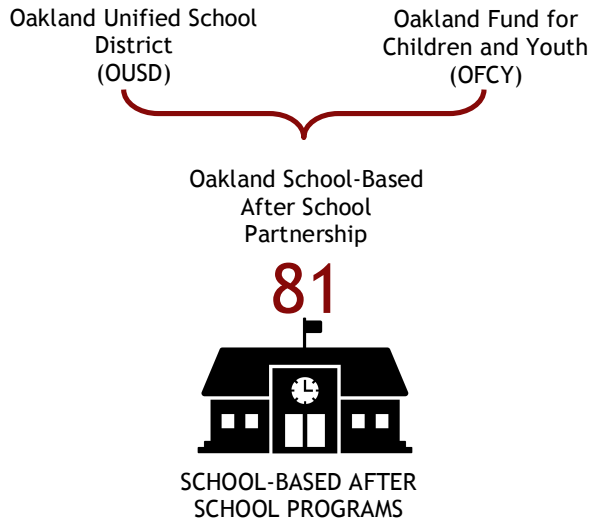
Cover: Oakland Leaf - Encompass | Cover: Oakland Leaf - Bret Harte | Cover: Oakland Leaf - Ascend | Cover: Oakland Leaf - International Community School | Page 11: Oakland Leaf - Learning Without Limits | Page 14: Oakland Leaf - International Community School | Page 14: Oakland Leaf - Bret Harte Middle School | Page 14: Oakland Leaf - Bret Harte Middle School | Page 14: Citizens School - Roots International Academy | Page 45: Oakland Leaf - ASCEND | Page 51: Citizens School - Roots International Academy

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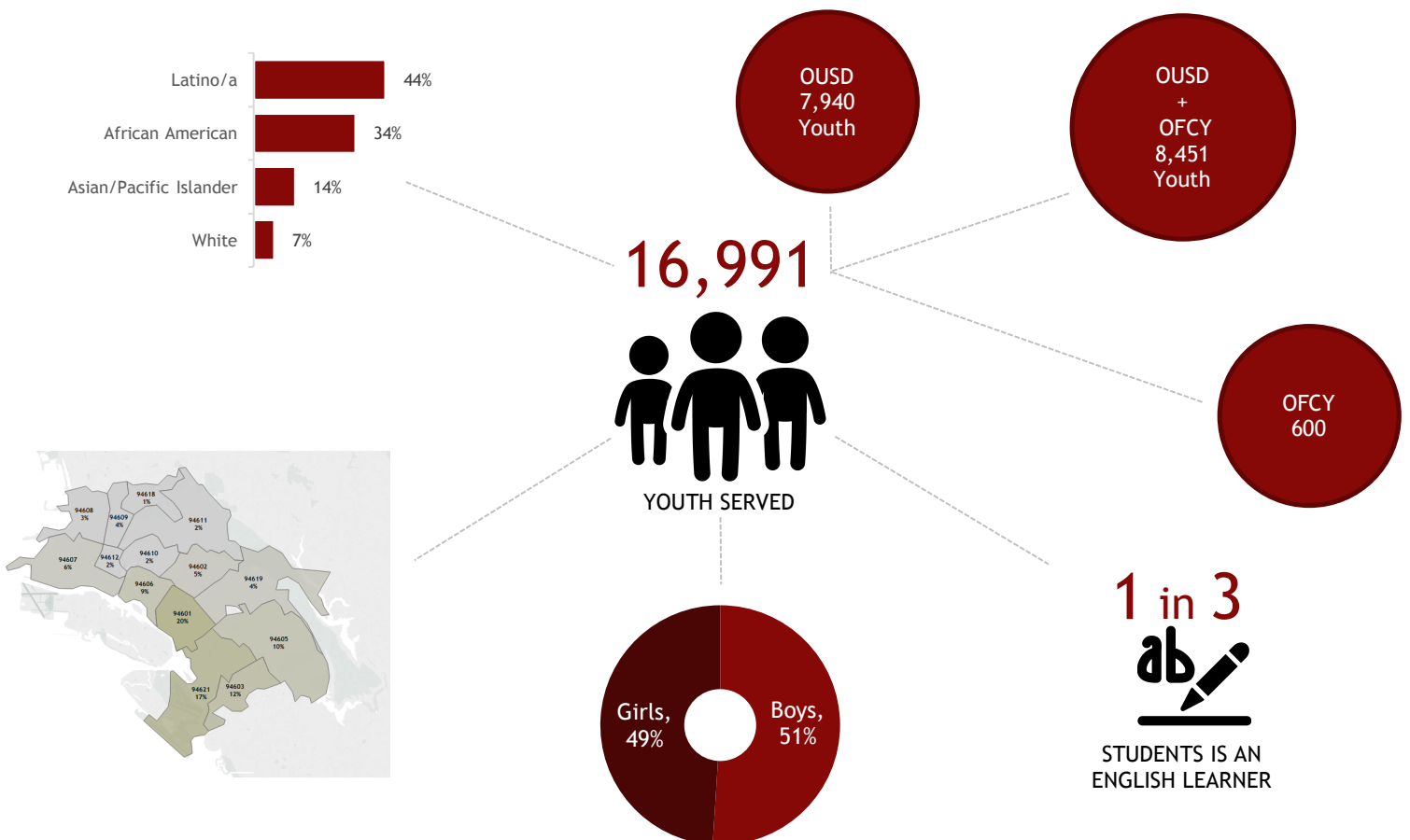
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# 2016-17 EVALUATION HIGHLIGHTS

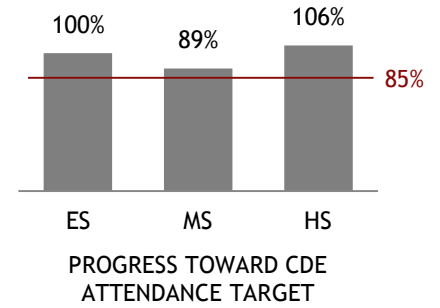
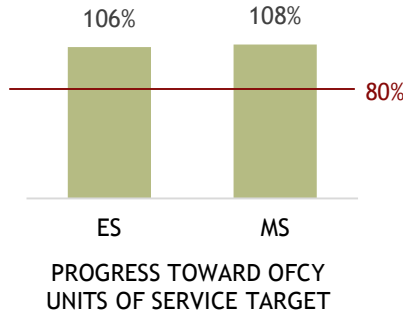
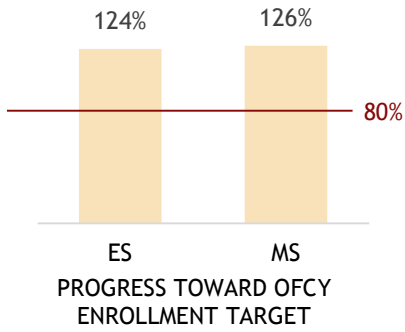
THE OAKLAND SCHOOL-BASED AFTER SCHOOL PARTNERSHIP INVESTS IN HIGH QUALITY AFTER SCHOOL PROGRAMING FOR OAKLAND'S YOUTH.



SCHOOL-BASED AFTER SCHOOL PROGRAMS SERVE YOUTH REFLECTIVE OF THEIR DIVERSE COMMUNITIES.

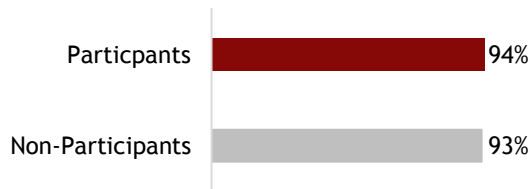


**THE MAJORITY OF SCHOOL-BASED AFTER SCHOOL PROGRAMS MET OR EXCEEDED THEIR ENROLLMENT AND ATTENDANCE TARGETS.**



**AFTER SCHOOL PARTICIPANTS ATTENDED SCHOOL AT A HIGHER RATE WERE LESS LIKELY TO BE CHRONICALLY ABSENT COMPARED TO THEIR NON-PARTICIPANT PEERS.**

SCHOOL DAY ATTENDANCE RATE



After school participation has a positive association with school day attendance.

Based on these findings, a one percentage point difference across nearly 17,000 students translates to over 30,000 additional days of school attended, yielding substantial additional revenue for the District.

**THE SCHOOL-BASED AFTER SCHOOL PARTNERSHIP IS COMMITTED TO CONTINUOUS QUALITY IMPROVEMENT AND SUPPORTING PROGRAMS.**

4.04



AVERAGE PQA SCORE (SCALE 1-5)

71%



OF YOUTH REPORT FEELING SAFE IN THEIR PROGRAMS

18



PROGRAM AND ASPO STAFF WERE CERTIFIED AS EXTERNAL PQA ASSESSORS

59



PROGRAMS DEVELOPED AN IMPROVEMENT PLAN

16



SUPPLEMENTAL FUNDING REQUESTS AWARDED

- Supported on-going literacy needs
- Supported middle school or rising middle school youth
- Supported culturally- or gender-responsive programming
- Drove opportunities for collaboration

# 2016-17 OAKLAND AFTER SCHOOL EVALUATION EXECUTIVE SUMMARY

## ABOUT OAKLAND SCHOOL-BASED PROGRAMS

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✓ **Oakland School-Based After School Partnership:** Formed in 2004 by OFCY and OUSD's After School Programs Office.

✓ **Funding Sources:** The Partnership leverages over \$17 million to Oakland programs through OFCY grants, State and Federal grants managed by OUSD, and additional community-based funding sources.

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In 2016-17 the Oakland School-Based After School Partnership funded 81 school-based after school programs serving nearly 17,000 youth across Oakland. The Partnership, formed in 2004, is a collaboration between the Oakland Fund for Children and Youth (OFCY) and the Oakland Unified School District's After School Programs Office. Between them, the School-Based Partners leverage over \$17 million to programs, which includes over \$4.8 million annually in local funding through OFCY grants to community agencies to manage programs; a matching \$9.5 million in state After School Education and Safety (ASES) funding and federal 21<sup>st</sup> Century Learning, which are managed through OUSD; and an additional \$3.1 million garnered by community agencies from sources such as in-kind donations, philanthropic grants, and contract and service agreements with local agencies.

## ABOUT THE EVALUATION PROJECT

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✓ **Theory of Action:** Youth who regularly participate in a high quality after school program gain skills and experience that benefit them both now and in the future.

✓ **Data Sources:** Youth surveys; site visits (n=79); program attendance records; youth demographic records; District academic data.

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An annual evaluation assesses the ways in which the school-based after school programs promote positive outcomes in youth. The Theory of Action (see box at left) guides the 2016-17 evaluation. In accordance with the Theory of Action, this report presents how often children and youth attend school-based after school programs, the quality of programs, the direct outcomes and benefits to participating children and youth, as well on students' academic outcomes in the context of their program participation.

Data sources for the 2016-17 evaluation include youth surveys, site visits, program attendance records and youth demographic records from Cityspan, and District academic data.

## ABOUT YOUTH SERVED IN SCHOOL-BASED AFTER SCHOOL PROGRAMS

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✓ **Youth Served:** 16,991

✓ **Participant Diversity:** Oakland after school youth are 44% Latino/a, 34% African American, 14% Asian/Pacific Islander, and 7% White. Programs serve slightly more boys (51%) than girls (49%).

✓ **Oakland Neighborhoods Served:** Half (49%) of all participants live in the Fruitvale, Coliseum, and East Oakland zip codes.

✓ **English Learners:** About 29% of after school participants are English Learners.

---

In the 2016-17 program year, Oakland school-based after school programs served 16,991 youth across Oakland: 8,451 were served through programs jointly funded by OUSD and OFCY; 7,940 were served through OUSD-funded programs; and 600 were served through OFCY-funded programs at charter school sites. Elementary schools served 5,723 youth, middle school programs served 4,775 and high school programs served 6,493. After school programs are open to all students<sup>1</sup> at the program's host school at low or no cost.<sup>2</sup>

After school participants are a diverse group. More than four in 10 after school youth are Latino/a (44%), making up the highest proportion of participants. About one-third of participants are African-American (34%), followed by smaller proportions of Asian/Pacific Islander (14%) and White (7%) youth. Boys and girls are equally represented among racial/ethnic groups. Likewise, roughly equal proportions of boys (51%) and girls (49%) attend all after school programs.

After school programs served youth throughout Oakland (Figure 1 on page 13), but nearly half (49%) of participants were concentrated in three zip codes: 94601, 94621, and 94603. These zip codes represent the Coliseum, Fruitvale, and East Oakland areas.

Nearly one-third of after school participants are English Learners. Program staff and community partners managing Oakland's after school programs develop activities to suit the unique interests and needs of their student population.

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<sup>1</sup> Host schools determine specific criteria for priority student enrollment, such as low academic performance or social needs.

<sup>2</sup> Per grant legislation, school-based 21st Century and After School Education and Safety programs may charge a fee, but may not turn away youth for inability to pay.



## PROGRAM ACCESS & ATTENDANCE

- 
- ✓ **Enrollment Targets:** OFCY grantees exceeded their 2016-17 program enrollment goals.
  - ✓ **Units of Service:** OFCY grantees exceeded their 2016-17 goals for units of service (hours of service per participant).
  - ✓ **Program Attendance:** Overall, youth attended an average of 83 days, with expected variations by grade level.
  - ✓ **Program Access:** After school programs served 44% of the students in their host school.
- 

Programs supported by OFCY funding are expected to reach 100% of their enrollment goals; 80% is the minimally acceptable performance level. Figure 2 on page 19 indicates that, as a whole, OFCY grantees are exceeding their enrollment goals, with elementary programs reaching 124% of their goal enrollment and middle school sites reaching 126%. OFCY grantees are also expected to reach 100% of their unit of service goals. Figure 3 on page 19 shows that elementary programs are surpassing their goals at 106% and middle school programs at 108%.

On average, children and youth in Oakland school-based after school attended 83 days of programming. Attendance varied by grade level, with elementary participants attending 128 days on average, middle school participants attending an average of 104 days, and high school participants attending 28 days on average. Available evidence indicates that Oakland school-based programs served almost half (44%) of the students in their host schools. The proportion of youth served varies by program type, as shown in Table 4 on page 20.

## PROGRAM QUALITY

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- ✓ **Program Quality Assessments:** The vast majority of the 79 programs observed were found to be Thriving (14%) or Performing (85%).
  - ✓ **Youth Surveys:** Youth self-reported about their perceptions of their program's quality and about their experiences and learning in key outcome areas. Youth reported that their programs are safe (71%); help them to achieve mastery of skills (64%); improve their academic behaviors (63%); and teaches them about college and careers (63%).
  - ✓ Nearly 5,700 youth completed the survey during the 2016-17 program year; surveys were matched to youths' academic records (when available).
- 

**Site Visits:** Measures of point-of-service quality assess youths' experience in activities, and were captured during one observation using the Youth or School-Age Program Quality Assessment (PQA) at 79 programs. Year-over-year data reveal that on the whole, programs continue to be of moderate to strong quality across grade levels. In the 2016-17 program year, 11 of 79 (14%) programs were designated as "Thriving" and only one program (~1%) was categorized as "Emerging."

**Youth Surveys:** Youth surveys included questions about youths' program experiences in the four quality domains that align with the PQA site visit tool. In all four domains, youth reported positive experiences overall, and their responses were aligned to sites' PQA scores in each area. The majority of all youth reported feelings of safety in their program (74% of elementary, 65% of middle, and 76% of high school participants), a necessary precursor for youth to experience the other aspects of program quality. In addition, youth across all three grade-groups also reported strong levels of support in their programs, (73% of elementary, 60% of middle, and 71% of high school youth); these results align well with data from site visits.

**Differences in Program Quality:** There were only modest differences in 2016-17 between boy and girl participants' perspectives of program quality, as measured through youth surveys. Most notably, high school girls reported they felt safer in their programs (83%) compared to boys (73%).

## PROGRAM OUTCOMES

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### ✓ **Outcome Domain Differences:**

Gender and age were the factors that drove youths' differing views on the survey's outcome domains. Differences between middle school boys' and girls' responses were observed in nearly every domain in the youth survey.

### ✓ **Academic Data Sources:**

School day attendance/chronic absenteeism; and OUSD's high school readiness measure. When possible, we compared youth to non-participants in the same schools.

### ✓ **Academic (Contributory) Outcomes Findings:**

Encouragingly, after school participants have higher school day attendance rates than non-participants, and are less likely to be chronically absent.

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Youth surveys also asked participants about their experiences and learning in certain key outcome areas: academic behaviors, mastery, social & emotional skills, physical well-being, school connectedness, and college & career exploration. In particular, youth reported developing a sense of mastery (64%) and improving their academic behaviors (63%). Similarly, 63% of youth reported they were exposed to information about college and career paths in the future.

**Differences in Outcome Domains:** Gender comparisons showed only modest differences in self-reported outcomes across most survey domains. However, middle school-aged boys were more likely than girls of the same age to report strengthening their academic behaviors in a few different dimensions.

**Differences in School Day Attendance:** The academic outcomes examined included school day attendance and chronic absence rates. Analysis focused both on highlighting the overall trends for after school participants versus non-participants in the same schools, and on exploring any differences by race/ethnicity and/or gender.

In 2016-17, after school program participants had higher school attendance rates than their peers. On average, after school participants attended 94% of all school days and non-participants attended 93%; this difference, though small, is statistically significant.<sup>3</sup> Another measure of school day attendance is chronic absenteeism, defined as missing 10% or more of all school days. Young people in after school programs were less likely to be chronically absent than non-participants: about 15% of after school participants were chronically absent, compared to 19% of non-participants; this difference is also statistically significant.<sup>4</sup>

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<sup>3</sup> Statistically significant at  $p < .05$  level using independent samples t-test.

<sup>4</sup> Statistically significant at  $p < .05$  level using independent samples t-test.

## INTRODUCTION: ABOUT OAKLAND SCHOOL-BASED PROGRAMS, THEIR PARTICIPANTS, & THE EVALUATION PROJECT

The Oakland School-Based After School Partnership funded 81 programs throughout Oakland, which served 16,991 children and youth in 2016-17.

### In this section:

About Oakland after school **programs**

About Oakland after school **participants**

About the **School-Based After School Partnership, OUSD, and OFCY**

About **funding** for school-based after school

About the 2016-17 **evaluation**



### ABOUT OAKLAND AFTER SCHOOL PROGRAMS: A SNAPSHOT

Oakland after school programs provides critical support to host schools, youth, and their families. Research indicates that after school is more than just a safe haven for youth; high quality after school programs can support youth academically and socially.<sup>5</sup> Some studies show that minorities and youth in low-income communities benefit even more from after school programs than their more affluent peers, suggesting that after school programs are especially critical for these young people.<sup>6</sup>

In the 2016-17 program year, the Oakland School-Based After School Partnership funded 81 programs that operated at OUSD or public charter schools, including a mix of K-8<sup>th</sup>, 6<sup>th</sup>-12<sup>th</sup>, elementary, middle, and high schools. Eighteen partner agencies manage day-to-day operations, staffing, and program delivery. During program hours youth receive a mix of academic support, recreational/physical, and enrichment activities. The 81 school-based after school programs served youth from across Oakland; participants' home zip code data indicates that nearly half of all youth (49%) reside in the Fruitvale, Coliseum, and East Oakland areas.<sup>7</sup>

<sup>5</sup> Durlak, J.A., Weissberg, R.P., & Pachan, M. 2010. A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American Journal of Community Psychology*, 45(3-4), 294-309.

<sup>6</sup> Mahoney, J. L., Parente, M. E., & Zigler, E. F. (2010). After-school program participation and children's development. In J. Meece & J. S. Eccles (Eds.), *Handbook of research on schools, schooling, and human development* (pp. 379-397). New York, NY: Routledge.

<sup>7</sup> Percentages by Zip codes references in these areas are: 94601 (20%), 94621 (17%), and 94603 (12%). For a complete list of after school program locations and lead agencies, see Data Companion A: After School Program Locations & Partners (p.54).

## ABOUT OAKLAND AFTER SCHOOL PARTICIPANTS

In 2016-17, school-based programs served 16,991 youth across Oakland, including 5,723 elementary, 4,775 middle, and 6,493 high school youth. After school participants are an ethnically diverse group. More than 4 in 10 after school youth are Latino/a (44%), making up the highest proportion of participants (Table 1). About one-third of the participants are African-American (34%), followed by Asian/Pacific Islander (14%) and White (7%) youth. Boys and girls are equally represented among racial/ethnic groups. Likewise, roughly equal proportions of boys (51%) and girls (49%) attend all after school programs. Youth served in after school largely mirror the composition of the District overall. Programs are slightly more likely to serve African American students compared to the total student population at the programs' school sites; 34% of program participants are African American compared to 28% of students at the host school sites.

TABLE 1. PROGRAMS SERVED DIVERSE OAKLAND YOUTH

Racial/Ethnic Category	ES Programs	ES OUSD	MS Programs	MS OUSD	HS Programs	HS OUSD	All Programs	Total OUSD
Latino/a	43%	43%	48%	46%	43%	47%	44%	45%
African American	36%	25%	31%	25%	35%	25%	34%	25%
Asian/Pacific Islander	13%	14%	12%	15%	15%	16%	14%	15%
White	7%	12%	8%	9%	7%	7%	7%	10%
American Indian/Alaskan Native	1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
Other/Multi-Racial*	<1%	5%	<1%	3%	<1%	2%	<1%	4%
Unknown/Not Reported	<1%	2%	<1%	2%	<1%	2%	<1%	2%

Source: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017.

California Department of Education DataQuest Database for district enrollment records for FY 2016-2017. District enrollment includes sites that do not host an after school program.

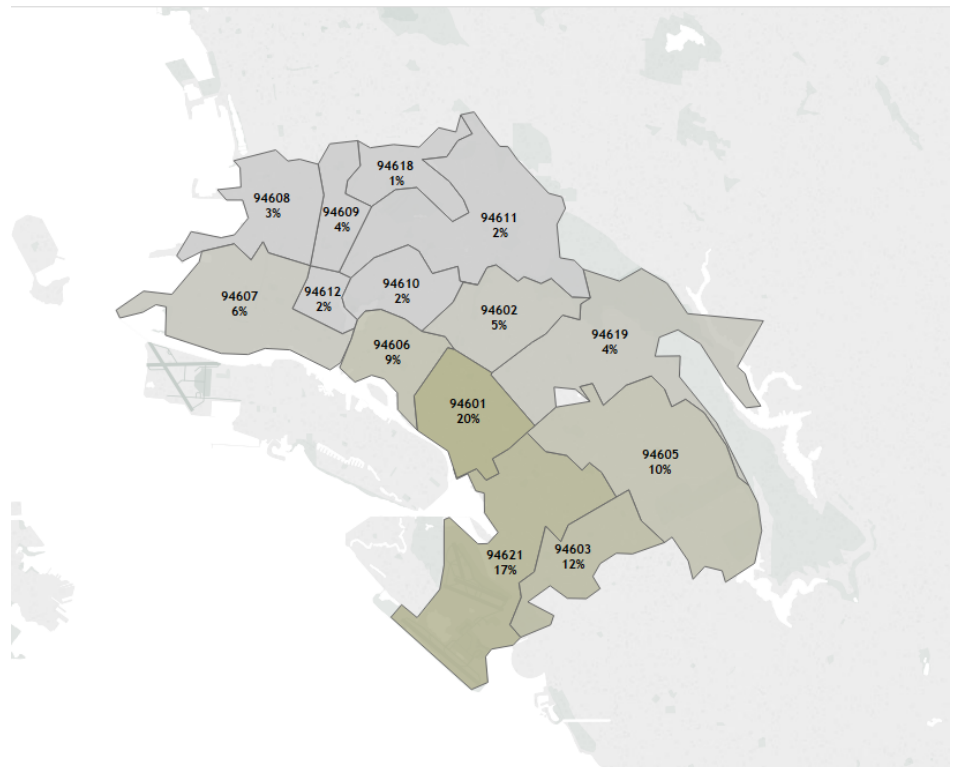
\*Indicates that the category "Other" was selected in Cityspan records.

Nearly one in three (29%) after school participants are English Learners (ELs); this is lower than the overall composition of the host schools (37% EL students, on average). Most of this difference occurs at the elementary level; the proportion of ELs served by middle school and high school programs is roughly 25%, which is the same as the EL population across those grade levels.

After school programs served youth throughout Oakland (Figure 1), but nearly half (49%) of participants were concentrated in three zip codes:

94601, 94621, and 94603. These zip codes represent the Fruitvale (20%), Coliseum (17%), and East Oakland (12%) areas.

**FIGURE 1. NEARLY HALF OF PARTICIPANTS RESIDE IN THREE NEIGHBORHOODS**



Source: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017, n=16,991.

### **ABOUT THE SCHOOL-BASED AFTER SCHOOL PARTNERSHIP**

The School-Based After School Partnership funds comprehensive school-based after school programs for children and youth in Oakland. The Oakland Unified School District's (OUSD) After School Programs Office (ASPO) and the Oakland Fund for Children and Youth (OFCY) formed the Oakland School-Based After School Partnership in 2004.

The Partnership aims to provide equitable access to high quality after school programs that help children to be:

- Engaged and succeeding in school;
- College and career ready; and
- Physically and emotionally well.

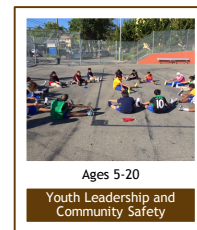
These goals are aligned with efforts in Oakland to improve young people's educational outcomes, including Oakland's investment in the Kids First! legislated goal to "Help Children and Youth Succeed in School and Graduate High School" and the Oakland Unified School District's (OUSD) Full Service Community Schools initiative to provide health, education, and social services to youth, their families, and the community.

## About the OUSD After School Programs Office

Oakland after school programs work intentionally to support the school district's Pathway to Excellence strategic plan. This plan articulates the vision that all students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success. To achieve this vision, OUSD aims to build full service community schools that focus on high academic achievement while serving the whole child. Oakland after school programs contribute to the community schools model by providing youth multiple, aligned supports in the following key areas: academic support, social and emotional learning, college and career readiness, and parent engagement.

The 2016-17 after school programs evaluation describes the supports provided to young people in OUSD-funded after school programs and assesses the resulting youth and program-level outcomes.

## About the Oakland Fund for Children and Youth



The Oakland Fund for Children and Youth (OFCY) funds 150 youth service programs for children and youth in a variety of community- and school-based settings. OFCY programs guide and support children and youth throughout the formative periods of their lives, from birth through age 20.

These programs play an important role for students, families, the Oakland Unified School District, and the community as a whole. OFCY funds programs to advance four primary goals:

- To support the healthy development of young children.
- To help children and youth succeed in school and graduate high school.
- To prevent and reduce violence, crime, and gang involvement among children.
- To help youth transition to a productive adulthood.

OFCY's funding for school-based after school programs represents Oakland's investment and primary strategy to make progress toward the Kids First! legislated goal to "Help Children and Youth Succeed in School and Graduate High School." OFCY's school-based strategy specifically supports elementary and middle school after school programs and is OFCY's largest funding strategy. The City of Oakland invests one-third (33%) of total OFCY annual funding into after school.

This strategy provides base funding to elementary schools to deliver enrichment, academic support, arts, sports, technology, literacy, and other youth development and leadership programming. Middle school funding invests in innovative after school programming including science, technology, arts, sports, linked learning, and other school-based enrichment programming that build on youth interests and assets and build a positive attachment between young people and their schools. At sites with high levels of students qualifying for free or reduced price lunch, supplemental funding supports enrichment programming, such as arts, STEM (science, technology, engineering, and math), literacy, and gardening; expanded program capacity; and/or other site needs (see page 45 for more on the supplemental funding).

OFCY grantees served 32,014 youth in the 2016-17 program year. The 59 programs in the school-based after school strategy served over 28% of those youth (n=9,051).

## **ABOUT FUNDING FOR SCHOOL-BASED AFTER SCHOOL**

Oakland school-based after school programs are jointly funded through a planned and committed investment of funds from the School-Based Partners. These funds blend local, state, and federal dollars provided to programs to ensure quality services that are free or low-cost. This report includes information collected at 81 school-based after school programs.

The School-Based After School Partners, OUSD and OFCY, leverage funds to support a breadth of programs across Oakland. State and federal programs fund OUSD which provides grants to District-based sites, including high school sites. OFCY's school-based after school strategy supports after school programs for youth in grades K-8, including four charters funded directly by state and federal grants. Therefore, 56 of the 81 programs are mutually supported by both OFCY and OUSD; four programs operating at Oakland charter schools are supported by OFCY grant funds that match direct federal and state dollars; and 21 programs, including the 14 high schools, are supported solely by state and federal after school funding through OUSD. Table 2 presents the 2016-17 funding levels from these sources.

Examining the funding level of the School-Based Partners individually demonstrates the significant financial investment in Oakland's youth (see Table 2). OFCY supports 59 elementary and middle schools through the



Student Success in School funding strategy. OUSD funds 77 programs through the After School Education and Safety (ASES), 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC), and After School Safety and Enrichment for Teens (ASSETS) grant programs administered by the California Department of Education (CDE).

TABLE 2. FUNDING BY ASES, 21ST CCLC, ASSETS & OFCY GRANTS<sup>8</sup>

Program Type	ES (n=44)	MS (n=23)	HS (n=14)	Total (n=81)
ASES, 21st CCLC, ASSETS	\$2,766,144	\$3,409,886	\$3,333,942	\$9,509,972
OFCY Funds	\$3,117,073	\$1,693,700	—	\$4,810,773
Matched Funding	\$2,181,459	\$683,390	\$290,843	\$3,155,692
Total	\$8,064,676	\$5,786,976	\$3,624,785	\$17,476,436

Source: OFCY Matched Source report accessed via Cityspan Attendance tracking system and OUSD grant records.

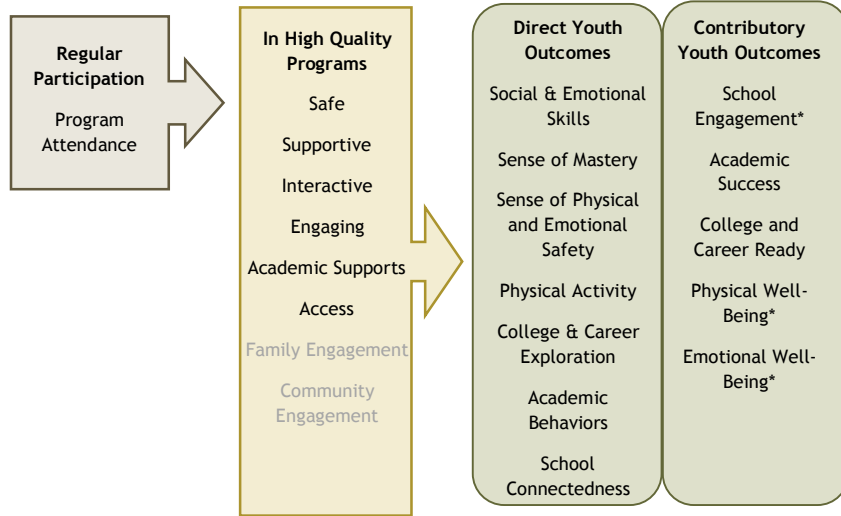
OFCY provides over **\$4.8 million** in funds to elementary and middle school sites, with base grants at \$72,000 for elementary sites and \$85,000 for middle school sites. An additional 16 high need sites receive between \$18,870 and \$20,000 in supplemental funds. These sites have a particularly high rate of students who qualify for free or reduced price lunch (85% or greater), and use the supplemental funds to increase enrichment offerings or otherwise build capacity at their site to best serve their students. OUSD leverages **\$9.5 million** in state and federal grants, including \$3.3 million for the 14 high schools.

Programs report over **\$3.1 million** in leveraged funding from sources like in-kind donations, parent fees and community donations, philanthropic grants, and contracts/service agreements with other local agencies. Precise information on parent fees is unavailable, but preliminary analysis indicates that parent fees are rarely or never charged at high school sites, whereas at least some parents contribute fees at a dozen, possibly more, elementary and middle school sites. Among those sites that reported collecting parent fees, the average was \$24,500 per site, ranging from \$9,900 to \$50,400 in total fees.<sup>9</sup> Anecdotal evidence strongly suggests that programs ensure that fees are not a barrier to access: parent fees are calculated on a sliding scale and policies state that no family will be turned away because of an inability to pay fees.

<sup>8</sup> Data provided in this table is drawn from multiple sources; due to missing data noted in the table, we advise interpreting data with caution.

<sup>9</sup> Five (5) agencies, representing over half of the 81 sites (47), submitted information about fees; most of these sites (35) reported no income from parent fees. Of the twelve (12) sites that reported fees, eleven (11) were from a single agency. The remaining agencies, representing a total of thirty-four (34) sites, did not provide information on fees. Additional analysis of parent fees is planned for 2017-18.

## ABOUT THE 2016-2017 EVALUATION



Oakland School-Based After School Theory of Action. Items in gray are not measured in the evaluation due to data limitations. We use direct outcomes as indicators of progress toward items with an asterisk (\*) because long-term assessments are unavailable.

The Theory of Action above informs this evaluation and is the basis for the Oakland School-Based After School Partnership’s goals for programs. It is expected that access to high quality after school programs helps young people who attend these programs regularly to be physically and emotionally well, engaged and succeeding in school, and ready for college and career. Evidence that youth are making progress toward these intermediate (direct) outcomes includes improvement in social skills, a sense of emotional and physical safety, increased physical activity, college and career exploration, and consistent practice of academic behaviors and other skills.

The guiding evaluation questions and Partnership goals are:

**TABLE 3. EVALUATION QUESTIONS & OAKLAND SCHOOL-BASED AFTER SCHOOL PARTNERSHIP GOALS**

EVALUATION QUESTION	SCHOOL-BASED PARTNERSHIP GOAL
What progress have school-based after school programs made toward target enrollment and daily attendance rates?	Youth have access to free or low-cost after school programming and attend after school regularly
In what ways are school-based after school programs providing high quality services?	Youth experience high quality after school programs
Are youth demonstrating progress in outcomes that contribute to: a) school engagement and academic success; b) college and career readiness; and c) physical and emotional well-being?	Youth are: <ul style="list-style-type: none"> <li>• Engaged, attending, and succeeding in school</li> <li>• College and career ready</li> <li>• Physically and emotionally well</li> </ul>
To what extent is OFCY supplemental funding used to address equity at sites with high rates of students who qualify for free or reduced priced lunch by supporting site-specific goals?	OFCY programs receiving supplemental funding use this money to expand programmatic access to and to support children and youth with the highest need

For more information about the 2016-17 school-based programs evaluation, see Data Companion B: Data Sources By Report Section (p.55) and Data Companion C: Evaluation Methodology (p.56).

## PROGRAM ACCESS & ATTENDANCE

Oakland after school programs provide widespread access to programming for children and youth throughout Oakland. The majority of school-based after school programs met or exceeded their enrollment and attendance targets.

### In this section:

Measures of program participation

Program access + attendance

FIGURE 2. PROGRESS TOWARDS OFCY ENROLLMENT TARGET

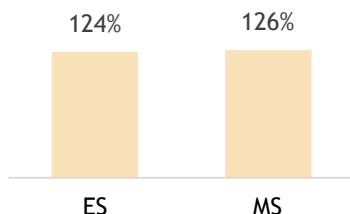


FIGURE 3. PROGRESS TOWARDS OFCY UNITS OF SERVICE TARGET

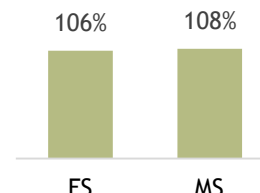


FIGURE 4. PROGRESS TOWARDS CDE ATTENDANCE TARGET

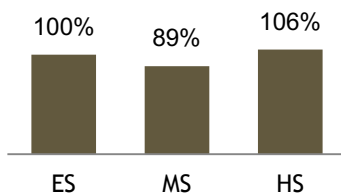
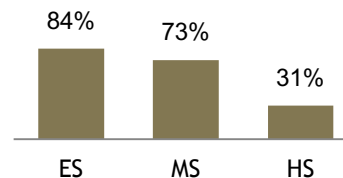


FIGURE 5. PARTICIPANT ATTENDANCE RATE



Source: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017.

## FIVE MEASURES OF PROGRAM PARTICIPATION

This evaluation uses five measures – enrollment, attendance, retention, hours of service, and average days per youth – to better understand the extent to which Oakland’s youth participate regularly in after school programs.

OFCY grantees are expected to reach 100% of their enrollment and units of service goals; 80% is the minimally acceptable performance level. As a whole, OFCY grantees are exceeding their enrollment and units of service targets across both elementary and middle school grade levels (Figure 2 and Figure 3).

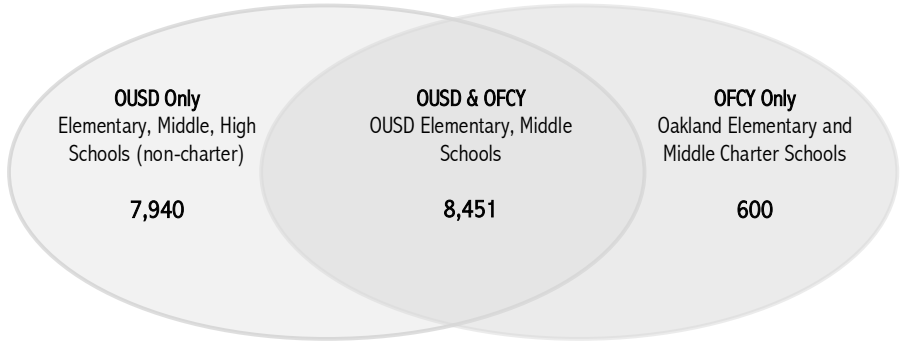
CDE-defined attendance is the number of visits to a program. After school programs funded by ASES and 21st CCLC must meet at least an 85% attendance target established by the California Department of Education (CDE) to sustain funding. On average, elementary, middle, and high school programs exceeded their attendance targets (Figure 4).

Participant attendance rate measures youths’ ongoing participation in the program while enrolled. It is calculated as the number of days attended divided by the number of days enrolled in the after school program. Participants’ attendance rates are calculated for those activities that require ongoing participation; therefore, drop-in activities are not included in the calculation. Attendance patterns are expected to vary by school level. Whereas elementary and middle school students have weekly attendance requirements (5 and 3 days per week, respectively), high schools do not have an attendance requirement.

## ACCESS & ATTENDANCE

Oakland school-based after school programs strive to serve as many youth from their host schools as their program capacity will allow. In total, 16,991 youth were served by school-based after school programs; Figure 6 presents the breakdown of youth served by funding type.

**FIGURE 6. NUMBER OF YOUTH SERVED**



Source: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017.

School-based programs served nearly half of the students (44%) who attended their collective host schools. However, this proportion varied widely, from 34% among elementary programs to 74% among high school programs. High school programs are designed to offer greater choice in how students participate, as outlined above. Therefore, over the course of the year, high school programs have the capacity to serve a larger proportion of host school students. On the other hand, elementary schools are designed to serve a consistent set of enrolled students attending every day. Therefore, these sites tend to serve a lower proportion of the host school overall.

**TABLE 4. PERCENT OF HOST SCHOOL STUDENTS ATTENDING SCHOOL-BASED AFTER SCHOOL PROGRAMS**

Program Type	Total Number of Participants	% of Host School
Elementary School Programs (n=44)	5,723	34%
Middle School Programs (n=23)	4,775	50%
High School Programs (n=14)	6,493	74%
Overall (n=81)	16,991	44%

Source: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017 and OUSD's RAD for host school enrollment figures. NOTE: Some high schools served a greater number of students than their official enrollment. This may be due to a combination of factors: students attending the program from other schools and natural turnover in the school population since total participants is a rolling statistic while total school enrollment is a snapshot on census day for the District.

On average, children and youth in school-based after school attended 83 days of programming. Attendance varied by grade level, with elementary participants attending 128 days on average, middle school participants attending an average of 104 days, and high school participants attending 28 days on average.

The hours of service measure represents the average number of hours individual elementary or middle school youth spent in a given activity or content area during the program year. OFCY funded programs develop detailed scope of work that project program activity hours for the year in Cityspan, categorized by program type. These hours are then tracked as programs record activity attendance. This information describes how often the average young person participated in subject area hours during the academic year.

Youth spent an average of 430 hours in activities in programs funded through OFCY’s school based after school grant strategy. The amount of time spent in each activity varied by grade level, as expected given the difference in program design and dosage. Overall, students participated the most in academics (39%) and character education (39%) activities, followed by enrichment activities (28%) (Table 5).<sup>10</sup>

**TABLE 5. AVERAGE HOURS OF SERVICE FOR SCHOOL-BASED AFTER SCHOOL PROGRAMS**

	Average Hours of Service per Participant				
	Enrichment	Academics	Character Education	Other	Total
Elementary School Programs (n=40)	136	183	171	46	478
Middle School Programs (n=19)	101	147	161	22	362
Overall Average (n=59)	122	168	167	38	430

Source: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017.

<sup>10</sup> Activities were grouped from existing database categories as follows: Enrichment (sports, performing and visual arts, gardening, cultural activities, and cooking), Academics (counseling, academic support/tutoring, early learning support, literacy support, field trips, STEM), Character Education (conflict resolution and violence prevention, leadership development, community building, career readiness, mentorship, community service, and financial literacy), and Other (family engagement, health education, legal services, mental health services, and outreach).

Data Companion E: Enrollment, Attendance, & Retention by Program (p.62) provides outcome data for the five key measures of program attendance. These are:

**Enrollment** - The number of children and youth served. This information is reported for all programs and progress towards goals is calculated for any programs receiving OFCY funding. Programs aim to serve at least 80% of their target enrollment annually.

**Units of Service** - The number of service hours provided to youth during the program year. This information is reported for any programs receiving OFCY funding. The minimal satisfactory performance benchmark for this service goal is set at 80% by OFCY.

**Progress Towards Attendance Goals** - Per the California Department of Education (CDE), the targeted attendance goal is set at 85% of the program's capacity. This information is reported for any programs receiving OUSD funding. Progress towards that goal is measured by the number of times any youth attends the program.

**Average Days Attended** - The average number of days participants attended a given program. There is no program-level goal for this measure; instead it is used to describe how often the average young person attends a school-based after school program during the academic year. In 2016-17, OUSD-based programs were open for approximately 180 school days.<sup>11</sup>

**Participation Rate** - This measures youths' ongoing involvement with the program. This rate is calculated for those activities that require ongoing participant involvement; drop-in activities are not included in the calculation. There is no program-level goal for this measure; however, it helps programs think about the extent to which they are retaining youth.

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<sup>11</sup> Some programs were open during school breaks; the figure reported reflects days when school was in session only.

## PROGRAM QUALITY

Point-of-service quality, captured through site visits, provides a snapshot of youths' experience in after school. Understanding quality is paramount because it is the hinge between youths' program participation and positive outcomes. Site visit results indicate that most 2016-17 programs are considered either Performing or Thriving. Youth perspectives were generally well aligned with site visit ratings of program quality.

### In this section:

Program Quality focuses

Program quality findings: PQA-based site visits

Program quality findings: Youth survey results

FIGURE 7. OAKLAND SCHOOL-BASED AFTER SCHOOL PROGRAMS ARE PROVIDING HIGH QUALITY EXPERIENCES TO YOUTH

	ELEMENTARY	MIDDLE	HIGH
AVERAGE OVERALL PQA SCORE (1-5)	4.20	3.80	3.90
% THRIVING	19%	9%	7%
% PERFORMING	79%	91%	93%
# OF VISITS*	43	22	14

Sources: Evaluation site visits for the 2016-17 program year (n=79). These figures include visits conducted by Public Profit, OUSD's ELO, and community-based agency staff, all certified assessors.

## PROGRAM QUALITY FOCUSES ON YOUTHS' AFTER SCHOOL EXPERIENCES

Point-of-service quality captures youths' experience in activities, and was measured during an observation using the Youth or School-Age Program Quality Assessment (PQA) at 79 programs. In the 2016-17 program year, 11 of 79 (14%) programs were designated as "Thriving," and only one program (~1%) was categorized as "Emerging."<sup>12</sup> In addition, youth surveys contained questions that asked participants to self-report about these same elements of program quality; findings from youth surveys largely echo those from site visits.

<sup>12</sup> "Thriving" means a program with a total overall PQA score of 4.5+, which indicates high quality services across all four domains. "Performing" is a site with an average overall score between 3 and 4.5, which indicates high quality services in almost all domains, with a few areas for improvement. "Emerging" is a program that is not yet providing high-quality services in all domains, with an overall average score lower than 3.



## PROGRAM QUALITY FINDINGS

### Site Visits Suggest that Most Programs Support Youth with High Quality Practices

Visits to school-based after school programs were conducted using either the School-Age Program Quality Assessment (SAPQA) for programs serving elementary-age youth, or the Youth Program Quality Assessment (YPQA) for programs serving middle school, K-8, and high school-aged youth. The PQA is a research-based observation tool used by out-of-school-time programs nationally. It includes five quality domains<sup>13</sup>: Safe Environment, Supportive Environment, Peer Interaction, Youth Engagement, and Academic Climate.<sup>14</sup> Scores on the PQA range from 1 to 5, with higher numbers indicating stronger quality.

In the 2016-17 evaluation cycle, site visits were divided between Public Profit (38 visits) and After School Programs Office staff and Community-Based Organization (CBO) assessors (41 visits). Having CBO assessors was part of on-going Continuous Quality Improvement (CQI) efforts that include developing program quality leadership among staff across participating agencies. (For more on this, see the Continuous Quality Improvement section starting on page 51.)

All visitors were certified as external assessors by the developers of the PQA. Public Profit site visitors assessed a purposeful sample of new programs and programs with lower 2015-16 site visit scores; these visits were designed to prioritize supports and actionable data for this group of sites. ASPO/CBO visitors assessed the remaining group of programs. Nearly all sites received one site visit in 2016-17.<sup>15</sup>

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<sup>13</sup> Please refer to the Data Companion for a detailed description of each of the quality domains.

<sup>14</sup> The Academic Climate observation protocol was developed specifically for OUSD programs and is not included in the calculation of the overall program quality score.

<sup>15</sup> ASCEND and Achieve Academy did not receive site visits in 2016-17; they are slated to receive one in 2017-18.

**TABLE 6. PROGRAM PERFORMANCE SCORES BY QUALITY DOMAIN**

Quality Domain	Elementary (n=43)	Middle (n=22)	High (n=14)	All Sites (N=79)
<b>Overall Rating*</b>	<b>4.20</b>	<b>3.80</b>	<b>3.90</b>	<b>4.04</b>
Safe	4.84	4.81	4.66	4.80
Supportive	4.34	4.34	4.19	4.31
Interaction	4.13	3.33	3.67	3.82
Engagement	3.50	2.73	3.08	3.21
Academic Climate	3.44	3.13	3.82	3.36

Source: Site visits representing 79 programs, September-November 2016 and February 2017.

\*Overall Rating excludes the Academic Climate domain average.

PQA ratings (Table 6) demonstrate that programs at all levels provided youth with physically and emotionally safe programs and offered supportive environments characterized by opportunities for learning and positive relationships. Elementary programs scored the highest overall rating; 71% of their ratings were of high quality (5s). All sites promoted particularly strong safe and supportive environments.

The Safe and Supportive domains lay the foundation for the more advanced staff practices assessed in Interaction and Engagement. As expected, programs achieved strong ratings in these foundational domains. Many programs also had high ratings at the top of the program quality pyramid in the Interaction and Engagement domains. Staff in elementary school programs consistently exhibited practices that promoted peer interaction (Table 6); middle and high school programs rated lower on Interaction than elementary school programs, though these programs were still within acceptable performance ranges. Sites continue to invest in professional development and other supports to build staff skills in these domains.

### **Youth Surveys Support the Findings from Site Visits**

Youth survey respondents were asked questions about the quality of their after school program in these same four PQA-aligned domains; youth survey results mirror findings from site visit data (Table 7). In particular, youth reported feeling safe in their after school program, with 74% of elementary, 65% of middle, and 76% of high school participants agreeing. Respondents agreed that their after school program’s environment is supportive, with 73% of elementary, 60% of middle, and 71% of high school youth concurring. Slightly fewer youth reported that their sites provided opportunities for interaction; 70% of elementary, 58% of middle, and 67% of high school students said that they feel like they belong, they get to help others, and they make new friends. Finally, similar to the data from site visits, relatively fewer youth reported opportunities for engagement in their after school program. Only 63% of

elementary, 52% of middle, and 66% of high school respondents reported that their programs provided opportunities for them to choose activities or try new activities.

Overall, youth found the foundational elements of safety and support to be reasonable in their programs, with the harder-to-achieve domains of Interaction and Engagement sufficient (though presenting some opportunities for continued improvement). These findings align well with the data trends found in site visit scores for the 2016-17 program year.

**TABLE 7. YOUTH SELF-REPORTS ABOUT PROGRAM QUALITY MIRROR PQA SCORE FINDINGS**

Survey Composite:	Elementary (n=44)	Middle (n=23)	High (n=14)	Overall (n=81)
Safe	74%	65%	76%	71%
Supportive	73%	60%	71%	68%
Interaction	70%	58%	67%	66%
Engagement	63%	52%	66%	60%

Source: Youth Surveys, fielded spring 2017. N=5,683.

Detailed site-level youth survey results are included in Data Companion F: Youth Survey Composites & Results by Program on page 66.

## PROGRAM OUTCOMES

There are seven outcome areas prioritized by the School-Based After School Partnership. As defined in the Theory of Action (page 17), these outcome areas represent the near-term and long-term benefits that regular participation in high quality programs can help youth to achieve.

### In this section:

#### Outcomes findings:

Academic behaviors  
Sense of mastery  
Social & emotional skills  
Wellness behaviors  
School engagement  
College & career exploration  
Academic outcomes

#### Differences in program outcomes

FIGURE 8. SCHOOL-BASED AFTER SCHOOL OUTCOME AREAS

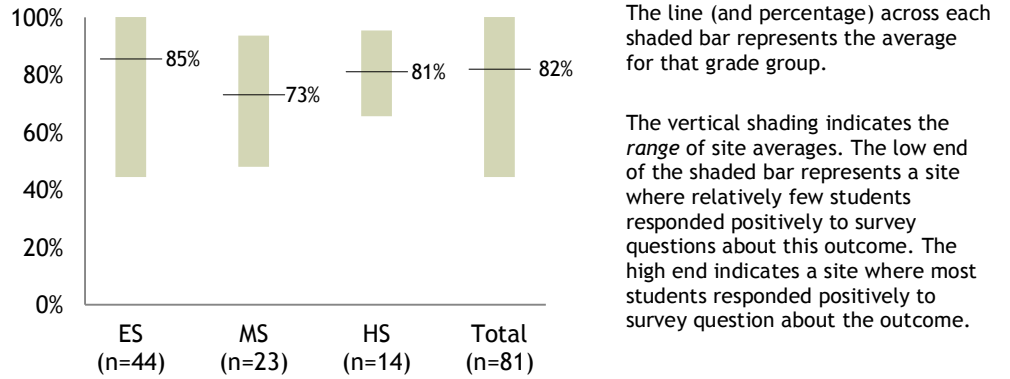


## YOUTH SURVEYS ASSESS PARTICIPANTS' OUTCOMES

This report features seven outcome domains prioritized by the School-Based After School Partnership. The extent to which young people experience positive benefits is assessed through youth surveys (N=5,683). Differences in youth outcomes by gender, grade level, race/ethnicity, and English Learner status are discussed when they are statistically significant. The youth survey findings in each outcome area are discussed on two levels throughout the following sections:

- **Youth Survey Composites** – A composite is used as a global measure of each outcome area. The composite indicates the proportion of youth who answered positively to nearly all of the survey questions related to that outcome theme. For example, a youth who scores highly on the Physical Well-Being Composite answered positively to at least two of the three related survey questions. Survey composites are reported separately for elementary (ES), middle (MS), and high school (HS) youth. (See Data Companion F: Youth Survey Composites & Results by Program on p. 66 for more information).
- **Grade Level Composites**– Each domain section includes a description of the percentage of youth in elementary, middle, and high school programs who had positive responses to the outcome composites. Grade level composites are presented on the second page of every outcome section. Instructions on how to read the diagram are shown on the following page (Figure 9):

FIGURE 9. HOW TO READ THE WATERFALL CHARTS IN THIS SECTION



### PROGRAM OUTCOMES: ACADEMIC BEHAVIORS

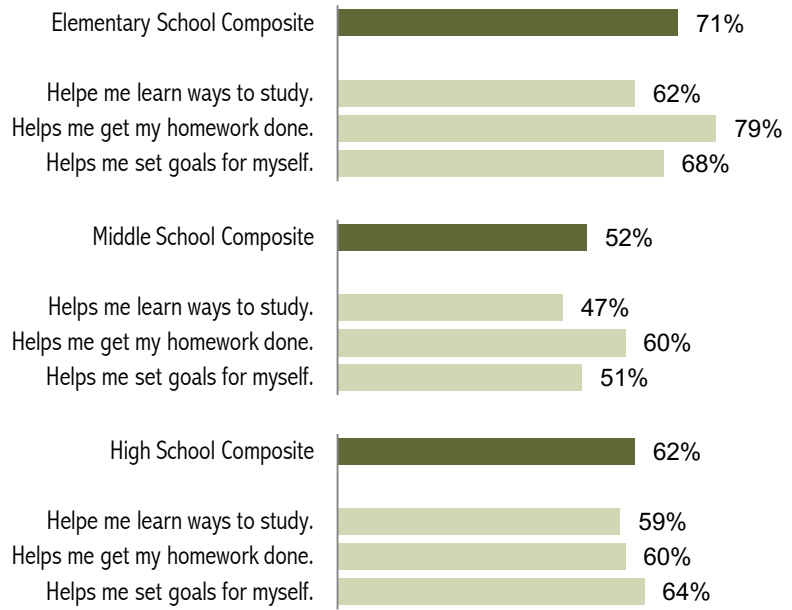
Academic behaviors are the habits that show youth are making an effort to learn,<sup>16</sup> such as studying and finishing homework. When youth consistently engage in academic behaviors, they are more likely to improve their academic performance.<sup>17</sup> Oakland after school programs provided academically enriching environments (Figure 10). Specifically:

- *More than half of youth developed multiple academic behaviors* – Seventy-one percent of elementary, 52% of middle school, and 62% high school youth reported developing a range of academic behaviors.
- *Youth learned to set goals in their after school programs* – More than half of elementary (68%), middle (51%), and high school youth (64%) reported being better at setting goals.
- *After school participants improved their study skills* – Sixty-two percent (62%) of elementary youth, 47% of middle school, and 59% of high school youth reported gaining study skills.
- *Youth learned better homework habits* – Seventy-nine percent (79%) of elementary, 60% of middle, and 60% high school youth reported improvements in homework completion.

<sup>16</sup> Farrington, C.A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T.S., Johnson, D.W., & Beechum, N.O. (2012). Teaching adolescents to become learners. The role of non-cognitive factors in shaping school performance: A critical literature review. Chicago: University of Chicago Consortium on Chicago School Research.

<sup>17</sup> Ibid

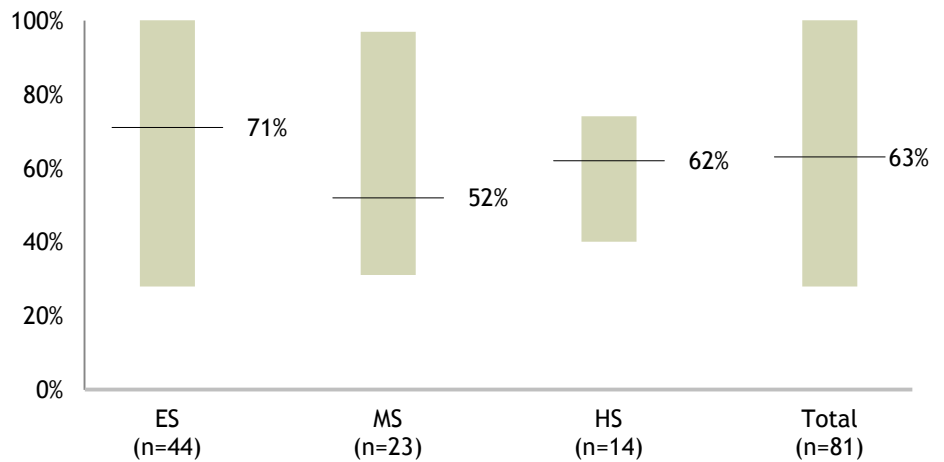
**FIGURE 10. ACADEMIC BEHAVIORS AT A GLANCE**



Source: Youth participant surveys administered spring 2017, n=2,907 (ES), n=1,827 (MS), n=949 (HS).

Looking at the data another way provides an idea of how many youth per program developed academic behaviors as measured by the survey composite (Figure 11). On average, 63% of youth in each program reported improved academic behaviors.

**FIGURE 11. YOUTH REPORTS OF ACADEMIC BEHAVIORS VARIED BY GRADE LEVEL**



Source: Youth participant surveys administered in spring 2017.

Across elementary schools, 71% of youth reported having improved academic behaviors (horizontal bar). As shown by the vertical bar, this proportion varied widely across individual sites, ranging from 28% up to 100% of participants. Just over half of the youth in middle school programs (52%) reported improved academic behaviors; this proportion ranged widely by individual sites, from 31% to 97% of participants.

Among high school sites, there was less variation; overall 62% of all high school youth reported improved academic behaviors and the proportion at individual sites ranged from 40% to 74%. The survey results indicate that, on average, elementary programs may be more likely to promote academic behaviors particularly compared to middle school programs.

In addition, of the programs observed specifically for academic enrichment and support activities, nearly three-fourths (76%) scored 3.0 or higher on the PQA Academic Climate ratings.<sup>18</sup> This includes 89% of elementary, and 100% of high school programs. However, only 53% of middle school programs achieved a 3.0 or higher on the academic climate domain, in line with the lower overall survey ratings among middle school students in this domain as well. In particular, middle school sites were less likely to foster connections between academic content and prior knowledge or school-day learning, especially compared to high school programs. These PQA scores roughly echo what youth reported in surveys.

### **PROGRAM OUTCOMES: SENSE OF MASTERY**

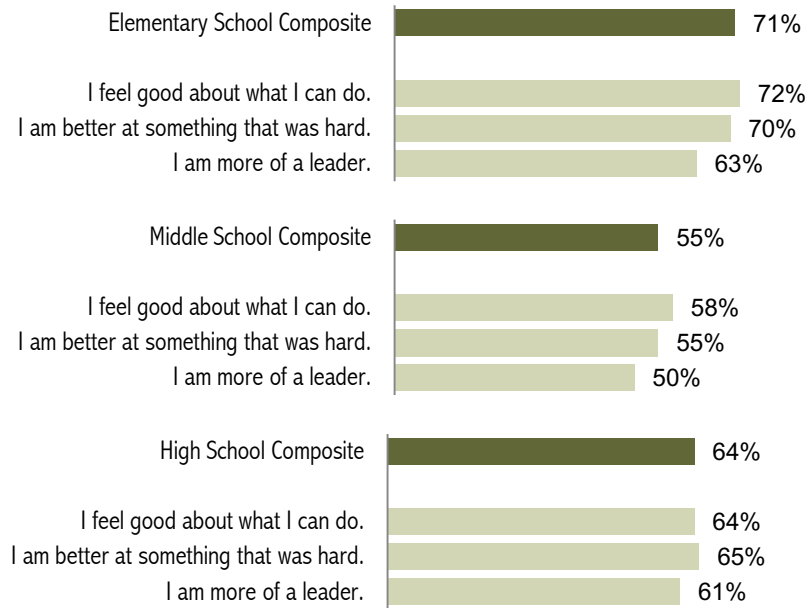
A sense of mastery is feeling that one has learned a skill to a desired level. When youth have a sense of mastery, they feel competent at a new skill, become more competent at a difficult skill, and see themselves as leaders. By and large, Oakland after school programs helped youth to develop their sense of mastery (Figure 12). Specifically:

- *Well over 50% of youth developed a sense of mastery* – Seventy-one percent of elementary school, 55% of middle school, and 64% of high school youth reported developing a sense of mastery.
- *Youth reported becoming more competent at a difficult skill* – Elementary school (70%), middle school (55%), and high school (65%) youth reported being better at something they used to think was hard.
- *After school participants feel more confident about their skills* – Over 7 in 10 elementary (72%) and about 6 in 10 middle school (58%) and high school (64%) youth felt more confident about what they can do.
- *Many youth see themselves as leaders* – Sixty-three percent of elementary, 50% of middle school, and 61% of high school students reported being more of a leader.

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<sup>18</sup> While all programs provide academic enrichment and support activities, only half of the programs (38 programs) received an Academic Climate score in 2016-17.

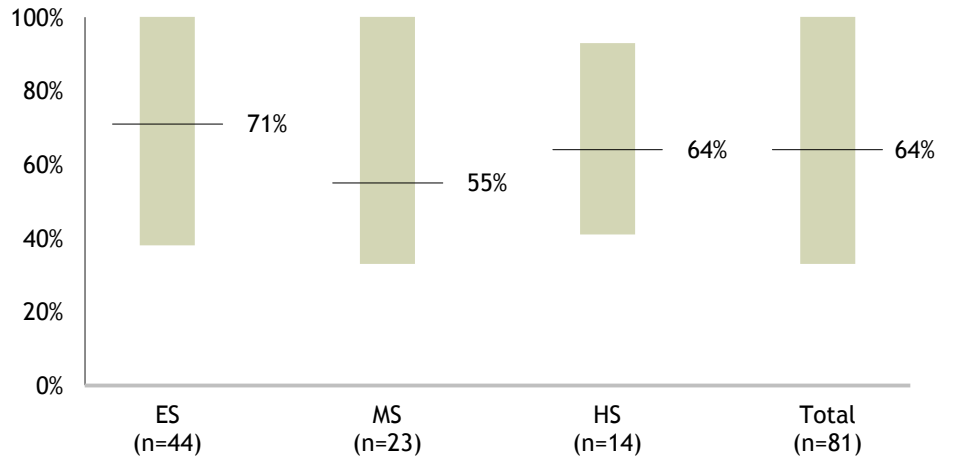
**FIGURE 12. MASTERY AT A GLANCE**



Source: Youth participant surveys administered spring 2017, n=2,907 (ES), n=1,827 (MS), n=949 (HS).

Shifting to look at the data ranges and averages at grade level (Figure 13), on average 64% of youth in each program reported developing a sense of mastery, with youth self-reports more or less aligned across grade levels.

**FIGURE 13. YOUTH REPORTS ABOUT MASTERY VARIED ONLY SLIGHTLY**



Source: Youth participant surveys administered in spring 2017.

Among elementary schools, 71% of youth reported an improved sense of mastery. As shown by the gold bar, this varied by site, ranging from 38% up to 100% of participants per site. For middle schools, about 5 in 10 (55%) participants reported an improved sense of mastery. This ranged by site from 33% to 100% of participants. Across high schools, 64% of participants reported developing mastery; the proportion by site ranged from 41% to 93%. The findings show that, on average, elementary, middle, and high school programs promoted skill building at a reasonable rate.



According to PQA scores, staff encouraged and supported youth to learn new skills. All but one site (78 out of 79 sites) received a PQA rating of 3.0 or higher for Supportive Environment, the domain that primarily measures skill-building. These PQA scores do not completely align with youth reports. This may be in part because staff are setting up the conditions for skill-building, but youth do not yet perceive themselves to have mastered new skills. It may be that the snapshot-in-time captured by the PQA cannot capture the cumulative skill-building experience of youth in the program over the course of the year.

### **PROGRAM OUTCOMES: SOCIAL & EMOTIONAL SKILLS**

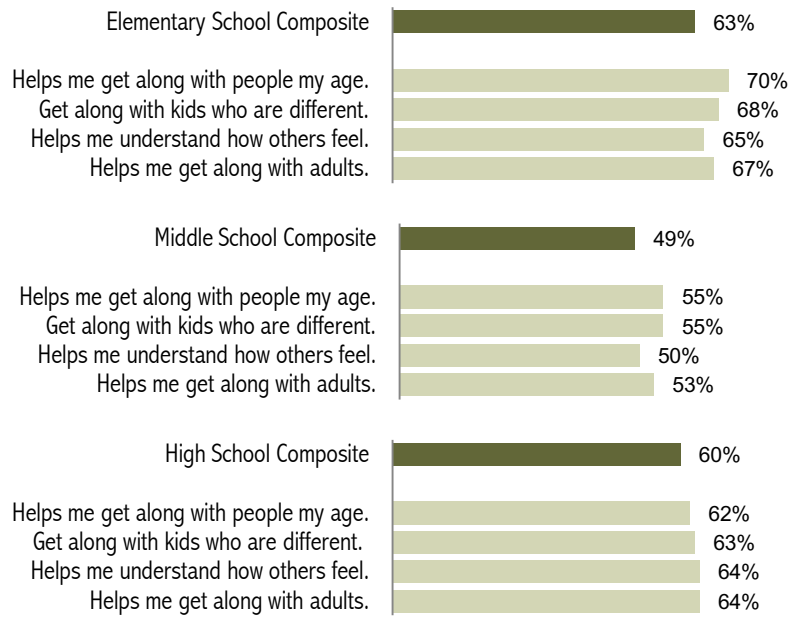
Youth use social and emotional skills to initiate and maintain positive relationships with peers and adults, to manage and communicate their emotions, and to understand their capabilities. These skills are gaining attention for the ways in which they help young people to be successful in school and in life.<sup>19</sup> Surveys revealed that youth responses varied depending on grade level (Figure 14). Specifically:

- *Elementary and high school youth built social and emotional skills* – Sixty-three percent of elementary, 49% of middle, and 60% of high school youth reported building these skills in their program.
- *Most youth in all grade levels got along better with others* – In particular, 70% of elementary youth reported getting along better with peers. About 6 in 10 middle school (55%) and high school (62%) youth reported the same.
- *Youth are better at getting along with children who are different than them* – Most youth (68% of elementary youth, 55% of middle school youth, and 63% of high school youth) reported getting along better with those different than them.
- *Participants get along with adults well* – Over 6 in 10 elementary (67%), 53% of middle school youth, and 64% of high school youth reported feeling good about getting along with adults in their program.

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<sup>19</sup> Gootman, L., & Schoon, I. (2013) The impact of non-cognitive skills on outcomes for young people: Literature review. London: Institute of Education and Social Research, University of London.

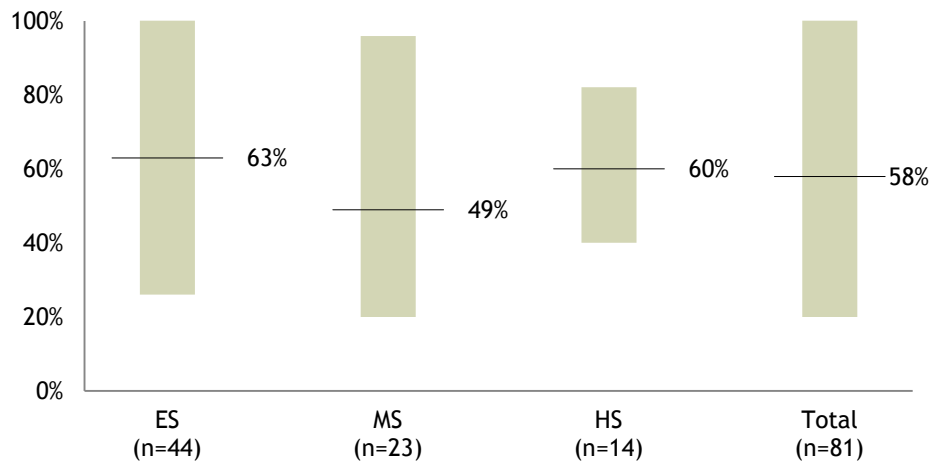
**FIGURE 14. SOCIAL AND EMOTIONAL SKILLS AT A GLANCE**



Source: Youth participant surveys administered in spring 2017, n=2,907 (ES), n=1,827 (MS), n=949 (HS).

Looking at the range and average of youth reports by grade level (Figure 15) underscores the extent to which youths’ feelings differed by grade level. On average, 58% of youth in each program reported stronger social and emotional skills, with large differences between individual grade group averages.

**FIGURE 15. YOUTH REPORTS OF SOCIAL AND EMOTIONAL SKILLS DID NOT VARY MUCH BY GRADE LEVEL**



Source: Youth participant surveys administered in spring 2017.

Among elementary schools, 63% of participants reported gaining stronger social and emotional skills. As shown by the gold bar, this varied widely by site, ranging from 26% up to 100% of participants per site. Middle school youth were less likely to report improved social and emotional skills (49% of participants). In keeping with the wide range among middle schools, these ranged by site from 20% to 95% of participants. In high schools, an average of 60% of participants reported strong social and emotional skills, ranging by site from 40% to 82%. The findings show that, on average, elementary and high school programs promote social and emotional skills at a reasonable rate. Youth survey results suggest that at least some middle school programs may consider continuing to focus on strengthening their social emotional supports through targeted social-emotional learning curricula that match their school-site needs.

Finally, PQA ratings of Peer Interaction, the domain that measures supports for pro-social interactions, indicated that most elementary school programs (88%) had a rating of 3.0 or higher. Similarly, three-fourths (77%) of middle school programs that received a PQA visit had ratings of 3.0 or higher. A slightly smaller proportion of high school programs (73%) had ratings of 3.0 or higher in the Peer Interaction domain. This would suggest that Oakland after school programs provided youth a quality environment in which youth could gain social and emotional skills. However, youth reports of social emotional skill development did not align with the PQA findings, particularly when looking across grade levels. The Oakland After School Partnership may want to gather additional data to better understand this discrepancy.

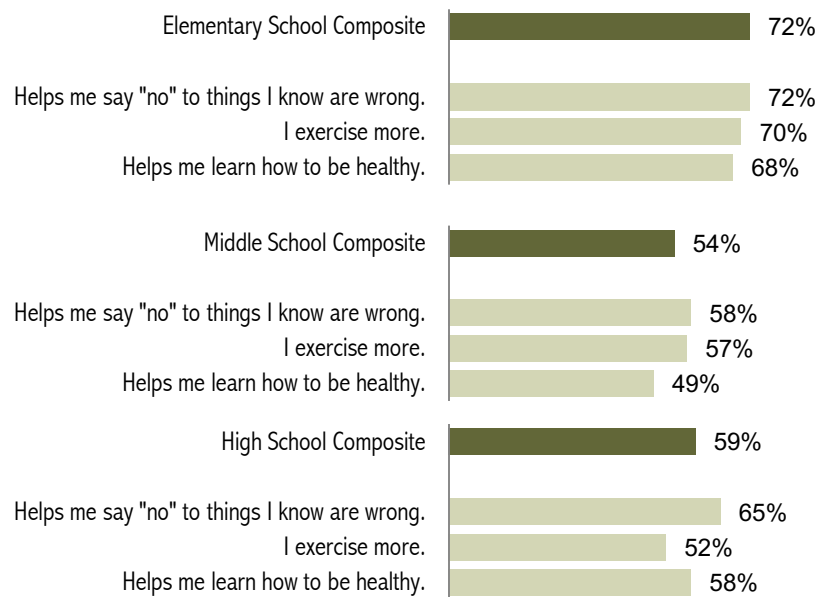
### **PROGRAM OUTCOMES: WELLNESS BEHAVIORS**

Activities that promote physical well-being engage youth in physical activity, such as exercising, and help youth learn about healthy habits, such as eating a balanced diet. Large majorities of youth in each grade group agreed that their program helped them to learn ways to be healthy (Figure 16). Specifically:

- *Many youth reported learning about how to promote their physical well-being* – Three-fourths of elementary youth (72%), half of middle school youth (54%) and over half of high school youth (59%) reported learning ways to promote their physical well-being.

- *After school participants made positive choices related to their well-being* – Roughly three-quarters of elementary (72%) and well over half of middle school (58%) and high school (65%) youth reported their after school program helped them to say “no” to things they know are wrong.
- *Youth learned healthy habits* – Half of both middle and high school youth (49% and 52% respectively) reported learning how to be healthy at their after school programs. Two-thirds of elementary youth (68%) did so.
- *Many youth exercise more* –Seventy percent (70%) of elementary, 57% of middle school, and 52% of high school youth reported that they exercise more.

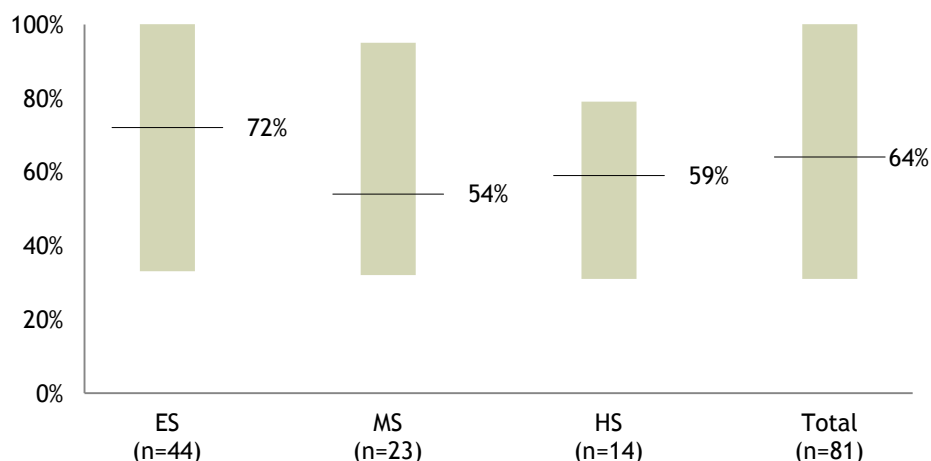
**FIGURE 16. PHYSICAL WELL-BEING AT A GLANCE**



Source: Youth participant surveys administered in spring 2017, n=2907 (ES), n=1,827 (MS), n=949 (HS).

Elementary school youth reported the strongest growth in learning about overall wellness behaviors. Figure 17 provides an estimate of how many youth per program increased physical activity and healthy eating skills as measured by the survey composite. On average, 64% of youth in a single program reported improved wellness behaviors.

FIGURE 17. YOUTH REPORTS ABOUT WELLNESS BEHAVIORS WERE RELATIVELY HIGH AMONG ELEMENTARY YOUTH



Source: Youth participant surveys administered in Spring 2017.

Among elementary schools, 72% of youth reported strong wellness behaviors. This proportion varied by site, ranging from 33% up to 100% of participants per site. Just over half of all middle school participants reported stronger wellness behaviors (54%). This ranged by site from 32% to 95% of participants. In high schools, an average of 59% of participants reported stronger wellness behaviors; site averages ranged from 31% to 79%. The findings show that, on average, middle, and high school programs promoted well-being behaviors among many youth. Elementary schools rates were slightly higher on average.

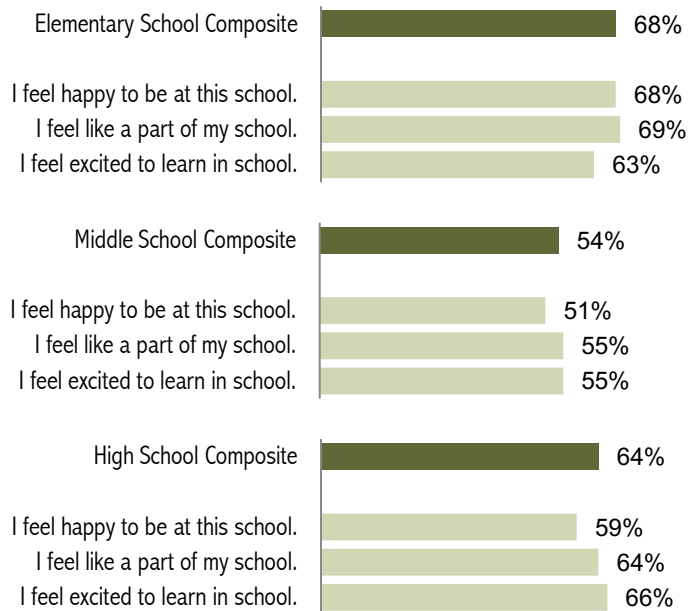
### PROGRAM OUTCOMES: SCHOOL ENGAGEMENT

Youth are connected to and engaged with their schools when they feel a sense of belonging. They may also participate in more school activities and talk about what happens at school with their families. Youth self-reports about their degree of school engagement were fairly consistent across grade levels (Figure 18). Specifically:

- *Many after school youth felt more connected to their school* – About two-thirds of elementary (68%) and high school (64%) youth reported feeling more connected with their schools since attending their after school program. Over half of middle school youth (54%) reported the same.
- *Youth felt happy to be at their school* – Sixty-eight percent of elementary (68%) youth reported feeling happy to be at their school since coming to after school. Over half of middle school youth (51%) and 59% of high school youth reported the same.

- *Youth felt like a part of their school* – About two-thirds of elementary (69%) and high school (64%) youth reported feeling like a part of their school since coming to after school. About half of middle school youth reported the same (55%).
- *Youth felt excited to learn in school* – Again, nearly two-thirds of elementary (63%) and high school (66%) youth felt excited to learn in school. About half of middle school youth reported the same.

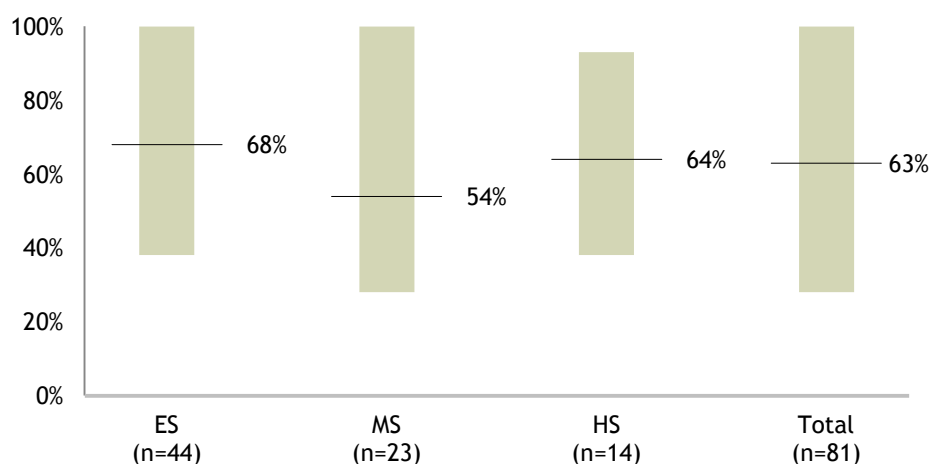
**FIGURE 18. SCHOOL ENGAGEMENT AT A GLANCE**



Source: Youth participant surveys administered in spring 2017, n=2,709 (ES), n=1,827 (MS), n=949 (HS).

Figure 19 provides a breakdown of how many youth per program developed stronger connections to their school as estimated by the survey composite. Sixty-three percent (63%) of youth reported stronger school connectedness.

FIGURE 19. YOUTH REPORTED RELATIVELY HIGH SCHOOL ENGAGEMENT



Source: Youth participant surveys administered in spring 2017.

Among all elementary school participants, 68% felt connected to their school. As shown by the gold bar, this proportion varied by site, ranging from 38% up to 100% of participants per site. Fifty-four percent (54%) of middle school participants felt connected, on average. This ranged by site from 28% to 100% of participants. In high schools, 64% of participants across all sites felt connected to their school, ranging by site from 38% to 93%. In general, across programs and grade levels, there was a higher level of consistency in youth reports, suggesting that programs, regardless of grade level or other features, are connecting youth to their school at about the same rate.

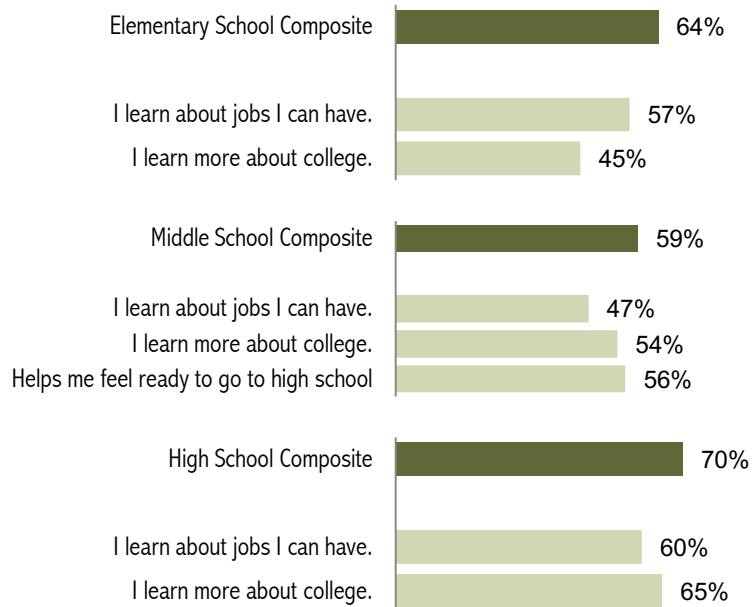
### PROGRAM OUTCOMES: COLLEGE & CAREER EXPLORATION

College and career exploration activities are opportunities that support youth in looking towards the future by helping them identify both the skills that relate to careers of interest and the degree programs needed to pursue those careers. Programs for high school-aged youth tend to place greater emphasis on college and career, though programs at all grade levels are expected to introduce students to these concepts. Youth survey findings show that high school youth report exploring college and career opportunities, but fewer younger youth do so (Figure 20). Specifically:

- *High school youth reported exploring college and career opportunities* – 7 in 10 high school youth (70%) report opportunities in their after school program for college and career exploration. Fewer elementary (64%) and middle school (59%) youth reported the same opportunities. This pattern reflects, in part, the fact that programs for high school-age youth place a greater emphasis on college and career readiness.

- *Middle and high school youth learned about college* - Sixty-five percent of high school youth and 54% of middle school youth reported learning more about college options in their after school program. Less than half of elementary (45%) youth also reported doing so.

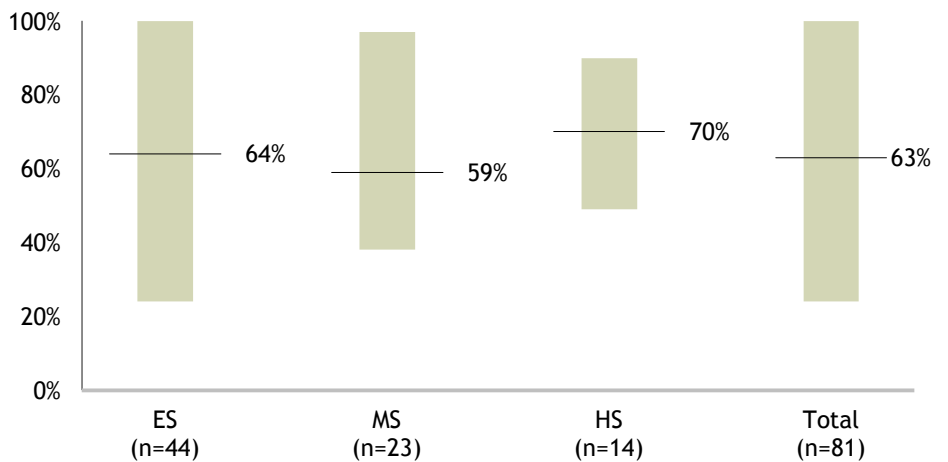
**FIGURE 20. COLLEGE & CAREER EXPLORATION AT A GLANCE**



Sources: Youth participant surveys administered in spring 2017, n=2,907 (ES), n=1,827 (MS), n=949 (HS).

Figure 21 highlights how many youth per program felt prepared for college and career as measured by the survey composite. On average, 63% of youth reported learning about college and career options.

**FIGURE 21. AVERAGE PERCENT OF YOUTH IN AFTER SCHOOL PROGRAMS WHO REPORT LEARNING ABOUT COLLEGE AND CAREER OPTIONS BY GRADE LEVEL**



Source: Youth participant surveys administered in spring 2017.



Among elementary schools, 64% of youth felt prepared for college and career. This proportion varied widely by site, ranging from 24% up to 100% of participants per site. On average, 59% of middle school youth felt prepared for the future. This ranged by site from 38% to 97% of participants. Many high school youth (70%) felt prepared for the future, ranging by site from 49% to 90%.

This is an area of strength for high school programs. Middle and elementary school programs have more varied rates of youth agreement, likely reflecting program-level variations in focus on this topic for younger students.

## PROGRAM OUTCOMES: ACADEMIC OUTCOMES

Academic outcomes, such as test scores and school attendance, are indicators of young people's progress in school. Research shows that youth who attend programs for multiple years are more likely to improve their academic outcomes.<sup>20</sup> The school-based after school evaluation was primarily focused on youths' school day attendance and on chronic absence rates, both of which are critical predictors of academic success.<sup>21</sup> For these measures, analysis focused both on surfacing the overall trends for after school participants versus non-participants in the same school, and on exploring any differences by race/ethnicity, or gender.

In 2016-17, the **rate of school day attendance** was notably higher for after school program participants than non-participants peers at schools with an expanded learning program. On average, after school participants attended 94% of all school days and non-participant peers attended 93%; this difference, though small, is statistically significant.<sup>22</sup> This indicates that after school participation has a positive association with school day attendance. Increased school day attendance is connected to improved outcomes for individual students. Moreover, increased school day attendance is directly connected to better revenue for the District. Based on these findings, a one percentage point difference across nearly 17,000 students translates to over 30,000 additional days of school attended, yielding substantial additional revenue for the District.<sup>23</sup>

Another measure of school day attendance is **chronic absenteeism**, defined as missing 10% or more of all school days. Youth who attended after school were much less likely to be chronically absent than their peers: about 15% of after school participants were chronically absent from

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<sup>20</sup> Roth, J., Malone, L., & Brooks-Gunn, J. (2010). Does the amount of participation in afterschool programs relate to developmental outcomes? A review of the literature. *American Journal of Community Psychology*. 45(3-4), 310-24.

<sup>21</sup> Future school-based evaluation reports will include assessments of youth literacy, numeracy, school day attendance (chronic absence), and available math and English Language Arts (ELA) benchmarks.

<sup>22</sup> Statistically significant at  $p < .05$  level using independent samples t-test as well as linear regression to account for prior year attendance.

<sup>23</sup> Exact estimates of the dollar value of these additional dates are not currently available from OUSD.

the school day, compared to 19% of non-participants; this difference is statistically significant.<sup>24</sup> This indicates that participating in after school may reduce the chance that a student is chronically absent from school.

These findings held true across grade levels, for both boys and girls, and for students of all ethnicities. It also held true when taking into account school day attendance in the prior year (2015-16). In other words, for students with similar attendance in 2015-16, the students who participated in after school in 2016-17 was less likely to be chronically absent in 2016-17 than comparable non-participants.

## **DIFFERENCES IN YOUTHS' REPORTS OF QUALITY AND OUTCOMES**

To explore the extent to which certain youth or groups of youth may experience after school programs differently than their peers, Public Profit examined youth outcomes by comparing the results by participants' gender and racial/ethnic sub-groups. Notable statistically significant differences of 10-percentage points or more are reported here.<sup>25</sup> Smaller differences (+/- five percentage points and under) are noted in Data Companion G: Youth Survey Response Differences by Race/Ethnicity, Grade Level, & Gender.

### **Differences in Youth Reports of Program Quality**

Youth surveys are an important avenue for incorporating youth voice into the evaluation findings. They are also an important source of complementary data to measures of program quality. A sample of youth participants answered a series of questions on program quality (N=5,683), specifically about features of the after school program that may not be apparent during site visits.

Table 8 presents the percentage of youth who felt positively about the different components of program quality. Overall, the majority of youth rated program quality high. Youth at all levels found their programs to be supportive and to promote positive interaction among youth and staff. The responses to individual survey items related to Quality Domains are listed in the Data Companion.

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<sup>24</sup> Statistically significant at  $p < .05$  level using independent samples t-test as well as binary logistic regression to account for prior year attendance.

<sup>25</sup> Based on the group sizes, a 10-percentage point difference represents approximately 250 youth in terms of gender and race/ethnicity. Chi-square statistical tests are used to identify statistically significant group differences.

TABLE 8. POSITIVE YOUTH SURVEY RESPONSES REGARDING PROGRAM QUALITY

Quality Domain	Elementary (n=2,907)	Middle (n=1,827)	High (n=949)
Safe	74%	65%	76%
Supportive	73%	60%	71%
Interaction	70%	58%	67%
Engagement	63%	52%	66%

Source: Youth participant surveys administered in spring 2017.

There were modest differences between boy and girl participants’ perspectives of program quality. Most notably, high school girls reported they felt safer in their programs (+10% compared to boys).<sup>26</sup>

### California Healthy Kids Survey and Oakland School-Based After School Programs

The California Health Kids Survey (CHKS) is a statewide survey of factors that promote resilience and positive youth development in schools. OUSD administers the CHKS survey annually to youth in grades 3 and higher.

Results from the 2016-17 Oakland Unified School District youth survey and California Healthy Kids Survey (CHKS) indicate that youth in Oakland after school reported slightly lower levels of verbal bullying and physical bullying – and higher levels of adult support – compared to 2016-17 CHKS reports from OUSD (n=13,784). While 21% of OUSD elementary youth reported being verbally bullied, 20% of Oakland after school elementary-aged participants reported the same. Oakland after school elementary participants reported moderately lower levels of physical harassment than elementary-aged youth at the District level; 16% of Oakland after school elementary participants reported being physically harassed, compared to 21% for all elementary-aged students.<sup>27</sup> However, Oakland after school elementary participants were less likely to report that an adult steps in when one of their peers is being bullied (72%), as compared to OUSD elementary students (77%).

Similar trends were seen in CHKS responses from middle school youth, where after school program participants reported less frequent verbal bullying (21%) and physical bullying (20%) compared to OUSD middle schoolers as a whole (24% and 21%, respectively). Encouragingly, middle school after school program participants were more likely to report that

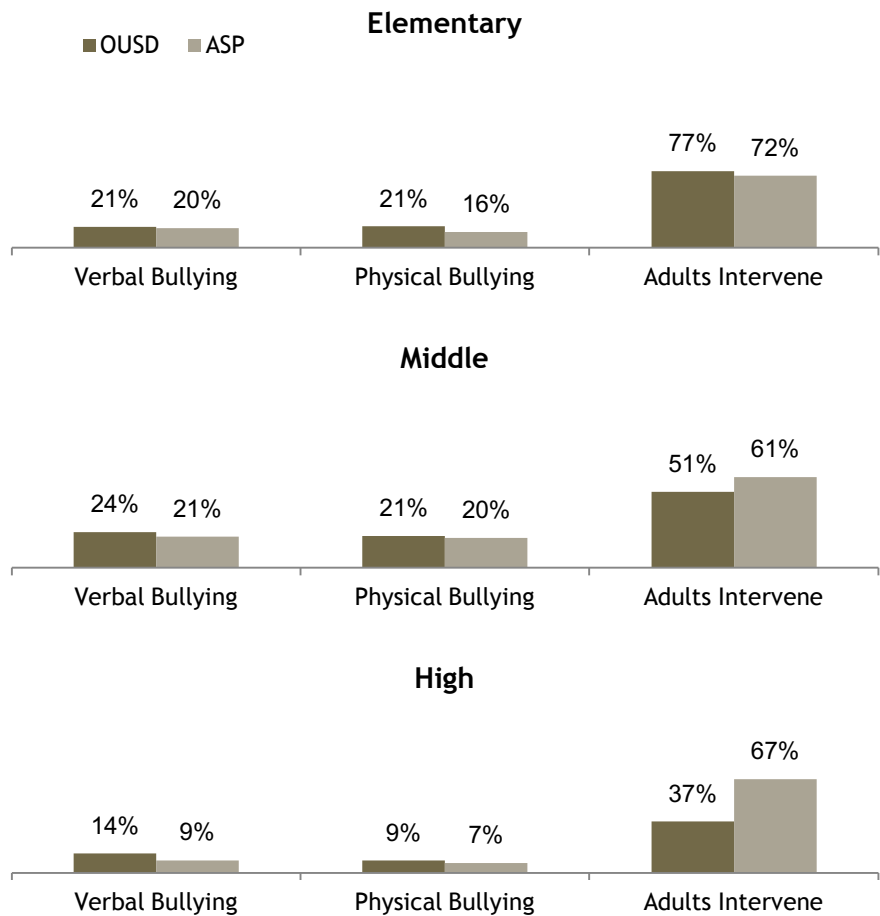
<sup>26</sup> Statistically significant at  $p < .05$  level using chi-square test for association.

<sup>27</sup> Both the Oakland School-Based After School Youth Survey and the CHKS surveys used the following scale for the middle school and high level: “0 Times,” “1 Time,” “2 to 3 Times” and “4 or More Times.” The elementary school versions used: “No, never,” “Yes, some of the time,” “Yes, most of the time,” and “Yes, all of the time.”

an adult steps in when a peer is being bullied (61%), as compared to OUSD students (51%).

At the high school level, students reported even fewer instances of bullying. Only 9% of high school after school program participants reported that other kids spread mean rumors or lies about them compared to 14% for OUSD high schoolers as a whole. After school participants also reported lower rates of physical bullying (7%), compared to the District (9%).

**FIGURE 22. OUSD STUDENTS AND AFTER SCHOOL PARTICIPANTS REPORTED SIMILAR LEVELS OF VERBAL AND PHYSICAL BULLYING**



Sources: Youth participant surveys administered in spring (n=5,683); OUSD California Healthy Kids Survey (CHKS), 2016-17, n=13,784.

While it is important to keep in mind that these surveys do not represent the whole population of OUSD nor of the after school programs, Oakland after school participants generally reported lower rates of bullying – and much higher rates of staff support – than in the school day as a whole.

### Differences in Youth Reports of Outcomes

Differences in program outcomes based on gender and race/ethnicity are most pronounced among middle school and, to a lesser extent, high

school participants. Middle school girls tended to have less positive experiences (Table 9) especially around improving academic behaviors such as improving homework completion and learning study skills.<sup>28</sup> While individual differences (e.g., middle school girls who did not seek improved homework skills) may contribute to these findings, the totality of the differences in the items in this outcome area signals a pattern.

**TABLE 9. CHANGES IN ACADEMIC BEHAVIORS: DIFFERENCES BETWEEN MIDDLE SCHOOL BOYS AND GIRLS**

Quality Domain	MS Boys (n=704)	MS Girls (n=714)
Because of this program, I am better at getting my homework done.	66%	56%
This program helps me to learn good study skills (like reading directions, taking tests).	53%	44%
Since coming to this program, I am better at setting goals for myself.	55%	49%

Source: Youth participant surveys administered in spring 2017.

<sup>28</sup> Statistically significant at  $p < .05$  level using chi-square test for association.

## OFCY SUPPLEMENTAL FUNDING

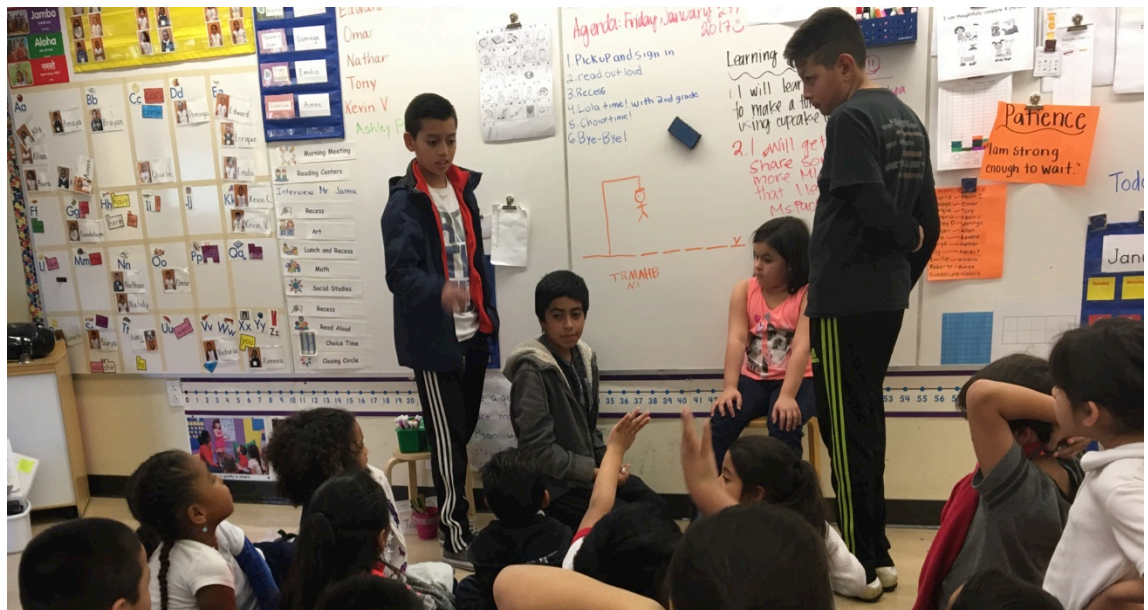
The Oakland Fund for Children and Youth provides supplemental funds to high-need sites to provide additional capacity at those sites to address site-specific needs and goals.

### In this section:

Supplemental Funding recipients

Funding addresses site-specific needs

Examples of programming supported by the funding



## SUPPLEMENTAL FUNDING IMPROVES GRANTEES' CAPACITY TO SERVE STUDENTS AT HIGH-NEED SCHOOLS ACROSS OAKLAND

Oakland after school programs strive to serve children, youth, and neighborhoods with high quality programs that provide youth with opportunities to grow, learn and lead. While all sites have demonstrated need to provide safe, enriching programs to their participants, some programs are at school sites with a particularly high rate of students living in poverty. In response, the Oakland Fund for Children and Youth provides an additional investment in these high-need sites to supplement existing funding, allowing these programs to expand their capacity to serve additional students.

Analysis of the use of these funds in 2016-17 demonstrates that sites are using them in a wide variety of ways, in line with OFCY's goal that sites would use the additional funds based on site-specific needs. These needs ranged from literacy and arts programming, to gardening and STEM (science, technology, engineering and math), to programming specific to middle school girls, to promoting restorative practices. Moreover, the funds also helped increase collaboration and communication between principals, school day staff, and co-located sites.

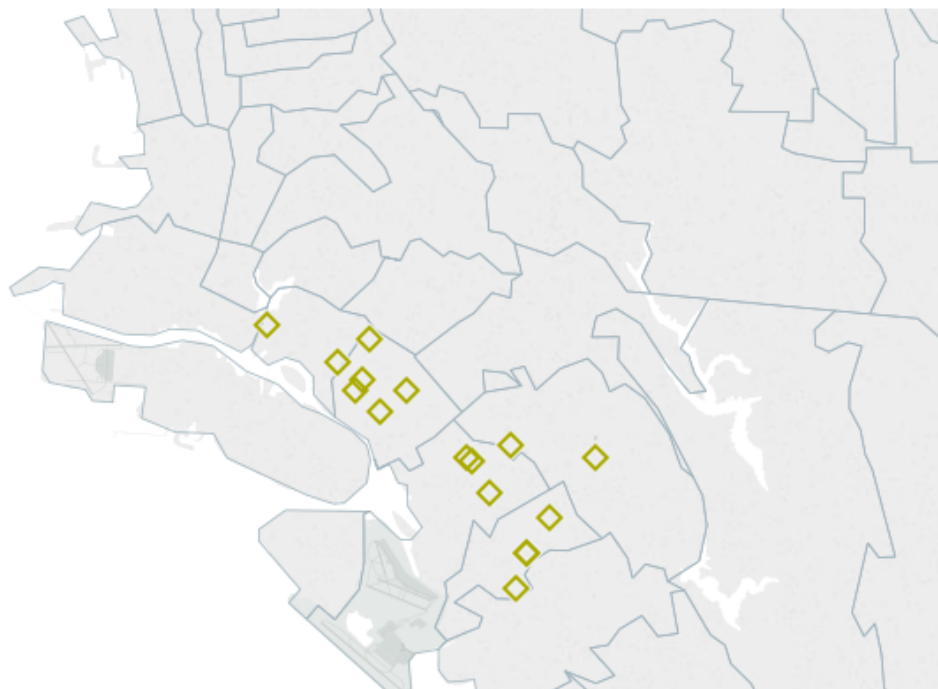
In the 2016-17 grant cycle, 16 supplemental funding requests were awarded to 12 elementary and four middle school sites. Programs were selected from among those that applied based on their free and reduced price lunch (FRPL) eligibility rates. Supplemental funding ranged from \$18,870 to \$20,000 per school site for a total investment of \$315,773; this funding was provided above the base award of \$72,000 for each elementary school and \$85,000 for each middle school (Table 10):

**TABLE 10. SITES THAT RECEIVED FUNDING AND THEIR FREE AND REDUCED PRICE LUNCH ELIGIBILITY RATES BY PROGRAM'S LEAD AGENCY**

Site	School Site FRPL Rate
<i>Bay Area Community Resources</i>	
Alliance Academy (MS)	87%
Esperanza Academy (MS)	92%
Fred T. Korematsu Discovery Academy (ES)	89%
Howard Elementary	88%
Markham Elementary	96%
<i>Citizen Schools</i>	
Roots International Academy (MS)	94%
<i>East Bay Agency for Children</i>	
Achieve Academy (ES)	89%
<i>East Bay Asian Youth Center</i>	
Garfield Elementary	90%
La Escuelita (K-8)	89%
Manzanita Community (ES)	94%
<i>Girls, Inc.</i>	
Acorn Woodland Elementary	94%
<i>High Ground Neighborhood Development Corporation</i>	
Madison Park Lower (ES)	95%
<i>Oakland Leaf</i>	
ASCEND (K-8)	81%
International Community School (ES)	88%
Learning without Limits (ES)	77%
<i>Safe Passages</i>	
Community United Elementary School	96%

Source: OFCY School-Based After School Supplemental Award List, FY 2016-2017 and California Department of Education's Dataquest data for 2016-17.

FIGURE 23. SIXTEEN SITES RECEIVED SUPPLEMENTAL FUNDING



Source: OFCY School-Based After School Supplemental Award List, FY 2016-2017.

This additional funding supported programming in the following areas:

- Arts programming
- STEM programming
- Literacy programming
- Gardening programming
- Expanding program capacity
- Meeting other site needs

OFCY is interested in understanding to what extent programs receiving supplemental funding are gaining traction on these high-priority programming aspects. A series of interviews with agencies that received supplemental funding shows that sites are effectively using supplemental funds to address site-identified needs. In addition, the supplemental funds opened up opportunities for increased coordination and collaboration either among sites or with the principal and school day. Finally, how individual sites chose to use the supplemental funds highlights the on-going trade off between breadth – reaching all students or increasing program access to additional students – and depth – providing specialty or intensive programming to a smaller pool of participants.



**Program staff at many sites connected the use of supplemental funding to supporting on-going literacy needs,** including the needs of English Learners, immigrant youth, and youth scoring below grade level in English. Programs took a wide range of approaches to developing literacy. For some programs, literacy was often encouraged through creative enrichment activities. At one site, staff found that their STEM programming necessitated the development of academic STEM vocabulary. At others, programs used poetry, performing arts, and storytelling to promote literacy.

At other sites, programs supported literacy by adding staff or providing specialty literacy-instruction training for existing staff.

**For a few sites, the supplemental funds specifically supported the needs of middle school or rising middle school youth.** For some sites, the activities supported youth aging out of their current school and transitioning on to the next grade tier, supporting either 4<sup>th</sup> and 5<sup>th</sup> grade girls or 7<sup>th</sup> and 8<sup>th</sup> grade participants. For the 4<sup>th</sup> and 5<sup>th</sup> grade girls, the site identified that there was a lack of leadership opportunities for them as they approached the very important transition from 5<sup>th</sup> grade to 6<sup>th</sup>.

For another site, supplemental funds were used to support a program expanding with the school day from an elementary program to a K-8 program including middle school students. The existing after school program didn't have "experience serving middle school students, so the need was not just to serve additional students, but knowing how to serve them best."

**For a few sites, supplemental funding was used to develop culturally- or gender-responsive programming.** One site mentioned earlier used the funds to create girls-specific programming. At two other sites that share a campus, the lead agency sought to partner with arts organizations that would reinforce youth's sense of their cultural identity. "The goal was to help students feel connected to their culture and community, and to bring opportunities to express that into after school." For 2017-18, this shared site will look for additional arts partners to meet this goal.

TABLE 11. ACTIVITIES MADE POSSIBLE BY SUPPLEMENTAL FUNDING (SAMPLE)

- 
- A dedicated Garden instructor who also incorporated STEM into her programming and served all students.
- 
- A 6-week reading challenge, timed to launch during the school’s Reading Fair. Groups of youth from across the program read the same book and had structured, small group opportunities to discuss the literary devices employed in the book.
- 
- A restorative practices coordinator, shared across two sites to promote these practices for all students in the programs; subsequently hired to do similar work during the school day at one of the sites, increasing school day alignment overall.
- 
- An additional staff member to expand a K-3<sup>rd</sup> literacy intervention to the 4<sup>th</sup> and 5<sup>th</sup> graders who were still below grade level in reading.
- 

Source: Interviews with site and agency leaders from sites that received Supplemental Funding, June - August 2017, n=9 (some interviews covered more than one site at the same agency).

**Program staff at several sites noted that the supplemental funds created or even drove opportunities for collaboration.**

Collaboration can streamline and strengthen services by eliminating redundancy and improving communication between different adults working to support the same children. One program manager noted, “the benefit of extra funds is that it perks up the ears of school administrators and prompts a greater level of alignment and collaboration between after school and the school day.” At some of her sites, the funding led to coordinated planning about how to use the funds to best meet site needs. At other sites, the funding allowed the after school program to support a principal’s vision. For example, one site incorporated arts into their STEM programming – creating STEAM programming – in line with a principal’s vision for arts integration across the school.

At another set of sites, the funding led to increased collaboration and commitment in the school day as a restorative practices specialty instructor in the after school was also hired to do similar work in the school day, a practice likely to increase school day alignment overall. Similarly, supplemental funds allowed staff at some sites more time to communicate with the school day and participate in school day trainings and meetings.

Finally, at a few sites, the funding supported collaboration across sites on shared campuses, by sharing access to resources such as shared enrichment providers or a shared security officer. For example, at a shared campus site, both programs used supplemental funds to bring in a set of enrichment providers for both programs. In their case, the funding “helped with our overall goal to bridge the two sites and bring them together more intentionally.”

**The supplemental funding was used to increase depth and breadth of programming, depending on the sites. highlights a tension within after school services that predates the funding: whether to expose many youth to a new experience for a short while, or expose fewer youth to deeper, sustained experiences.** Some recipients of supplemental funding invested in exposing many youth to a new experience, while others invested in deeper exposure for a specific group of youth. For example, at some sites, supplemental funding provided programming for all students, such as a gardening instructor that worked with all grade levels in rotation or a restorative justice coordinator to lead those efforts site-wide. At other sites, supplemental funding was used for a specific group of students such as to start girls' groups for 4<sup>th</sup> and 5<sup>th</sup> grade girls, support literacy efforts for specific grade levels, and provide drumming for Kindergarteners and 1<sup>st</sup> graders. As one agency director noted, "Having the instructor there with the same students throughout the year was great for that set of students, but not everyone [in the program] got exposure." Other agency directors seemed unclear whether the funding was meant to expand programming to additional students (increase breadth of the program) or to improve student outcomes (increase depth for particular students).

After school programming needs both breadth and depth and the interviews highlight that there is no one right choice. Rather, each site made a choice that best worked for their students and school day partners. OFCY may want to clarify for applicants in the future that supplemental funding can be used for either approach.

# CONTINUOUS QUALITY IMPROVEMENT

The School-Based After School Partners provide a range of supports to help programs build quality, including: training, coaching, and opportunities for peers to learn from and support each other.

## In this section:

Continuous Quality Improvement Overview

Assessment

Data-Driven Planning

Program Quality Fellowship



## CONTINUOUS QUALITY IMPROVEMENT IS A COMMUNITY EFFORT

Oakland after school programs strive to serve children, youth, and neighborhoods with high quality programs that provide youth with opportunities to grow, learn, and lead. To help programs do their best work with youth, the School-Based After School Partnership supports on-going continuous quality improvement efforts. As part of these efforts, program staff gain valuable experience as leaders and coaches that they can use to support their own programs and those of their peers.

Continuous Quality Improvement supports relate to the following key goals:

WHAT:	ASSESSMENT USING THE PROGRAM QUALITY ASSESSMENT TOOLS	DATA REVIEW AND STAFF TRAINING AND COACHING	PROGRAM QUALITY FELLOWSHIP
GOAL:	Support grantees to assess their program using observation and stakeholder reports to triangulate strengths and areas for growth	Supports programs as they interpret data, build data-driven program improvement plans, and implement those plans	Build a corps of certified peer site visitors and coaches who are leaders and can share quality practices among agencies.

## OAKLAND'S QUALITY IMPROVEMENT CYCLE

Starting in 2009, the Oakland School-Based Partnership began using the Program Quality Assessment (PQA) tools, developed by the David P. Weikart Center, as part of its ongoing commitment to supporting program quality. At that time, the Partnership also defined the performance categories described on p. 23 (Emerging, Performing, and Thriving). Taken together, site visit data and these performance categories provide a snapshot of program quality for all school-based after school programs. To support programs, the School-Based Partners began to align professional development with the domains of the PQA. Beginning in 2011-12, the School-Based Partners required each program to prepare a program improvement plan (later re-named 'quality action plan') that documented programs' quality and youth outcome related goals.

Currently, the Partners support programs to engage in a continuous quality improvement (CQI) process: Assess, Plan, and Improve. As part of this process, programs conduct a self-assessment using the PQA, review external site visit scores, submit an improvement plan, and work to carry out the steps identified in their plan. The School-Based Partners created an intensive system of support for programs which includes:

- Training in using the PQA for self- and peer-assessment.
- Monthly trainings to build Site Coordinators' and Lead Agencies' capacity to lead the quality improvement process.
- A series of trainings linked to practices in the PQA tools (Youth Work Methods).
- Professional learning communities (PLCs) for program staff.
- On-site coaching and technical assistance.

Using data to inform continuous quality improvement is a key component of the system. All programs have year-round access to their self-assessments, external assessments, and program improvement plans via an online system aligned with the PQA and the associated improvement plan. School-Based Partners and professional development providers also have access to PQA scores and improvement plans so that additional supports can be well-aligned with site-identified goals.

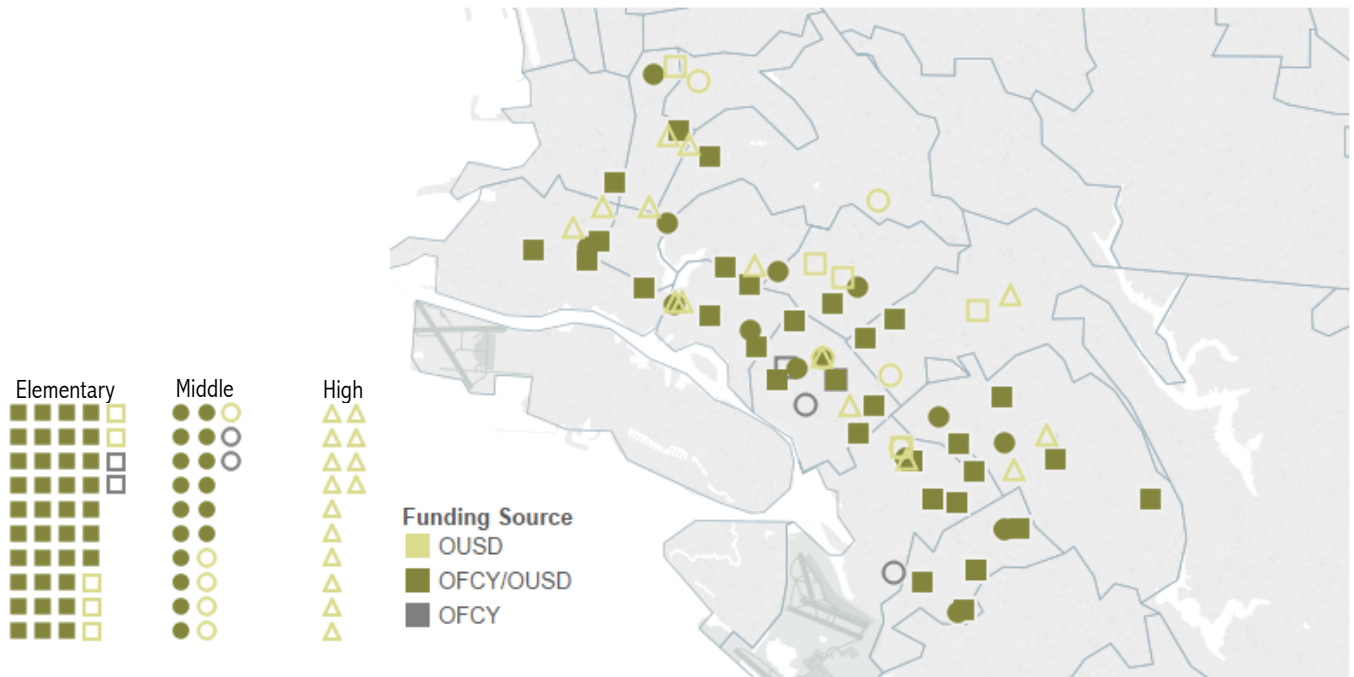
Nearly two-thirds of programs (51) programs conducted a self-assessment in 2016-17, and 59 programs submitted an improvement/ action plan based on their self-assessment and/or external assessment. By and large, the data demonstrates that programs are actively engaged in the continuous quality improvement cycle.

## **The Program Quality Fellowship**

Starting in the 2015-16 school year, the After School Program Office created the Program Quality Fellowship. This created a network of Program Quality leaders that foster connection and improvement among agencies across different community-based providers. Site Coordinators and Agency Directors apply to participate in the program, which provides training and resources for participants to become certified PQA assessors. Fellows then focus on program quality in two capacities. First, they serve as certified external peer assessors, bringing the benefit of lived experience and context to their site visits. Second, they increase their own depth of knowledge about the PQA tool, which benefits their own programs and staff teams. In 2016-17, eight staff from six agencies participated in the Fellowship. An additional nine staff from the partner agencies were certified as external peer assessors and conducted site visits alongside three staff from the After School Program Office.

# DATA COMPANION

## DATA COMPANION A: AFTER SCHOOL PROGRAM LOCATIONS & PARTNERS



### PROGRAMS OPERATED BY 18 COMMUNITY-BASED ORGANIZATIONS

Number of Programs in Parenthesis

- After School All Stars (1)
- Alternatives in Action (4)
- Bay Area Community Resources (25)
- Citizen Schools (2)
- Eagle Village (2)
- East Bay Agency for Children (3)
- East Bay Asian Youth Center (16)
- Girls Inc. of Alameda County (5)
- Higher Ground (5)
- Learning for Life (1)
- Lighthouse Community Charter (1)
- Love Learn Success (2)
- Oakland Leaf (4)
- Safe Passages (5)
- Ujima Foundation (2)
- YMCA of the East Bay (2)
- Youth Together (1)
- Youth Uprising (1)

### AFTER SCHOOL PROGRAM LOCATIONS

#### ELEMENTARY

- Achieve Academy
- Acorn Woodland
- Allendale
- Bella Vista
- Bridges Academy
- Brookfield
- Burckhalter
- Carl Munck
- Cleveland
- Community United
- East Oakland Pride
- Emerson
- Encompass Academy
- Esperanza Academy
- Franklin
- Fred T. Korematsu
- Fruitvale
- Futures Elementary
- Garfield
- Glenview
- Global Family School

- Grass Valley
- Greenleaf
- Hoover
- Horace Mann
- Howard
- International Community School
- Lafayette
- Laurel
- Learning Without Limits
- Lincoln
- Madison Park Academy
- Manzanita Community School
- Manzanita SEED
- Markham
- Martin Luther King, Jr.
- New Highland Academy
- Peralta
- Piedmont Avenue
- PLACE @ Prescott
- Reach Academy
- Rise Community

- Sequoia
- Think College Now

#### MIDDLE SCHOOLS

- Alliance Academy
- ASCEND
- Bret Harte
- Claremont
- Coliseum College Prep Academy MS
- Edna Brewer
- Elmhurst Community Prep
- Frick
- Greenleaf MS
- La Escuelita
- Life Academy MS
- Lighthouse Community Charter
- Madison Park Academy
- Melrose
- Montera
- Parker
- Roosevelt
- Roots

- Sankofa Academy
- United For Success
- Urban Promise Academy
- West Oakland Middle
- Westlake

#### HIGH SCHOOL

- Bunche
- Castlemont High
- Coliseum College Prep Academy
- Dewey
- Fremont Federation High School
- Life Academy HS
- McClymonds
- Met West
- Oakland High
- Oakland International High
- Oakland Technical
- Rudsdale Continuation
- Skyline
- Street Academy

### AFTER SCHOOL PROGRAM ACTIVITIES

Publicly-funded after school programs in Oakland provide a mix of academic support, recreational/physical, and enrichment activities, including college and career and leadership development activities. Within these broad categories, program staff and community partners develop activities to suit the unique interests and needs of the student population.

## DATA COMPANION B: DATA SOURCES BY REPORT SECTION

The table below describes the data sources for each section in the 2016-17 Oakland School-Based Evaluation Findings Report.

**TABLE 12. DATA SOURCES BY REPORT SECTION**

Report Section	Data Sources
<b>About Oakland School-Based Programs</b>	<ul style="list-style-type: none"> <li>• Funding data from Cityspan and OUSD grant records and grant reports.</li> <li>• Participant demographic data from Cityspan.</li> </ul>
<b>Access &amp; Attendance in the Oakland After School Programs</b>	<ul style="list-style-type: none"> <li>• Program enrollment and attendance data from Cityspan.</li> <li>• Program targets based on OFCY performance goals: enrollment and units of service</li> <li>• Program targets based on CDE-determined attendance goals.</li> <li>• Data for comparisons to host schools based on CDE’s Dataquest.</li> </ul>
<b>Program Quality</b>	<ul style="list-style-type: none"> <li>• <b>Point of Service Quality Assessments (Site Observations):</b>                      Point of service quality assessments were completed by the OUSD After School Program Office and by Public Profit using the Program Quality Assessment Tool, a research-based structured observation tool which assesses program quality in the following domains: Safe Environment, Supportive Environment, Interaction and Engagement. , and Academic Support.   <i>Elementary school programs</i> were evaluated using the School-Aged version of the Program Quality Assessment Tool (SAPQA).   <i>Middle and high school programs</i> were evaluated using the Youth version of the Program Quality Assessment Tool (YPQA).   <i>K-8 programs</i> were evaluated using the SAPQA when the school predominately served youth in grades K-5 and the YPQA when the school predominately served youth in grades 6-12.                       The Oakland site visits were conducted using a walk through method developed for Oakland with the Weikart Center. The site visits conducted by Public Profit also use a fifth domain, Academic Climate, to provide sites feedback on the quality of academic support activities specifically. See Data Companion C for more information on the tool and this method.                 </li> </ul>
<b>School-Based After School Outcome Domains</b>	<ul style="list-style-type: none"> <li>• <b>Youth Surveys:</b>                      Youth who participated in after school programs supported by the Oakland School-Based Partnership were given a survey in March through May 2016 to solicit their opinions regarding program quality and a variety of outcomes related to their involvement in the after school program (i.e., social skill development, academic attitudes, etc.).</li> <li>• <b>Program Enrollment and Attendance Data from Cityspan:</b>                      Youth attendance data was used in conjunction with student surveys to examine relationships between attendance levels and youth outcomes.</li> <li>• <b>Academic Data from the OUSD Quality, Accountability, and Analytics Department (RAD):</b>                      Students’ school attendance and district test results were analyzed to evaluate youth participants’ academic outcomes. Aggregate grade-level California Healthy Kids Survey data also provided by RAD.</li> </ul>



## DATA COMPANION C: EVALUATION METHODOLOGY

### C.1 Site Visit Methodology

Site visits provide observationally based data about key components of program quality, as research has demonstrated that point of service quality is strongly related to positive outcomes for youth.

All but two programs received one visit by an external visitor between October 2016 and February 2017. Visits to programs hosted by elementary schools were conducted using the School-Age Program Quality Assessment (SAPQA) and visits to programs hosted by middle or high schools were conducted using the Youth Program Quality Assessment (YPQA). The PQA is a research-based point of service quality (POSQ) observation tool used by out-of-school time programs nationally. Site visitors have been certified as statistically reliable raters by the Weikart Center for Youth Program Quality.

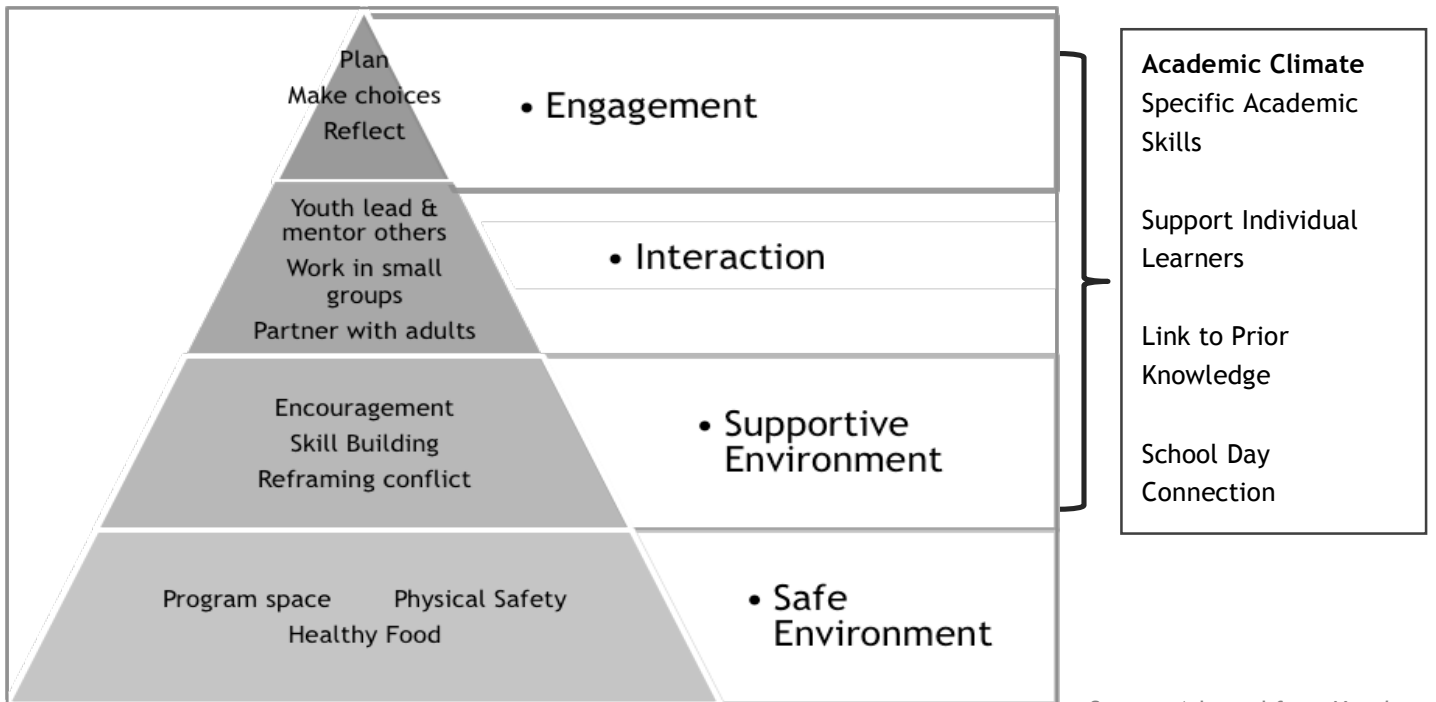
The PQA versions used in for this evaluation includes four core standard domains plus a fifth domain to assess the quality of academic support activities in these school-based, school-aligned programs:

1. **Safe Environment** – Youth experience both physical and emotional safety. The program environment is safe and sanitary. The social environment is safe.
2. **Supportive Environment** – Adults support youth to learn and grow. Adults support youth with opportunities for active learning, for skill building, and to develop healthy relationships.
3. **Interaction** – There is a positive peer culture in the program, encouraged and supported by adults. Youth support each other. Youth experience a sense of belonging. Youth participate in small groups as members and as leaders. Youth have opportunities to partner with adults.
4. **Engagement** – Youth experience positive challenges and pursue learning. Youth have opportunities to plan, make choices, and reflect and learn from their experiences.
5. **Academic Climate** – Activities in the program intentionally promote the development of key academic skills and content-area knowledge. Developed with the Weikart Center for use in school-based programs such as Oakland, this domain is not included in the sites overall visit score, and was only scored by Public Profit visitors, not ASPO visitors.

The quality domains are inter-related and build upon one another. Broadly speaking, programs need to assure that youth enjoy a Safe and Supportive environment before working to establish high quality Interaction, Engagement, and Academic Climate. For example, a program in which young people are afraid to try new things for fear of being ridiculed by others - an example of an unsupportive environment - is not likely to be an interactive, engaging place for kids.

Figure 24 characterizes the relationship between the PQA quality domains. Research indicates that the foundational programmatic elements of physical and emotional safety (described in the Safe and the Supportive Environment domains) support high quality practice in other domains. In general, programs' ratings will be higher for the foundational domains than for Interaction, Engagement, or Academic Climate.

FIGURE 24. PROGRAM QUALITY ASSESSMENT DOMAINS



Source: Adapted from *Youth*

*PQA Handbook* by High/Scope Educational Research Foundation, 2007.

Program quality elements are rated according to visitors' observations and staff responses to follow-up questions. Ratings of 1, 3, or 5 are assigned based on the extent to which a particular practice is implemented. The PQA is a rubric-based assessment, with brief paragraphs describing different levels of performance for each program quality area. Though the specific language varies by practice, the ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

## **C.2 Survey Methodology**

Youth survey results are used in this evaluation to understand youths' perception of the quality of the program they attend and to report youths' growth in the outcomes domains described in this report.

### ***Selection of Youth***

Program staff are asked to administer the youth survey to as many of their youth participants as possible in grades 3 and up. At a minimum, programs are asked to return the quantity of completed surveys equal to 75% of the estimated average daily attendance for their program (adjusted for grades 3 and up). For example, if a program's average daily attendance is 100 youth, this program is expected to return a minimum of 75 surveys. However, actual response rates vary by program and the total survey count (N=5,683) represents roughly 70% of the 8,027 youth who attend Oakland After School programs on the average day. The survey count (N=5,683) represents 33% of the 16,991 youth served by after school programs during the course of the program year.

### ***Procedure for Administering the Survey***

The evaluation team distributed mostly online surveys to programs in March 2017 and collected surveys in May 2017. Program staff completed a test survey to determine if they needed hard copies. Surveys are available in English, Chinese, Spanish and Vietnamese to meet the language preferences of all youth.

### ***Survey Results***

Survey questions are listed on pages 66-67. Results for individual questions are listed in several sections, starting on page 68.

### ***Interpreting Results***

While the evaluation team makes every effort to assure results are reported as accurately as possible, readers are advised to interpret results with caution.

Self-administered survey responses capture a point-in-time perspective from youth, whose responses may be influenced by unknown factors.

## DATA COMPANION D: PARTNERSHIP FUNDING AND FREE AND REDUCED PRICE LUNCH ELIGIBILITY

**TABLE 13. PARTNERSHIP FUNDING AND FREE AND REDUCED PRICE LUNCH ELIGIBILITY**

Site	Enrollment	Free and Reduced-Price Lunch Rate (FRPL)	Received OFCY Funding	Received ASES Funding	Received Federal 21 <sup>st</sup> CLCC/ASSETS Funding
<b>ELEMENTARY SCHOOL PROGRAMS</b>					
Global Family	451	98%	X	X	
Futures	296	96%	X	X	
Markham	363	96%	X	X	
Community United Elementary	388	96%	X	X	
Lafayette	158	96%	X	X	X
Rise Community	259	95%	X	X	
East Oakland Pride	362	95%	X	X	
Madison Park (Lower)	290	95%	X	X	
Bridges Academy	436	95%	X	X	
New Highland Academy	354	94%	X	X	
Acorn Woodland	298	94%	X	X	
Martin Luther King Jr.	303	94%	X	X	X
Manzanita Community	432	94%	X	X	
Horace Mann	377	93%	X	X	
Esperanza	337	92%	X	X	
Brookfield	322	91%	X	X	
Encompass Academy	315	91%	X	X	
Garfield	603	90%	X	X	
Franklin	715	90%	X	X	
Greenleaf	602	90%	X	X	X
PLACE @ Prescott	207	89%	X	X	X
Achieve Academy*	719	89%	X	X	
Fred T. Korematsu	391	89%	X	X	
Think College Now	305	89%	X	X	
Howard	214	88%	X	X	
Allendale	371	88%	X	X	
International Community School	301	88%	X	X	
Reach Academy	384	87%	X	X	
Fruitvale	372	84%	X	X	
Lincoln	739	82%	X	X	
Hoover	282	81%	X	X	

Site	Enrollment	Free and Reduced-Price Lunch Rate (FRPL)	Received OFCY Funding	Received ASES Funding	Received Federal 21 <sup>st</sup> CLCC/ASSETS Funding
Bella Vista	457	77%	X	X	
Learning Without Limits*	421	77%	X	X	
Emerson	320	77%	X	X	
Laurel	518	75%	X	X	
Burckhalter	245	74%	X	X	
Grass Valley	260	74%	X	X	
Carl B. Munck	239	73%		X	
Piedmont Avenue	331	73%	X	X	
Manzanita SEED	431	65%	X	X	
Cleveland	412	50%	X	X	
Sequoia	435	39%		X	
Glenview	439	33%		X	
Kaiser	269	29%			
Redwood Heights	352	26%			
Joaquin Miller	436	24%			
Peralta	319	21%		X	
Montclair	643	15%			
Chabot	562	13%			
Thornhill	391	13%			
Hillcrest	377	8%			
Crocker Highlands	459	6%			
<b>Total**</b>	<b>20,662</b>	<b>71%</b>			
<b>MIDDLE SCHOOL/K-8/6-12 PROGRAMS</b>					
West Oakland	179	98%	X	X	
Urban Promise Academy	370	95%	X	X	
Coliseum College Prep Academy (6-12)	475	94%	X	X	X
Roots International Academy	326	94%	X	X	
Frick	227	94%	X	X	
Madison Park (Higher)	768	93%	X	X	X
Parker	288	93%	X	X	
Elmhurst Community Prep	383	93%	X	X	X
Roosevelt	524	93%	X	X	X
LIFE Academy (6-12)	471	91%	X	X	X
United for Success Academy	349	89%	X	X	X
Sankofa Academy	317	89%	X	X	X
La Escuelita (K-8)	404	89%	X	X	

Site	Enrollment	Free and Reduced-Price Lunch Rate (FRPL)	Received OFCY Funding	Received ASES Funding	Received Federal 21 <sup>st</sup> CLCC/ASSETS Funding
Alliance Academy	328	87%	X	X	
Westlake Middle	383	86%	X	X	
Bret Harte Middle	500	81%	X	X	X
ASCEND (K-8)*	461	81%	X	X	
Lighthouse Community Charter (K-8)*	486	77%	X	X	
Edna Brewer	810	63%	X	X	X
Melrose Leadership Academy	505	53%		X	
Claremont	446	51%		X	
Montera	778	49%			X
<b>Total**</b>	<b>9,978</b>	<b>80%</b>			
<b>HIGH SCHOOL PROGRAMS</b>					
Oakland International	360	97%			X
Street Academy	100	91%			X
McClymonds	372	89%			X
Oakland High	1,562	88%			X
Fremont	764	86%			X
Dewey Academy	228	84%			X
Castlemont	759	83%			X
Rudsdale Continuation	138	77%			X
MetWest	171	77%			X
Skyline	1,843	77%			X
Ralph J. Bunche	96	76%			X
Oakland Technical	2,031	45%			X
<b>Total**</b>	<b>8,424</b>	<b>74%</b>			

Source: California Department of Education Dataquest Database for Oakland Unified School District enrollment records for FY 2016-2017.

\*Charter schools were included in Oakland Unified School District enrollment.

\*\*Free and Reduced Price Lunch grade level totals were calculated using weighted averages from the site-level data.

## DATA COMPANION E: ENROLLMENT, ATTENDANCE, & RETENTION BY PROGRAM

TABLE 14. ENROLLMENT, ATTENDANCE, & RETENTION BY PROGRAM

Lead Agency / Program	Enrollment			Units of Service			Youth Participation		
	Goal	Actual	Progress Towards Annual Goal	Goal	Actual	Progress Toward Annual Target <i>(shaded if below 80%)</i>	Progress Towards Attendance Goals <i>(shaded if below 80%)</i>	Average Days Per Youth	Average Attendance Rate
<b>ELEMENTARY SCHOOL PROGRAMS</b>									
<i>Bay Area Community Resources</i>									
Bridges Academy	100	145	145%	47,845	46,745	98%	104%	108	84%
Emerson	100	112	112%	53,766	48,266	90%	100%	135	87%
Esperanza Academy	100	126	126%	53,613	55,002	103%	107%	127	91%
Fred T. Korematsu	100	123	123%	52,785	82,917	157%	88%	110	64%
Fruitvale	100	121	121%	55,971	56,066	100%	108%	135	86%
Futures	120	131	109%	48,945	55,656	114%	102%	118	89%
Glenview	–	84	–	–	–	–	79%	142	94%
Global Family	100	121	121%	48,086	55,057	114%	107%	134	91%
Grass Valley	110	105	95%	107,524	108,509	101%	102%	147	85%
Greenleaf Elementary	110	123	112%	49,654	50,527	102%	100%	123	89%
Hoover	110	123	112%	52,028	63,708	122%	80%	152	91%
Howard	110	113	103%	55,259	51,704	94%	93%	125	79%
Lafayette	110	145	132%	54,403	70,390	129%	77%	159	97%
Markham	100	138	138%	47,130	60,372	128%	105%	115	76%
Martin Luther King, Jr.	110	175	159%	120,087	185,613	155%	71%	109	74%
PLACE @ Prescott	110	133	121%	64,195	72,160	112%	84%	153	86%
<i>East Bay Agency for Children</i>									
Achieve Academy	100	136	136%	53,785	55,931	104%	–	109	64%
Peralta	–	238	–	–	–	–	173%	110	66%
Rise Community	100	122	122%	53,093	44,601	84%	82%	101	70%
Sequoia	–	102	–	–	–	–	99%	147	89%
<i>East Bay Asian Youth Center</i>									
Bella Vista	75	114	152%	43,650	55,586	127%	111%	147	95%
Cleveland	75	104	139%	43,538	56,844	131%	113%	164	82%
Franklin	100	135	135%	58,050	71,202	123%	101%	159	96%
Garfield	150	223	149%	87,075	96,075	110%	96%	130	85%
Lincoln	130	153	118%	75,465	83,481	111%	93%	164	96%
Manzanita Community	75	130	173%	43,538	53,757	123%	106%	124	74%

Lead Agency / Program	Enrollment			Units of Service			Youth Participation		
	Goal	Actual	Progress Towards Annual Goal	Goal	Actual	Progress Toward Annual Target (shaded if below 80%)	Progress Towards Attendance Goals (shaded if below 80%)	Average Days Per Youth	Average Attendance Rate
<i>Girls Incorporated of Alameda County</i>									
Acorn Woodland	130	155	119%	69,443	58,129	84%	130%	126	88%
Allendale	108	119	110%	58,484	50,275	86%	91%	117	75%
East Oakland Pride	108	102	94%	58,832	42,291	72%	81%	120	83%
Horace Mann	108	141	131%	60,679	52,518	87%	96%	103	82%
Reach Academy	108	132	122%	58,939	59,851	102%	99%	113	79%
<i>Higher Ground</i>									
Brookfield	100	114	114%	46,681	52,006	111%	97%	132	92%
Madison Park Lower	100	124	124%	47,568	52,846	111%	96%	122	87%
New Highland	100	108	108%	49,970	57,246	115%	99%	141	89%
<i>Oakland Leaf Foundation</i>									
Encompass	120	209	174%	67,519	56,849	84%	138%	100	87%
International Community School	90	102	113%	35,585	42,775	120%	86%	127	85%
Learning W/O Limits	85	109	128%	48,684	54,530	112%	–	137	90%
Think College Now	90	121	134%	45,709	54,630	120%	103%	129	86%
<i>Safe Passages</i>									
Community United	98	114	116%	49,769	46,121	93%	83%	110	85%
Laurel	84	93	111%	54,912	48,286	88%	91%	148	93%
<i>SFBAC, Learning for Life</i>									
Manzanita SEED	150	170	113%	80,466	82,724	103%	154%	137	81%
<i>Ujimaa Foundation</i>									
Burckhalter	100	140	140%	68,613	68,730	100%	127%	137	85%
Carl B. Munck	–	104	–	–	–	–	84%	122	80%
<i>YMCA of the East Bay</i>									
Piedmont	115	91	79%	77,324	37,666	49%	81%	134	87%
Elementary School Overall	4,189	5,723	124%	2,348,658	2,497,642	106%	100%	128	84%
<b>MIDDLE SCHOOL PROGRAMS</b>									
<i>After School All Stars</i>									
Claremont	–	213	–	–	–	–	81%	59	71%
<i>Alternatives in Action</i>									
Life Academy	193	195	101%	69,798	62,729	90%	–	149	86%
<i>Bay Area Community Resources</i>									
Alliance Academy	130	164	126%	51,522	48,970	95%	89%	86	59%



Lead Agency / Program	Enrollment			Units of Service			Youth Participation		
	Goal	Actual	Progress Towards Annual Goal	Goal	Actual	Progress Toward Annual Target (shaded if below 80%)	Progress Towards Attendance Goals (shaded if below 80%)	Average Days Per Youth	Average Attendance Rate
Elmhurst	165	262	159%	59,067	90,771	154%	68%	91	57%
Madison Park Upper	360	249	69%	58,476	50,976	87%	74%	94	66%
Sankofa Academy	200	241	121%	58,408	96,472	165%	85%	117	76%
<b>Citizens School</b>									
Greenleaf Middle	–	94	–	–	–	–	86%	138	88%
Roots International	130	223	172%	48,737	42,017	86%	74%	61	59%
<b>Eagle Village</b>									
Montera	–	351	–	–	–	–	104%	59	54%
Westlake	120	186	155%	58,688	42,186	72%	52%	62	43%
<b>East Bay Asian Youth Center</b>									
Edna Brewer	145	178	123%	84,173	94,977	113%	92%	161	94%
Frick	81	156	193%	47,021	53,465	114%	97%	103	92%
La Escuelita	85	117	138%	49,343	58,629	119%	117%	151	97%
Roosevelt	255	343	135%	148,028	168,034	114%	95%	148	90%
Urban Promise	100	250	250%	62,475	96,567	155%	105%	78	71%
<b>Higher Ground</b>									
Parker	125	137	110%	58,240	60,430	104%	104%	120	87%
<b>Love. Learn. Success</b>									
Melrose	–	261	–	–	–	–	99%	122	73%
<b>Lighthouse Community Charter</b>									
Lighthouse	200	208	104%	65,300	67,301	103%	–	139	87%
<b>Oakland Leaf</b>									
ASCEND	125	147	118%	59,347	60,856	103%	–	121	85%
Bret Harte	160	220	138%	67,222	67,191	100%	83%	98	75%
<b>Safe Passages</b>									
Coliseum Prep	200	209	105%	55,680	53,444	96%	121%	116	79%
United for Success	160	218	136%	141,013	140,807	100%	76%	102	75%
<b>YMCA of the East Bay</b>									
West Oakland Middle	130	153	118%	50,781	44,130	87%	85%	78	53%
Middle School Overall	3,064	4,775	126%	1,293,316	1,399,952	108%	89%	104	73%
<b>HIGH SCHOOL PROGRAMS</b>									
<b>Alternatives in Action</b>									
Fremont Federation	–	986	–	–	–	–	62%	16	13%

Lead Agency / Program	Enrollment			Units of Service			Youth Participation		
	Goal	Actual	Progress Towards Annual Goal	Goal	Actual	Progress Toward Annual Target (shaded if below 80%)	Progress Towards Attendance Goals (shaded if below 80%)	Average Days Per Youth	Average Attendance Rate
Life Academy	-	305	-	-	-	-	-	39	63%
McClymonds	-	291	-	-	-	-	-	9	30%
<b>Bay Area Community Resources</b>									
Bunche	-	151	-	-	-	-	183%	45	40%
Oakland Technical	-	1,361	-	-	-	-	176%	10	10%
Rudsdale Continuation	-	209	-	-	-	-	95%	50	49%
Street Academy	-	139	-	-	-	-	104%	71	54%
<b>East Bay Asian Youth Center</b>									
Dewey	-	391	-	-	-	-	74%	44	60%
Met West	-	162	-	-	-	-	130%	144	82%
Oakland High	-	373	-	-	-	-	90%	18	61%
Oakland International	-	412	-	-	-	-	95%	26	44%
<b>Safe Passages</b>									
Coliseum Prep	-	270	-	-	-	-	84%	73	70%
<b>Youth Together</b>									
Skyline	-	749	-	-	-	-	106%	25	28%
<b>Youth Uprising</b>									
Castlemont High	-	694	-	-	-	-	74%	16	11%
High School Overall	-	6,493	-	-	-	-	106%	28	31%

Source: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017.

\*Enrollment totals are presented for all programs. Enrollment Goal and % Progress Towards Enrollment Goal figures are presented only for programs that receive OFCY funding; grade level totals for Enrollment Goal and % Progress Towards Enrollment Goal exclude programs that do not receive OFCY funding.

\*\*Progress towards attendance goals is not available for all charter-based programs, Life Middle School, Life High School, and McClymonds High School

## DATA COMPANION F: YOUTH SURVEY COMPOSITES & RESULTS BY PROGRAM

**Youth Survey Composites** – A composite is used as a global measure of each outcome domain. The composite indicates the proportion of youth who answered positively to all but one of the survey questions related to that outcome domain. For example, a youth who scores highly on the Physical Well-Being Composite answered positively to at least two of the three related survey questions. The table below includes the survey questions that were included in each composite.

**TABLE 15. SURVEY ITEMS**

Composite	Elementary	Middle	High
<b>Program Quality - Safe</b>	I feel safe in this program.		
	If my friends or I get bullied at this program, an adult steps in to help.	If someone bullies my friends or me at this program, an adult steps in to help.	
	In this program, other kids hit or push me when they are not just playing	How many times in this program have you been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?	
	When I am in this program, other kids spread mean rumors or lies about me.	How many times in this program have you had mean rumors or lies spread about you?	
<b>Program Quality - Supportive</b>	The adults in this program listen to what I have to say.		
	There is an adult at this program who cares about me.	There is an adult at this program who really cares about me.	
	In this program, I tell other kids when they do a good job.	In this program, I tell other youth when they do a good job or contribute to the group.	
<b>Program Quality - Interaction</b>	In this program, I get to help other people.		
	I feel like I belong at this program.		
	This program helps me to make friends.	Since coming to this program, I am better at making friends.	
<b>Program Quality - Engagement</b>	In this program, I get to choose what I do and how I do it.		
	In this program, I try new things.		
	I am interested in what we do in this program.		
<b>Academic Behaviors</b>	This program helps me learn ways to study (like reading directions).	This program helps me to learn good study skills (like reading directions, taking tests).	
	This program helps me get my homework done.	Because of this program, I am better at getting my homework done.	
	This program helps me learn how to set goals for myself.	Since coming to this program, I am better at setting goals for myself.	

Composite	Elementary	Middle	High
College & Career Exploration	In this program, I learn of jobs I can have when I grow up.	In this program, I learn about the kinds of jobs I'd like to have in the future.	
	In this program, I learn more about college.	This program helps me feel more confident about going to college.	
	-- no question --	This program helps me feel ready to go to high school.	-- no question --
Sense of Mastery	This program helps me feel good about what I can do.	This program helps me to feel more confident about what I can do.	
	This program helps me get better at things that I used to think were hard.		
	This program helps me feel like more of a leader.		
School Engagement (Academic Outcomes)	This program helps me feel excited to learn in school.	This program helps me feel more motivated to learn in school.	
	This program helps me to feel like a part of my school.		
	This program helps me feel happy to be at this school.		
Social Emotional Skills	This program helps me try to understand how other people feel.		
	This program helps me get along with adults.	This program helps me get along better with adults.	
	This program helps me get along with other people my age.	Since coming to this program, I get along better with other people my age.	
	This program helps me get along with kids who are different from me.	This program helps me get along with people my age who are different from me.	
Physical Well-Being	This program helps me to learn how to be healthy.		
	This program helps me say "no" to things I know are wrong.	Since coming to this program, I am better at saying "no" to things I know are wrong.	
	This program helps me exercise more.		

**Youth Survey Composites by Program** – The table below presents the percent of youth in each program who responded positively (“Mostly true” or “Completely true”) to the composites, as defined on the previous page.

**TABLE 16. YOUTH SURVEY COMPOSITES**

Lead Agency/Program	N=	N/ ADA*	Youth Survey Results: Program Quality				Youth Survey Results: Youth Outcomes					
			Safe Environment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social Emotional Skills	Physical Well-Being
<b>ELEMENTARY SCHOOLS</b>												
<i>Bay Area Community Resources</i>												
Bridges Academy	55	97%	58%	65%	61%	51%	61%	56%	76%	71%	52%	64%
Emerson	64	122%	77%	77%	74%	71%	76%	61%	82%	75%	72%	75%
Esperanza Academy	70	131%	76%	76%	67%	49%	74%	51%	62%	64%	65%	78%
Fred T. Korematsu	43	96%	37%	46%	37%	39%	60%	55%	53%	48%	34%	59%
Fruitvale	60	100%	97%	98%	97%	87%	93%	92%	97%	97%	95%	95%
Futures	44	85%	71%	74%	74%	58%	81%	64%	82%	75%	79%	79%
Glenview	42	106%	98%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Global Family	53	109%	96%	90%	79%	94%	98%	91%	92%	94%	87%	98%
Grass Valley	71	123%	75%	69%	67%	63%	66%	46%	70%	66%	49%	74%
Greenleaf**	45	80%	90%	96%	93%	91%	90%	75%	98%	93%	86%	93%
Hoover	38	56%	53%	78%	70%	66%	70%	61%	71%	74%	72%	67%
Howard	39	82%	42%	44%	44%	34%	33%	37%	44%	28%	26%	41%
Lafayette	73	106%	87%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Markham	53	86%	68%	68%	77%	57%	76%	59%	75%	70%	58%	77%
MLK Jr.	65	95%	63%	48%	60%	48%	64%	52%	53%	51%	36%	54%
PLACE @ Prescott	63	93%	65%	73%	73%	74%	66%	62%	68%	61%	51%	61%
Sankofa Academy**	70	57%	55%	72%	73%	47%	61%	70%	75%	67%	55%	75%
<i>East Bay Agency for Children</i>												
Achieve Academy	55	125%	78%	70%	65%	65%	74%	67%	70%	73%	72%	85%
Peralta	100	104%	94%	94%	88%	76%	65%	46%	72%	76%	77%	77%
Rise Community	47	118%	95%	98%	91%	88%	100%	98%	91%	88%	91%	98%
Sequoia	53	109%	64%	66%	59%	37%	28%	27%	49%	48%	50%	49%
<i>Easy Bay Asian Youth Center</i>												
Bella Vista	79	129%	71%	56%	57%	47%	59%	71%	53%	46%	37%	57%
Cleveland	61	101%	71%	68%	65%	46%	79%	61%	65%	60%	53%	74%
Franklin	98	136%	93%	71%	75%	70%	78%	92%	68%	76%	60%	74%
Garfield	115	115%	83%	81%	79%	75%	91%	79%	81%	85%	77%	82%
Lincoln	93	113%	86%	62%	65%	53%	67%	85%	63%	51%	41%	71%

Lead Agency/Program	N=	N/ ADA*	Youth Survey Results: Program Quality				Youth Survey Results: Youth Outcomes					
			Safe Environment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social Emotional Skills	Physical Well-Being
Manzanita Community	66	122%	56%	65%	69%	61%	64%	55%	63%	59%	52%	57%
<i>Girls Incorporated of Alameda County</i>												
Acorn Woodland	51	79%	43%	35%	32%	20%	39%	24%	38%	31%	28%	33%
Allendale	55	125%	48%	56%	32%	32%	46%	49%	57%	46%	43%	53%
East Oakland Pride	38	87%	43%	50%	42%	26%	59%	51%	40%	38%	37%	50%
Horace Mann	38	79%	61%	69%	64%	70%	69%	76%	64%	59%	55%	76%
Reach Academy	56	105%	69%	75%	70%	55%	74%	70%	67%	66%	72%	72%
<i>Higher Ground</i>												
Brookfield	52	103%	41%	65%	70%	63%	73%	84%	78%	67%	72%	71%
Madison Park Lower	43	84%	62%	64%	64%	50%	77%	74%	69%	69%	60%	70%
New Highland	55	106%	87%	88%	90%	88%	92%	81%	87%	85%	83%	85%
<i>Higher Ground Neighborhood Development Corp</i>												
Parker*	34	59%	44%	41%	53%	41%	55%	45%	68%	55%	59%	59%
<i>Learning for Life</i>												
Manzanita SEED	97	111%	81%	80%	78%	65%	79%	41%	73%	76%	75%	73%
<i>Lighthouse Community Charter</i>												
Lighthouse**	52	49%	74%	72%	67%	68%	64%	62%	65%	76%	61%	81%
<i>Love Learn Success</i>												
Melrose Leadership**	58	89%	75%	64%	66%	54%	49%	39%	64%	70%	49%	56%
<i>Oakland Leaf</i>												
ASCEND**	34	49%	97%	85%	88%	79%	81%	79%	82%	88%	76%	82%
Encompass	53	71%	92%	91%	88%	87%	80%	75%	83%	81%	73%	85%
International	51	107%	70%	61%	64%	53%	60%	57%	64%	69%	59%	69%
Learning W/O Limits	77	140%	92%	95%	92%	83%	81%	70%	88%	79%	81%	81%
Think College Now	38	66%	62%	57%	49%	53%	49%	55%	45%	50%	53%	58%
<i>Safe Passages</i>												
Community United	39	133%	89%	89%	84%	62%	87%	67%	78%	79%	70%	76%
Laurel	49	97%	83%	83%	60%	61%	57%	40%	70%	58%	62%	67%
<i>Ujima Foundation</i>												
Burckhalter	61	87%	66%	61%	63%	50%	68%	51%	68%	63%	61%	66%
Carl Munck	51	123%	73%	74%	56%	56%	63%	61%	62%	64%	47%	73%
<i>YMCA of the East Bay</i>												
Piedmont	54	139%	60%	62%	61%	64%	81%	53%	71%	52%	53%	71%
<b>Elementary Overall</b>	<b>2,907</b>	<b>97%</b>	<b>74%</b>	<b>73%</b>	<b>70%</b>	<b>63%</b>	<b>71%</b>	<b>64%</b>	<b>71%</b>	<b>68%</b>	<b>63%</b>	<b>72%</b>

Lead Agency/Program	N=	N/ ADA*	Youth Survey Results: Program Quality				Youth Survey Results: Youth Outcomes						
			Safe Environment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social Emotional Skills	Physical Well-Being	
<b>MIDDLE SCHOOL PROGRAMS</b>													
<i>After School All Stars</i>													
Claremont	45	82%	76%	77%	69%	71%	53%	81%	67%	70%	68%	71%	
<i>Alternatives In Action</i>													
Life Academy**	94	76%	60%	49%	45%	40%	40%	43%	40%	42%	43%	38%	
<i>Bay Area Community Resources</i>													
Alliance Academy	47	74%	52%	49%	46%	40%	37%	51%	43%	40%	40%	47%	
Elmhurst	91	86%	61%	51%	53%	60%	45%	63%	56%	54%	44%	51%	
Madison Park Upper	122	118%	67%	55%	53%	40%	48%	61%	55%	56%	42%	61%	
Sankofa Academy**	38	31%	29%	51%	46%	28%	32%	53%	45%	44%	31%	53%	
<i>Citizen Schools</i>													
Greenleaf**	55	118%	42%	44%	33%	18%	35%	54%	33%	28%	29%	32%	
Roots International	59	96%	50%	47%	41%	40%	37%	50%	42%	41%	35%	45%	
<i>Eagle Village</i>													
Montera	98	103%	67%	56%	55%	57%	43%	57%	56%	48%	45%	46%	
Westlake	61	122%	55%	47%	39%	38%	31%	38%	35%	31%	20%	36%	
<i>East Bay Asian Youth Center</i>													
Edna Brewer	173	165%	62%	54%	53%	42%	45%	46%	47%	47%	44%	44%	
Frick	66	99%	98%	95%	95%	89%	97%	97%	97%	95%	95%	95%	
La Escuelita	56	90%	62%	56%	49%	50%	59%	55%	44%	42%	54%	50%	
Roosevelt	206	103%	98%	95%	95%	89%	97%	97%	97%	95%	95%	95%	
Urban Promise	72	93%	54%	43%	44%	34%	38%	42%	35%	37%	28%	41%	
<i>Higher Ground Neighborhood Development Corp</i>													
Parker**	73	127%	56%	59%	62%	57%	51%	65%	59%	58%	52%	52%	
<i>Lighthouse Community Charter</i>													
Lighthouse**	50	47%	54%	49%	57%	55%	35%	49%	43%	47%	35%	42%	
<i>Love.Learn.Success</i>													
Melrose**	39	60%	64%	54%	61%	38%	39%	44%	42%	43%	43%	49%	
<i>Oakland Leaf</i>													
ASCEND**	24	30%	61%	48%	48%	48%	42%	62%	50%	42%	38%	63%	
Bret Harte	89	98%	49%	68%	65%	62%	63%	59%	52%	57%	48%	60%	
<i>Safe Passages</i>													
United for Success	129	141%	75%	58%	56%	43%	51%	59%	58%	56%	52%	72%	
Coliseum Prep**	142	139%	56%	41%	38%	34%	41%	45%	38%	34%	33%	37%	

Lead Agency/Program	N=	N/ ADA*	Youth Survey Results: Program Quality				Youth Survey Results: Youth Outcomes					
			Safe Environment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social Emotional Skills	Physical Well-Being
<i>YMCA of the East Bay</i>												
West Oakland Middle	54	97%	52%	56%	47%	42%	46%	43%	41%	35%	35%	80%
<b>Middle School Overall</b>	<b>1,827</b>	<b>95%</b>	<b>65%</b>	<b>60%</b>	<b>58%</b>	<b>52%</b>	<b>52%</b>	<b>59%</b>	<b>55%</b>	<b>54%</b>	<b>49%</b>	<b>54%</b>
<b>HIGH SCHOOL PROGRAMS</b>												
<i>Alternatives in Action</i>												
Fremont Federation	58	65%	78%	77%	68%	65%	71%	76%	65%	72%	65%	73%
Life Academy**	47	118%	67%	67%	50%	56%	43%	51%	41%	43%	40%	74%
McClymonds	90	191%	56%	64%	53%	50%	60%	69%	60%	55%	53%	82%
<i>Bay Area Community Resources</i>												
Bunche	53	147%	80%	72%	76%	68%	66%	81%	75%	71%	63%	74%
Oakland Technical	31	20%	100%	97%	100%	100%	74%	83%	93%	93%	77%	55%
Rudsdale Continuation	54	99%	67%	54%	54%	52%	55%	51%	45%	54%	44%	49%
Street Academy	66	151%	83%	73%	73%	73%	74%	72%	71%	70%	63%	68%
<i>East Bay Asian Youth Center</i>												
Dewey	92	112%	92%	78%	71%	74%	70%	85%	78%	81%	68%	79%
Met West	96	128%	87%	81%	85%	82%	74%	90%	85%	83%	82%	76%
Oakland High	65	90%	70%	68%	63%	69%	40%	54%	47%	53%	48%	40%
Oakland International	54	88%	64%	55%	59%	49%	55%	58%	47%	50%	43%	44%
<i>Safe Passages</i>												
Coliseum Prep**	94	117%	60%	46%	45%	46%	40%	49%	44%	38%	40%	31%
<i>Youth Together</i>												
Skyline	115	104%	94%	86%	81%	75%	73%	75%	74%	67%	76%	67%
<i>Youth Uprising</i>												
Castlemont	34	85%	94%	85%	73%	79%	65%	88%	82%	70%	65%	63%
<b>High School Overall</b>	<b>949</b>	<b>106%</b>	<b>76%</b>	<b>71%</b>	<b>67%</b>	<b>66%</b>	<b>62%</b>	<b>70%</b>	<b>64%</b>	<b>64%</b>	<b>60%</b>	<b>59%</b>

Source: Youth participant surveys administered in spring 2017.

\*N/ADA is the survey response rate; ADA drawn from the start of the year through 2/20/2017.

\*\*This program submitted surveys for more than one age group.



## DATA COMPANION G: YOUTH SURVEY RESPONSE DIFFERENCES BY RACE/ETHNICITY, GRADE LEVEL, & GENDER

Youth surveys are used to assess the extent to which participating young people experience positive benefits. For discussion regarding these results, refer to the 2016-17 Oakland School-Based After School Programs Evaluation Findings Report.

We present the results of youth surveys in the three ways described below. Survey questions are presented by outcome section aligned with the organization of the Findings Report.

- **Differences in Youth Survey Responses** – We describe the percent of youth in elementary, middle and high school programs that had positive responses to each of survey and results are annotated with differences by gender, days attended, and ethnicity.
- **By Gender and Grade Level** – We describe the percent of youth in elementary, middle and high school programs by gender that had positive responses to each of survey item.
- **By Gender and Race/Ethnicity** – We describe the percent of youth in elementary, middle and high school programs by race/ethnicity that had positive responses to each of survey item.

Gender and race/ethnicity information for youth survey respondents was matched to youth survey responses, when available,<sup>29</sup> from youths' Cityspan participation records. To protect the confidentiality of youth survey respondents, results for any sub-groups with a sample size less than or equal to five are excluded from detailed tables, but included in aggregate analysis within the Findings Report.

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<sup>29</sup> Demographic information for community-based charter programs is based on youths' self-reports. Of the total 4,491 surveys, 156 are from youth participants at community-based charter programs.

## YOUTH SURVEY RESPONDENTS' DEMOGRAPHICS

TABLE 17: SCHOOL-BASED SURVEY RESPONDENTS' RACE/ETHNICITY

	MALE		FEMALE		OVERALL	
	N	%	N	%	N	%
<b>ELEMENTARY SCHOOLS</b>						
Latino/a	406	47%	452	53%	858	39%
African American	374	47%	414	53%	788	36%
Asian/Pacific Islander	197	51%	185	48%	382	17%
White	61	40%	89	59%	150	7%
Unknown/Not Reported	9	33%	18	67%	27	1%
American Indian/Alaskan Native	7	77%	2	22%	9	0%
<b>Total</b>	<b>1,054</b>	<b>48%</b>	<b>1,160</b>	<b>52%</b>	<b>2,214</b>	<b>100%</b>
<b>MIDDLE SCHOOLS</b>						
Latino/a	334	52%	311	48%	645	45%
Asian/Pacific Islander	142	52%	133	48%	275	19%
White	31	49%	32	51%	63	4%
Unknown/Not Reported	14	54%	12	46%	26	2%
American Indian/Alaskan Native	2	50%	2	50%	4	0%
<b>Total</b>	<b>704</b>	<b>50%</b>	<b>714</b>	<b>50%</b>	<b>1,418</b>	<b>100%</b>
<b>HIGH SCHOOLS</b>						
Latino/a	155	52%	146	49%	301	47%
African American	102	46%	122	55%	224	35%
Asian/Pacific Islander	39	50%	39	50%	78	12%
White	3	14%	19	86%	22	3%
Unknown/Not Reported	12	75%	4	25%	16	2%
American Indian/Alaskan Native	1	20%	4	80%	5	1%
<b>Total</b>	<b>312</b>	<b>48%</b>	<b>334</b>	<b>52%</b>	<b>646</b>	<b>100%</b>

Sources: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017. Youth participant surveys administered in spring 2017. Note: We were unable to match 1,405 surveys to a known participant; their gender and race/ethnicity are unknown.

## DIFFERENCES IN YOUTH SURVEY RESPONSES BY RACE/ETHNICITY, GRADE LEVEL, & GENDER

The following section contains differences in responses by three youth characteristics.<sup>30</sup> Notable results are discussed in the “Differences in Youth Outcomes” section. The tables in this section are presented at the grade level; detailed results by gender or ethnicity follow this section.

A chi-square test for association was conducted in the manner described below:

- Gender and positive responses to youth survey items.
- Ethnicity categories and positive responses to youth survey items. <sup>31-32</sup>

Survey items are presented by outcome theme, and annotated to indicate items for which statistically significant differences (at  $p < .05$ ) and mean differences over 5% were found. To see results for individual sub-groups, continue on to the next pages, where detailed results are presented by gender and race/ethnicity. Note: any statistically significant differences are marked with a bull’s-eye or star symbol (as denoted within each table). The bull’s eye ☉ indicates a statistically significant difference by ethnicity; the star ★ indicates a statistically significant difference by gender. Additionally, any statistically significant differences greater than +/- 5% are shaded.

Note: Latino/a students are the reference group for the chi-square tests for differences in survey responses by ethnicity. This is because they are the largest group, in keeping with recommended analysis practice. Therefore, the column with survey responses by Latino students will never be shaded. Rather, any group where differences are statistically significant, and greater than +/- 5% **compared to Latino students**, will be shaded.

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<sup>30</sup> Survey results are presented for youth responses where matched demographic data was available. Survey respondents from charter schools self-reported their demographic information used in the results presented in this section.

<sup>31</sup> Unknown/Not Reported, American Indian/Alaskan Native and Other/Multiple or Bi-Racial were excluded since they represented only 3% of the total sample.

<sup>32</sup> For the chi-square test, the race/ethnicity category Hispanic/Latino was used as the reference group, meaning that all race groups were compared against this group. This is because the Hispanic/Latino category represents the majority of the population served by Oakland school-based after school programs, and therefore statistically must be the reference group to which other populations are compared. Any race/ethnicity group differences +/- 5% from the Hispanic/Latino reference group are highlighted. Gender differences were analyzed using Overall as the reference group.

TABLE 18: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY, BY GRADE GROUP

ELEMENTARY SCHOOL:

Significant (at p<.05)	Survey Question	OVERALL	GENDER:		ETHNICITY:			
			BOY	GIRL	API	AF AM	HIS/LAT	WHITE
<b>SAFE ENVIRONMENT</b>								
⊙	In this program, other kids hit or push me when they are not just playing around.	16%	16%	15%	9%	22%	13%	12%
	When I am in this program, other kids spread mean rumors or lies about me.	20%	20%	20%	14%	25%	19%	14%
★	If my friends or I get bullied at this program, an adult steps in to help.	72%	69%	73%	68%	73%	71%	70%
	I feel safe in this program.	78%	77%	79%	80%	77%	77%	84%
<b>SUPPORTIVE ENVIRONMENT</b>								
	There is an adult at this program who cares about me.	80%	79%	80%	79%	81%	77%	83%
	The adults in this program listen to what I have to say.	70%	69%	69%	66%	69%	71%	68%
★	In this program, I tell other kids when they do a good job.	54%	50%	57%	47%	54%	54%	61%
<b>INTERACTION</b>								
	In this program, I get to help other people.	69%	67%	69%	69%	70%	67%	67%
	This program helps me to make friends.	69%	70%	67%	65%	66%	71%	67%
	I feel like I belong at this program.	67%	66%	68%	64%	67%	68%	70%
<b>ENGAGEMENT</b>								
	I am interested in what we do in this program.	69%	69%	68%	66%	70%	68%	67%
	In this program, I try new things.	68%	66%	69%	66%	69%	66%	66%
	In this program, I get to choose what I do and how I do it.	39%	37%	37%	38%	36%	38%	37%

★ Gender difference is statistically significant (p<.05)

⊙ Ethnicity difference is statistically significant (p<.05)

Sources: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017. Youth participant surveys administered in spring 2017, n=2,907. Shaded cells represent statistically significant differences that are greater than +/-5 percentage points change from the reference group (see footnote on page 74).

MIDDLE SCHOOL:

Significant (at p<.05)	Survey Question	OVERALL	GENDER:		ETHNICITY:			
			BOY	GIRL	API	AF AM	HIS/LAT	WHITE
<b>SAFE ENVIRONMENT</b>								
★◎	How many times in this program have you been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?	20%	23%	14%	17%	24%	16%	21%
◎	How many times in this program have you had mean rumors or lies spread about you?	21%	19%	20%	13%	27%	17%	17%
	If someone bullies my friends or me at this program, an adult steps in to help.	61%	62%	61%	73%	57%	59%	58%
★◎	I feel safe in this program.	67%	69%	65%	77%	64%	64%	79%
<b>SUPPORTIVE ENVIRONMENT</b>								
◎	There is an adult at this program who really cares about me.	67%	68%	67%	77%	69%	62%	67%
◎	In this program, I tell other youth when they do a good job or contribute to the group.	47%	48%	48%	66%	47%	40%	54%
◎	The adults in this program listen to what I have to say.	60%	61%	60%	73%	58%	57%	60%
<b>INTERACTION</b>								
◎	I feel like I belong at this program.	56%	57%	54%	70%	53%	51%	59%
◎	In this program, I get to help other people.	58%	57%	59%	72%	57%	52%	60%
★◎	Since coming to this program, I am better at making friends.	56%	60%	54%	71%	55%	51%	62%
<b>ENGAGEMENT</b>								
★◎	I am interested in what we do in this program.	57%	59%	54%	71%	53%	52%	60%
★◎	In this program, I get to choose what I do and how I do it.	41%	44%	38%	60%	36%	36%	43%
◎	In this program, I try new things.	55%	53%	56%	69%	52%	50%	59%
★ Gender difference is statistically significant (p<.05)				◎ Ethnicity difference is statistically significant (p<.05)				

Sources: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017. Youth participant surveys administered in spring 2017, n=1,827. Shaded cells represent statistically significant differences that are greater than +/-5 percentage points change from the reference group (see footnote on page 74).

HIGH SCHOOL:

Significant (at p<.05)	Survey Question	OVERALL	GENDER:		ETHNICITY:			
			BOY	GIRL	API	AF AM	HIS/LAT	WHITE
<b>SAFE ENVIRONMENT</b>								
★	How many times in this program have you been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?	7%	7%	4%	5%	7%	4%	0%
	How many times in this program have you had mean rumors or lies spread about you?	9%	8%	6%	8%	8%	6%	5%
⊙	If someone bullies my friends or me at this program, an adult steps in to help.	67%	70%	71%	75%	76%	65%	77%
★	I feel safe in this program.	77%	73%	83%	74%	83%	76%	91%
<b>SUPPORTIVE ENVIRONMENT</b>								
★⊙	There is an adult at this program who really cares about me.	71%	69%	76%	75%	79%	65%	91%
★⊙	In this program, I tell other youth when they do a good job or contribute to the group.	61%	59%	64%	64%	71%	55%	82%
★⊙	The adults in this program listen to what I have to say.	73%	72%	79%	81%	81%	70%	75%
<b>INTERACTION</b>								
★⊙	I feel like I belong at this program.	68%	65%	74%	71%	77%	63%	86%
★⊙	In this program, I get to help other people.	67%	64%	74%	72%	78%	62%	86%
	Since coming to this program, I am better at making friends.	60%	60%	62%	56%	66%	58%	82%
<b>ENGAGEMENT</b>								
★⊙	I am interested in what we do in this program.	68%	65%	73%	66%	77%	64%	82%
⊙	In this program, I get to choose what I do and how I do it.	55%	58%	58%	59%	60%	53%	81%
	In this program, I try new things.	66%	67%	68%	72%	67%	66%	86%
★ Gender difference is statistically significant (p<.05)				⊙ Ethnicity difference is statistically significant (p<.05)				

Sources: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017. Youth participant surveys administered in spring 2017, n=949. Shaded cells represent statistically significant differences that are greater than +/-5 percentage points change from the reference group (see footnote on page 74).

TABLE 19: POSITIVE YOUTH RESPONSES REGARDING OUTCOME DOMAINS, BY GRADE GROUP

ELEMENTARY SCHOOL:

	Survey Question	OVERALL	GENDER:		ETHNICITY:			
			BOY	GIRL	API	AF AM	HIS/LAT	WHITE
<i>Significant (at p&lt;.05)</i>	<b>SCHOOL ENGAGEMENT (ACADEMIC OUTCOMES)</b>							
	This program helps me to feel like a part of my school.	69%	69%	68%	65%	69%	71%	68%
	This program helps me feel happy to be at this school.	68%	68%	66%	63%	65%	69%	71%
	This program helps me feel excited to learn in school.	63%	63%	60%	59%	64%	62%	51%
	<b>ACADEMIC BEHAVIORS</b>							
⊙	This program helps me get my homework done.	79%	80%	77%	83%	76%	81%	68%
	This program helps me learn how to set goals for myself.	68%	68%	67%	69%	69%	67%	57%
	This program helps me learn ways to study (like reading directions).	62%	61%	62%	59%	63%	63%	49%
	<b>SENSE OF MASTERY</b>							
	This program helps me feel good about what I can do.	72%	70%	72%	68%	73%	71%	65%
	This program helps me get better at things that I used to think were hard.	70%	69%	70%	65%	71%	71%	61%
	This program helps me feel like more of a leader.	63%	63%	61%	54%	70%	61%	47%
	<b>COLLEGE AND CAREER EXPLORATION</b>							
	In this program, I learn of jobs I can have when I grow up.	57%	57%	56%	63%	58%	55%	37%
⊙	In this program, I learn more about college.	45%	45%	43%	58%	45%	41%	21%
	<b>PHYSICAL WELL-BEING</b>							
	This program helps me say "no" to things I know are wrong.	72%	70%	72%	69%	72%	72%	68%
★	This program helps me exercise more.	70%	73%	66%	67%	69%	71%	67%
★	This program helps me to learn how to be healthy.	68%	69%	65%	67%	68%	68%	53%
	<b>SOCIAL EMOTIONAL SKILLS</b>							
⊙	This program helps me get along with other people my age.	70%	71%	69%	63%	69%	73%	72%

<i>Significant (at p&lt;.05)</i>	<i>Survey Question</i>	OVERALL	GENDER:		ETHNICITY:				
			BOY	GIRL	API	AF AM	HIS/LAT	WHITE	
	This program helps me get along with kids who are different from me.	68%	66%	67%	61%	68%	68%	66%	
⊙	This program helps me get along with adults.	67%	65%	66%	62%	65%	68%	61%	
	This program helps me try to understand how other people feel.	65%	63%	65%	59%	65%	65%	68%	
★ Gender difference is statistically significant (p<.05)			⊙ Ethnicity difference is statistically significant (p<.05)						

Sources: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017. Youth participant surveys administered in spring 2017, n=2,907. Shaded cells represent statistically significant differences that are greater than +/-5 percentage points change from the reference group (see footnote on page 74).



MIDDLE SCHOOL:

Significant (at p<.05)	Survey Question	OVERALL	GENDER		ETHNICITY			
			BOY	GIRL	API	AF AM	HIS/LAT	WHITE
<b>SCHOOL ENGAGEMENT (ACADEMIC OUTCOMES)</b>								
★◎	This program helps me feel more motivated to learn in school.	55%	59%	52%	64%	56%	51%	52%
★◎	This program helps me to feel like a part of my school.	55%	59%	52%	68%	51%	52%	55%
★◎	This program helps me feel happy to be at this school.	51%	55%	48%	70%	46%	48%	44%
<b>ACADEMIC BEHAVIORS</b>								
★	Because of this program, I am better at getting my homework done.	60%	66%	56%	77%	53%	59%	54%
★	This program helps me to learn good study skills (like reading directions, taking tests).	47%	53%	44%	64%	42%	46%	44%
★◎	Since coming to this program, I am better at setting goals for myself.	51%	55%	49%	65%	51%	46%	48%
<b>SENSE OF MASTERY</b>								
◎	This program helps me feel like more of a leader.	50%	52%	49%	65%	51%	44%	43%
◎	This program helps me get better at things that I used to think were hard.	55%	56%	54%	68%	51%	52%	48%
◎	This program helps me to feel more confident about what I can do.	58%	60%	56%	70%	55%	55%	53%
<b>COLLEGE AND CAREER EXPLORATION</b>								
◎	In this program, I learn about the kinds of jobs I'd like to have in the future.	47%	48%	46%	57%	49%	41%	47%
★	This program helps me feel more confident about going to college.	54%	57%	52%	63%	53%	53%	45%
	This program helps me feel ready to go to high school.	56%	59%	55%	66%	53%	56%	56%
<b>PHYSICAL WELL-BEING</b>								
★	This program helps me exercise more.	57%	63%	51%	63%	56%	56%	45%
★	This program helps me to learn how to be healthy.	49%	54%	45%	57%	48%	47%	34%
◎	Since coming to this program, I am better at saying "no" to things I know are wrong.	58%	59%	56%	70%	56%	54%	56%
<b>SOCIAL AND EMOTIONAL SKILLS</b>								
★◎	Since coming to this program, I get along better with other people my age.	55%	59%	53%	71%	52%	53%	49%

Significant (at $p < .05$ )	Survey Question	OVERALL	GENDER		ETHNICITY			
			BOY	GIRL	API	AF AM	HIS/LAT	WHITE
★	This program helps me get along better with adults.	53%	57%	48%	65%	48%	50%	41%
★	This program helps me get along with people my age who are different from me.	55%	59%	52%	69%	52%	53%	46%
⊙	This program helps me try to understand how other people feel.	50%	52%	49%	67%	47%	46%	44%

★ Gender difference is statistically significant ( $p < .05$ )      ⊙ Ethnicity difference is statistically significant ( $p < .05$ )

Sources: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017. Youth participant surveys administered in spring 2017, n=1,827. Shaded cells represent statistically significant differences that are greater than +/-5 percentage points change from the reference group (see footnote on page 74).

HIGH SCHOOL:

Significant (at p<.05)	Survey Question	OVERALL	GENDER		ETHNICITY			
			BOY	GIRL	API	AF AM	HIS/LAT	WHITE
<b>SCHOOL ENGAGEMENT (ACADEMIC OUTCOMES)</b>								
	This program helps me feel more motivated to learn in school.	66%	65%	66%	62%	72%	62%	65%
⊙	This program helps me to feel like a part of my school.	64%	65%	67%	68%	73%	60%	82%
⊙	This program helps me feel happy to be at this school.	59%	59%	61%	64%	64%	54%	82%
<b>ACADEMIC BEHAVIORS</b>								
★⊙	Because of this program, I am better at getting my homework done.	60%	64%	56%	59%	66%	55%	57%
	This program helps me to learn good study skills (like reading directions, taking tests).	59%	60%	57%	55%	65%	56%	59%
★⊙	Since coming to this program, I am better at setting goals for myself.	64%	61%	70%	59%	72%	62%	86%
<b>SENSE OF MASTERY</b>								
★⊙	This program helps me feel like more of a leader.	61%	59%	68%	60%	74%	55%	77%
⊙	This program helps me get better at things that I used to think were hard.	65%	66%	68%	64%	74%	62%	77%
⊙	This program helps me to feel more confident about what I can do.	64%	65%	67%	63%	75%	59%	73%
<b>COLLEGE AND CAREER EXPLORATION</b>								
	In this program, I learn about the kinds of jobs I'd like to have in the future.	60%	62%	62%	53%	68%	59%	65%
⊙	This program helps me feel more confident about going to college.	65%	63%	67%	64%	72%	60%	70%
<b>PHYSICAL WELL-BEING</b>								
★	This program helps me exercise more.	52%	56%	48%	43%	58%	50%	50%
★⊙	This program helps me to learn how to be healthy.	58%	61%	57%	49%	69%	53%	73%
⊙	Since coming to this program, I am better at saying "no" to things I know are wrong.	65%	67%	67%	68%	72%	62%	82%
<b>SOCIAL AND EMOTIONAL SKILLS</b>								
	Since coming to this program, I get along better with other people my age.	62%	63%	63%	65%	68%	59%	68%

⦿	This program helps me get along better with adults.	64%	64%	67%	68%	71%	60%	77%
⦿	This program helps me get along with people my age who are different from me.	63%	62%	65%	63%	67%	58%	91%
★⦿	This program helps me try to understand how other people feel.	64%	61%	68%	62%	72%	58%	82%

★ Gender difference is statistically significant (p<.05) ⦿ Ethnicity difference is statistically significant (p<.05)

Sources: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017. Youth participant surveys administered in spring 2017, n=949. Shaded cells represent statistically significant differences that are greater than +/-5 percentage points change from the reference group (see footnote on page 74).

## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### Achieve Academy

**About this program:** East Bay Agency for Children with Achieve Academy works to provide a high quality afterschool program to children. East Bay Agency for Children provides a safe environment and supports the students by connecting them with caring adults and their peers, provides academic support and enrichment classes, and builds confidence, self-esteem and leadership skills. The program operates five days a week from 1:00 p.m. to 6 p.m. on Wednesday and from 3:00 p.m. to 6 p.m. on the other weekdays. All students receive academic support, homework assistance, enrichment, a snack, and recess daily.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16
Enrollment: Number of Youth Served	136	134	111	134	Progress Towards Attendance Target (CDE)			
Enrollment: % Towards Projected	136%	122%	111%	123%	101%			
Units of Service (UOS): Total	55,931	57,923	58,178	59,528	Average Program Attendance Rate			
UOS: % Towards Projected	104%	107%	125%	113%	64%			
					Average Program Days Attended			
					109			
					128			
					128			
					132			

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=136; "All E.S. 16-17" n=6,713; "This Program 15-16" n=111; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended		
School Day Attendance Rate		

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=None; "Host School" n=None.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	5%	3%
Asian/Pacific Islander	5%	5%
Latino/a	86%	89%
Native American	0%	0%
White	0%	3%
Multiple/Bi-Racial	0%	1%
Missing/Decline	4%	0%

##### % by Gender

	This Program	Host School
Female	55%	52%
Male	45%	48%

##### % English Learners

	This Program	Host School
English Learners		77%

##### % by Grade Level

	This Program	Host School
Kindergarten		18%
1st Grade		16%
2nd Grade		16%
3rd Grade		18%
4th Grade		17%
5th Grade		16%

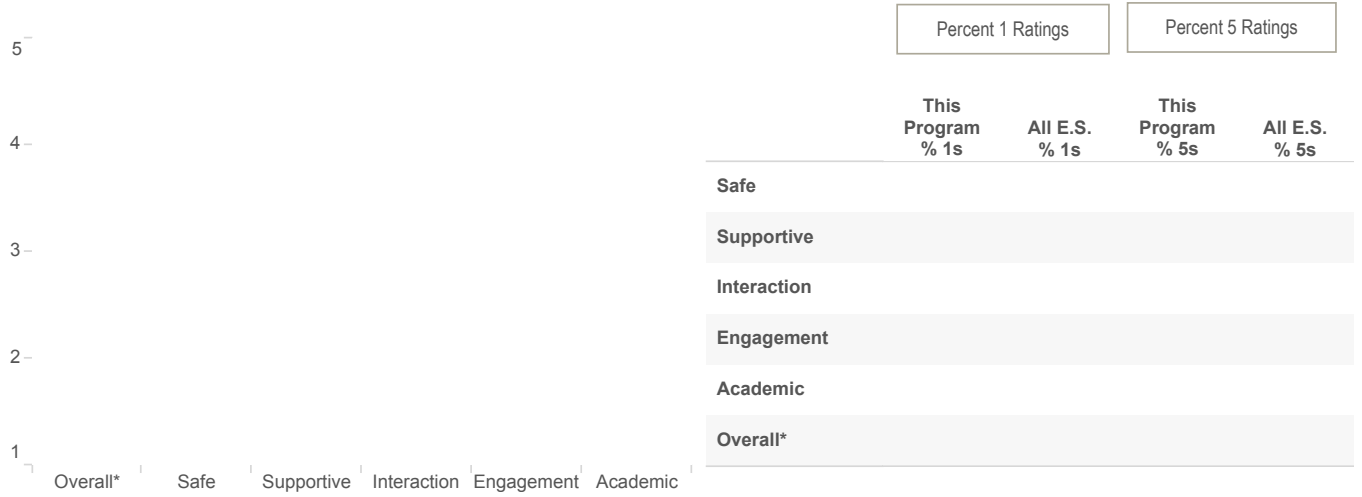
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=None; "Host School" n=None.

## Point of Service Quality

Site Visitor: Null

Assessment Tool Used: Null

Point of Service Quality Status: Null



\*Overall excludes Academic Climate score.  
Not all sites were observed in 2016-17 for Academic Climate.  
Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

Null  
--

### Areas for Improvements

Null  
--

## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	84%	78%
If my friends or I get bullied at this program, an adult steps in to help.	82%	72%
In this program, other kids hit or push me when they are not just playing around.	30%	16%
In this program, other kids spread mean rumors or lies about me.	19%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	46%	54%
The adults in this program listen to what I have to say.	69%	70%
There is an adult at this program who cares about me.	80%	80%

### Interaction

I feel like I belong at this program.	65%	67%
In this program, I get to help other people.	65%	69%
Since coming to this program, I am better at making friends.	62%	69%

### Engagement

I am interested in what we do in this program.	67%	69%
In this program, I get to choose what I do and how I do it.	40%	39%
In this program, I try new things.	67%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=55; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 125%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	67%	67%
This program helps me get along with kids who are different from me.	59%	68%
This program helps me get along with other people my age.	78%	70%
This program helps me try to understand how other people feel.	75%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	81%	72%
This program helps me feel like more of a leader.	58%	63%
This program helps me get better at things that I used to think were hard.	71%	70%

### Wellness Behaviors

This program helps me exercise more.	87%	70%
This program helps me say "no" to things I know are wrong.	78%	72%
This program helps me to learn how to be healthy.	75%	68%

### School Engagement

This program helps me feel excited to learn in school.	65%	63%
This program helps me feel happy to be at this school.	69%	68%
This program helps me to feel like a part of my school.	78%	69%

### College & Career Readiness

In this program, I learn more about college.	18%	45%
In this program, I learn of jobs I can have when I grow up.	65%	57%

### Academic Behaviors

This program helps me get my homework done.	82%	79%
This program helps me learn how to set goals for myself.	71%	68%
This program helps me learn ways to study (like reading directions).	59%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=55; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 125%.



## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### Acorn Woodland

**About this program:** The ACORN Woodland Elementary Afterschool Program provides a safe, supportive afterschool program for low-income students from this high-need East Oakland neighborhood. The youth development-based program design addresses student's academic and enrichment needs while promoting better attendance in school. Academic support includes literacy, homework help, academic enrichment, and support for English Language Learners, all linked to school-day programming. Enrichment activities include sports, fitness, STEM, visual/performing arts, and educational garden-based activities.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	155	134	129	134	Progress Towards Attendance Target (CDE)	130%	101%	101%	100%
Enrollment: % Towards Projected	119%	122%	112%	123%	Average Program Attendance Rate	88%	84%	90%	89%
Units of Service (UOS): Total	58,129	57,923	50,379	59,528	Average Program Days Attended	126	128	123	132
UOS: % Towards Projected	84%	107%	104%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=155; "All E.S. 16-17" n=6,713; "This Program 15-16" n=129; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	167	166
School Day Attendance Rate	96%	96%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=155; "Host School" n=313.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	9%	8%
Asian/Pacific Islander	2%	2%
Latino/a	87%	88%
Native American	0%	0%
White	1%	2%
Multiple/Bi-Racial	1%	0%
Missing/Decline	1%	1%

##### % by Gender

	This Program	Host School
Female	54%	48%
Male	46%	52%

##### % English Learners

	This Program	Host School
English Learners	64%	61%

##### % by Grade Level

	This Program	Host School
Kindergarten	7%	17%
1st Grade	20%	18%
2nd Grade	19%	15%
3rd Grade	19%	17%
4th Grade	18%	17%
5th Grade	17%	16%

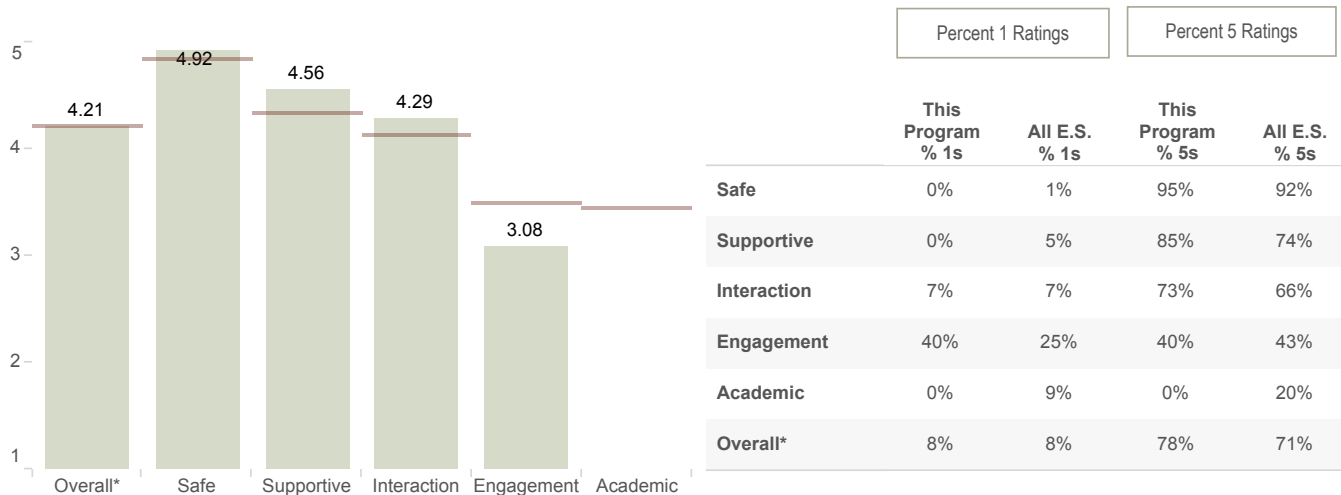
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=155; "Host School" n=313.

## Point of Service Quality

Site Visitor: Asali

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

	Percent 1 Ratings		Percent 5 Ratings	
	This Program % 1s	All E.S. % 1s	This Program % 5s	All E.S. % 5s
Safe	0%	1%	95%	92%
Supportive	0%	5%	85%	74%
Interaction	7%	7%	73%	66%
Engagement	40%	25%	40%	43%
Academic	0%	9%	0%	20%
Overall*	8%	8%	78%	71%

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

I rated my observation using the Program Quality Assessment tool (PQA). Based on my observation, your overall program quality rating is 3.98. Some highlights in your program included: 1) Staff engaging all children in an intentional process of reflection (for example, staff were observed asking children open ended questions about their experience doing an activity, prior knowledge about seasons), 2) Staff supporting children in building skills (staff told children the specific skill they would be focusing on in the session and broke down difficult tasks for children or supported them when they struggled), and 3) Activities that support active engagement (during each session there were opportunities for children to share their ideas with a partner or group and make connections between the activity and their experience).

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### Areas for Improvements

I encourage you and your team to note my ratings on School-Age Leadership (eg. providing children opportunities to practice group process skills, help another child, and lead a group. Another scale that I encourage you and your staff to consider in the engagement domain is School-Age Planning. Consider fun ways to take time for children to create and share a plan before they begin an activity. Having strong planning skills will help youth succeed in school and life in the future.

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## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	49%	78%
If my friends or I get bullied at this program, an adult steps in to help.	33%	72%
In this program, other kids hit or push me when they are not just playing around.	26%	16%
In this program, other kids spread mean rumors or lies about me.	34%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	34%	54%
The adults in this program listen to what I have to say.	36%	70%
There is an adult at this program who cares about me.	48%	80%

### Interaction

I feel like I belong at this program.	24%	67%
In this program, I get to help other people.	34%	69%
Since coming to this program, I am better at making friends.	45%	69%

### Engagement

I am interested in what we do in this program.	35%	69%
In this program, I get to choose what I do and how I do it.	12%	39%
In this program, I try new things.	31%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=51; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 79%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	35%	67%
This program helps me get along with kids who are different from me.	40%	68%
This program helps me get along with other people my age.	42%	70%
This program helps me try to understand how other people feel.	27%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	38%	72%
This program helps me feel like more of a leader.	36%	63%
This program helps me get better at things that I used to think were hard.	39%	70%

### Wellness Behaviors

This program helps me exercise more.	49%	70%
This program helps me say "no" to things I know are wrong.	39%	72%
This program helps me to learn how to be healthy.	35%	68%

### School Engagement

This program helps me feel excited to learn in school.	32%	63%
This program helps me feel happy to be at this school.	30%	68%
This program helps me to feel like a part of my school.	41%	69%

### College & Career Readiness

In this program, I learn more about college.	10%	45%
In this program, I learn of jobs I can have when I grow up.	22%	57%

### Academic Behaviors

This program helps me get my homework done.	54%	79%
This program helps me learn how to set goals for myself.	40%	68%
This program helps me learn ways to study (like reading directions).	29%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=51; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 79%.

## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### Allendale

**About this program:** The Allendale Elementary Afterschool Program provides a safe, supportive afterschool program for low-income students from this high-need Oakland neighborhood. The youth development-based program design addresses student's academic and enrichment needs while promoting better attendance in school. Academic support includes literacy, homework help, academic enrichment, and support for English Language Learners, all linked to school-day programming. Enrichment activities include sports, fitness, STEM, visual/performing arts, and educational garden-based activities.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	119	134	103	134	Progress Towards Attendance Target (CDE)	91%	101%	91%	100%
Enrollment: % Towards Projected	110%	122%	103%	123%	Average Program Attendance Rate	75%	84%	90%	89%
Units of Service (UOS): Total	50,275	57,923	51,908	59,528	Average Program Days Attended	117	128	138	132
UOS: % Towards Projected	86%	107%	103%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=119; "All E.S. 16-17" n=6,713; "This Program 15-16" n=103; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	166	158
School Day Attendance Rate	94%	93%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=119; "Host School" n=399.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	42%	28%
Asian/Pacific Islander	10%	18%
Latino/a	41%	45%
Native American	2%	1%
White	3%	5%
Multiple/Bi-Racial	1%	3%
Missing/Decline	1%	1%

##### % by Gender

	This Program	Host School
Female	46%	47%
Male	54%	53%

##### % English Learners

	This Program	Host School
English Learners	35%	38%

##### % by Grade Level

	This Program	Host School
Kindergarten	11%	18%
1st Grade	23%	18%
2nd Grade	19%	20%
3rd Grade	18%	15%
4th Grade	11%	11%
5th Grade	18%	18%

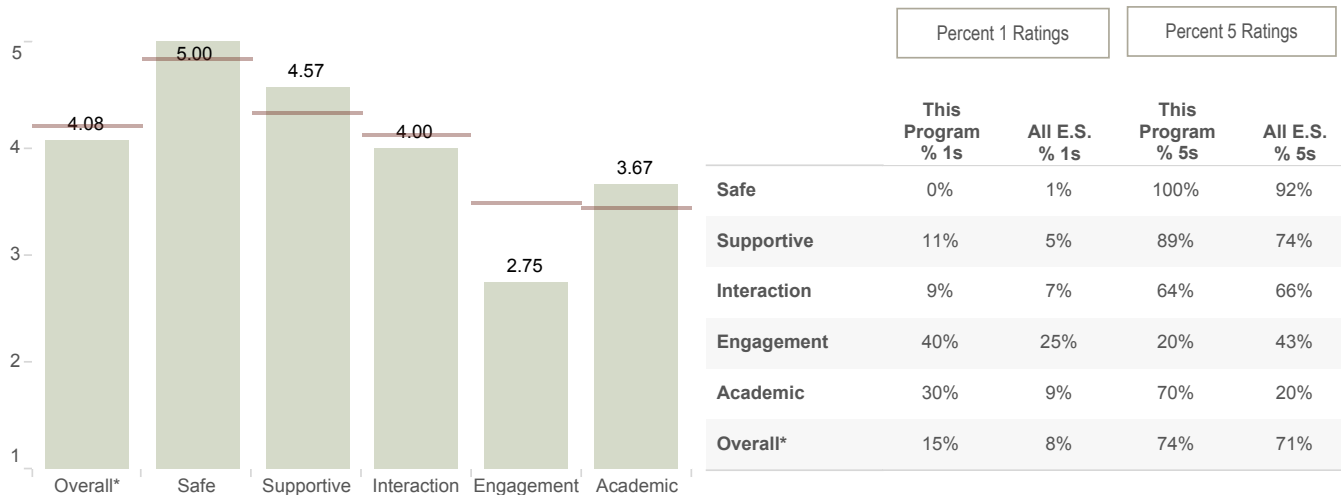
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=119; "Host School" n=399.

## Point of Service Quality

Site Visitor: Jimena Quiroga Hopkins

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

The program does a great job at providing children opportunities to engage with materials and ideas and talk about them. For example, in STEAM Girls students made paper airplanes and discussed the process of making them and writing instructions about how to make them. Also, in all of the sessions observed staff engaged with students by asking open-ended questions frequently. Staff also do a great job at circulating around the classroom and working side-by side with students.

### Areas for Improvements

During the observation, there was no concrete planning in any of the sessions. Students would benefit from planning time and an opportunity to share their plans. Leadership opportunities for all students to have a chance to lead a group would be good to incorporate into the program as well. Additionally, even though students had some choice in process in the STEAM class when they created their paper airplanes, it would be good to include more open-ended choices in the sessions.

## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	44%	78%
If my friends or I get bullied at this program, an adult steps in to help.	60%	72%
In this program, other kids hit or push me when they are not just playing around.	21%	16%
In this program, other kids spread mean rumors or lies about me.	33%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	38%	54%
The adults in this program listen to what I have to say.	55%	70%
There is an adult at this program who cares about me.	68%	80%

### Interaction

I feel like I belong at this program.	31%	67%
In this program, I get to help other people.	49%	69%
Since coming to this program, I am better at making friends.	52%	69%

### Engagement

I am interested in what we do in this program.	39%	69%
In this program, I get to choose what I do and how I do it.	24%	39%
In this program, I try new things.	40%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=55; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 125%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	43%	67%
This program helps me get along with kids who are different from me.	63%	68%
This program helps me get along with other people my age.	45%	70%
This program helps me try to understand how other people feel.	48%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	57%	72%
This program helps me feel like more of a leader.	54%	63%
This program helps me get better at things that I used to think were hard.	54%	70%

### Wellness Behaviors

This program helps me exercise more.	53%	70%
This program helps me say "no" to things I know are wrong.	53%	72%
This program helps me to learn how to be healthy.	48%	68%

### School Engagement

This program helps me feel excited to learn in school.	38%	63%
This program helps me feel happy to be at this school.	48%	68%
This program helps me to feel like a part of my school.	48%	69%

### College & Career Readiness

In this program, I learn more about college.	37%	45%
In this program, I learn of jobs I can have when I grow up.	38%	57%

### Academic Behaviors

This program helps me get my homework done.	50%	79%
This program helps me learn how to set goals for myself.	64%	68%
This program helps me learn ways to study (like reading directions).	36%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=55; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 125%.



## Oakland School-Based After School Programs 2016-17 Program Profile (Middle Schools)

### Alliance Academy

**About this program:** Bay Area Community Resources provides comprehensive, high quality after school services at Alliance Academy for students in grades 6 through 8, provided at the school site, 5 days/week, every school day during the year. Students receive targeted academic assistance to address their struggles in English and Math; enrichment activities that challenge them to build skills, work in teams, challenge themselves, and gain exposure to arts, science and culture, health and fitness; and social emotional learning built into all activities so that students feel safe and connected and form caring relationships.

#### Program Attendance and Enrollment

	This Program 16-17	All M.S. 16-17	This Program 15-16	All M.S. 15-16	This Program 16-17	All M.S. 16-17	This Program 15-16	All M.S. 15-16	
Enrollment: Number of Youth Served	164	211	187	231	Progress Towards Attendance Target (CDE)	89%	89%	83%	75%
Enrollment: % Towards Projected	126%	134%	170%	170%	Average Program Attendance Rate	59%	73%	63%	72%
Units of Service (UOS): Total	48,970	68,952	41,190	53,119	Average Program Days Attended	86	104	73	91
UOS: % Towards Projected	95%	108%	74%	108%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=164; "All M.S. 16-17" n=4,746; "This Program 15-16" n=187; "All M.S. 15-16" n=4,935.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	166	156
School Day Attendance Rate	97%	95%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=164; "Host School" n=388.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	31%	21%
Asian/Pacific Islander	5%	6%
Latino/a	60%	70%
Native American	2%	1%
White	0%	1%
Multiple/Bi-Racial	1%	0%
Missing/Decline	2%	2%

##### % English Learners

	This Program	Host School
English Learners	39%	45%

##### % by Grade Level

	This Program	Host School
6th Grade	31%	31%
7th Grade	42%	36%
8th Grade	27%	33%

##### % by Gender

	This Program	Host School
Female	50%	48%
Male	50%	52%

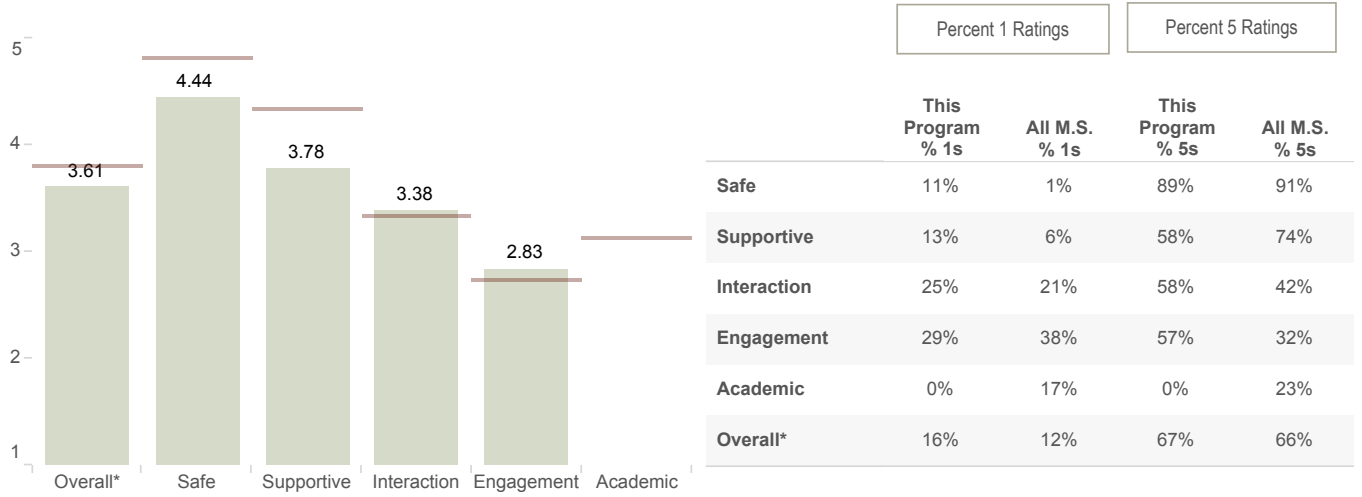
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=164; "Host School" n=388.

## Point of Service Quality

Site Visitor: Destiny

Assessment Tool Used: YPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

No comments available.

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### Areas for Improvements

No comments available.

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## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	M.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	54%	67%
If someone bullies my friends or me at this program, an adult steps in to help.	41%	61%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around.	22%	20%
When I am in this program, I have had mean rumors or lies spread about me.	24%	21%

### Supportive Environment

In this program, I tell other youth when they do a good job or contribute to the group.	34%	47%
The adults in this program listen to what I have to say.	53%	60%
There is an adult at this program who really cares about me.	56%	67%

### Interaction

I feel like I belong at this program.	46%	56%
In this program, I get to help other people.	43%	58%
Since coming to this program, I am better at making friends.	48%	56%

### Engagement

I am interested in what we do in this program.	38%	57%
In this program, I get to choose what I do and how I do it.	26%	41%
In this program, I try new things.	41%	55%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=47; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 74%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	M.S. Overall 16-17
Since coming to this program, I get along better with other people my age.	38%	55%
This program helps me get along better with adults.	47%	53%
This program helps me get along with people my age who are different from me.	43%	55%
This program helps me try to understand how other people feel.	43%	50%

### Sense of Mastery

This program helps me feel like more of a leader.	36%	50%
This program helps me get better at things that I used to think were hard.	46%	55%
This program helps me to feel more confident about what I can do.	39%	58%

### Wellness Behaviors

Since coming to this program, I am better at saying "no" to things I know are wrong.	46%	58%
This program helps me exercise more.	50%	57%
This program helps me to learn how to be healthy.	48%	49%

### School Engagement

This program helps me feel happy to be at this school.	43%	51%
This program helps me feel more motivated to learn in school.	35%	55%
This program helps me to feel like a part of my school.	46%	55%

### College & Career Readiness

In this program, I learn about the kinds of jobs I'd like to have in the future.	36%	47%
This program helps me feel more confident about going to college.	45%	54%
This program helps me feel ready to go to high school.	54%	56%

### Academic Behaviors

Because of this program, I am better at getting my homework done.	50%	60%
Since coming to this program, I am better at setting goals for myself.	40%	51%
This program helps me to learn good study skills (like reading directions, taking tests).	30%	47%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=47; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 74%.

## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### ASCEND (K-8 Elementary)

**About this program:** Oakland Leaf After-School Program at ASCEND is a free program providing academic, enrichment, and recreation classes 5 days per week, August through June, for 177 days. The program serves students grades K-8 daily. The after-school community reflects the demographics of the school: 94% Latino, 92% Free Reduced Lunch and 60% English Language Learners. Oakland Leaf After School Program provides culturally relevant project-based classes with an emphasis on the arts, student identity and social justice. We provide students with limited economic resources opportunities to achieve academic success and develop into thoughtful, creative citizens.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16
Enrollment: Number of Youth Served	147	134	160	134	Progress Towards Attendance Target (CDE)		101%	100%
Enrollment: % Towards Projected	118%	122%	122%	123%	Average Program Attendance Rate		85%	84%
Units of Service (UOS): Total	60,856	57,923	51,070	59,528	Average Program Days Attended		121	128
UOS: % Towards Projected	103%	107%	137%	113%			118	132

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=147; "All E.S. 16-17" n=6,713; "This Program 15-16" n=160; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended		
School Day Attendance Rate		

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=None; "Host School" n=None.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	5%	2%
Asian/Pacific Islander	1%	2%
Latino/a	86%	94%
Native American	3%	0%
White	1%	1%
Multiple/Bi-Racial	5%	1%
Missing/Decline	0%	0%

##### % by Gender

	This Program	Host School
Female	49%	49%
Male	51%	51%

##### % English Learners

	This Program	Host School
English Learners		65%

##### % by Grade Level

	This Program	Host School
Kindergarten		11%
1st Grade		11%
2nd Grade		11%
3rd Grade		12%
4th Grade		11%
5th Grade		12%

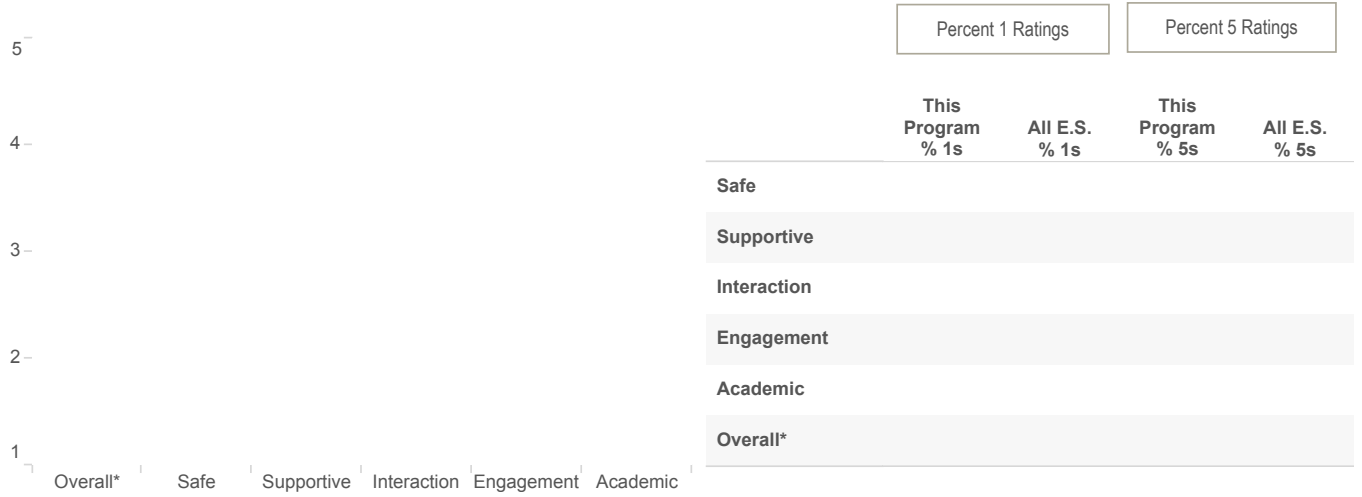
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=None; "Host School" n=None.

## Point of Service Quality

Site Visitor: Null

Assessment Tool Used: Null

Point of Service Quality Status: Null



\*Overall excludes Academic Climate score.  
Not all sites were observed in 2016-17 for Academic Climate.  
Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

Null

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### Areas for Improvements

Null

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## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	91%	78%
If my friends or I get bullied at this program, an adult steps in to help.	79%	72%
In this program, other kids hit or push me when they are not just playing around.	0%	16%
In this program, other kids spread mean rumors or lies about me.	3%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	56%	54%
The adults in this program listen to what I have to say.	85%	70%
There is an adult at this program who cares about me.	85%	80%

### Interaction

I feel like I belong at this program.	82%	67%
In this program, I get to help other people.	85%	69%
Since coming to this program, I am better at making friends.	82%	69%

### Engagement

I am interested in what we do in this program.	85%	69%
In this program, I get to choose what I do and how I do it.	41%	39%
In this program, I try new things.	88%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=34; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 49%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	82%	67%
This program helps me get along with kids who are different from me.	79%	68%
This program helps me get along with other people my age.	79%	70%
This program helps me try to understand how other people feel.	71%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	79%	72%
This program helps me feel like more of a leader.	76%	63%
This program helps me get better at things that I used to think were hard.	82%	70%

### Wellness Behaviors

This program helps me exercise more.	88%	70%
This program helps me say "no" to things I know are wrong.	62%	72%
This program helps me to learn how to be healthy.	85%	68%

### School Engagement

This program helps me feel excited to learn in school.	79%	63%
This program helps me feel happy to be at this school.	79%	68%
This program helps me to feel like a part of my school.	88%	69%

### College & Career Readiness

In this program, I learn more about college.	50%	45%
In this program, I learn of jobs I can have when I grow up.	76%	57%

### Academic Behaviors

This program helps me get my homework done.	79%	79%
This program helps me learn how to set goals for myself.	76%	68%
This program helps me learn ways to study (like reading directions).	74%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=34; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 49%.



## Oakland School-Based After School Programs 2016-17 Program Profile (Middle Schools)

### ASCEND (K-8 Middle)

**About this program:** Oakland Leaf After-School Program at ASCEND is a free program providing academic, enrichment, and recreation classes 5 days per week, August through June, for 177 days. The program serves students grades K-8 daily. The after-school community reflects the demographics of the school: 94% Latino, 92% Free Reduced Lunch and 60% English Language Learners. Oakland Leaf After School Program provides culturally relevant project-based classes with an emphasis on the arts, student identity and social justice. We provide students with limited economic resources opportunities to achieve academic success and develop into thoughtful, creative citizens.

#### Program Attendance and Enrollment

	This Program 16-17	All M.S. 16-17	This Program 15-16	All M.S. 15-16	This Program 16-17	All M.S. 16-17	This Program 15-16	All M.S. 15-16
Enrollment: Number of Youth Served	147	211	160	231	Progress Towards Attendance Target (CDE)		89%	75%
Enrollment: % Towards Projected	118%	134%	122%	170%	Average Program Attendance Rate		85%	73%
Units of Service (UOS): Total	60,856	68,952	51,070	53,119	Average Program Days Attended		121	104
UOS: % Towards Projected	103%	108%	137%	108%			118	91

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=147; "All M.S. 16-17" n=4,746; "This Program 15-16" n=160; "All M.S. 15-16" n=4,935.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended		
School Day Attendance Rate		

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=None; "Host School" n=None.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	5%	2%
Asian/Pacific Islander	1%	2%
Latino/a	86%	94%
Native American	3%	0%
White	1%	1%
Multiple/Bi-Racial	5%	1%
Missing/Decline	0%	0%

##### % English Learners

	This Program	Host School
English Learners		65%

##### % by Grade Level

	This Program	Host School
6th Grade		11%
7th Grade		10%
8th Grade		11%

##### % by Gender

	This Program	Host School
Female	49%	49%
Male	51%	51%

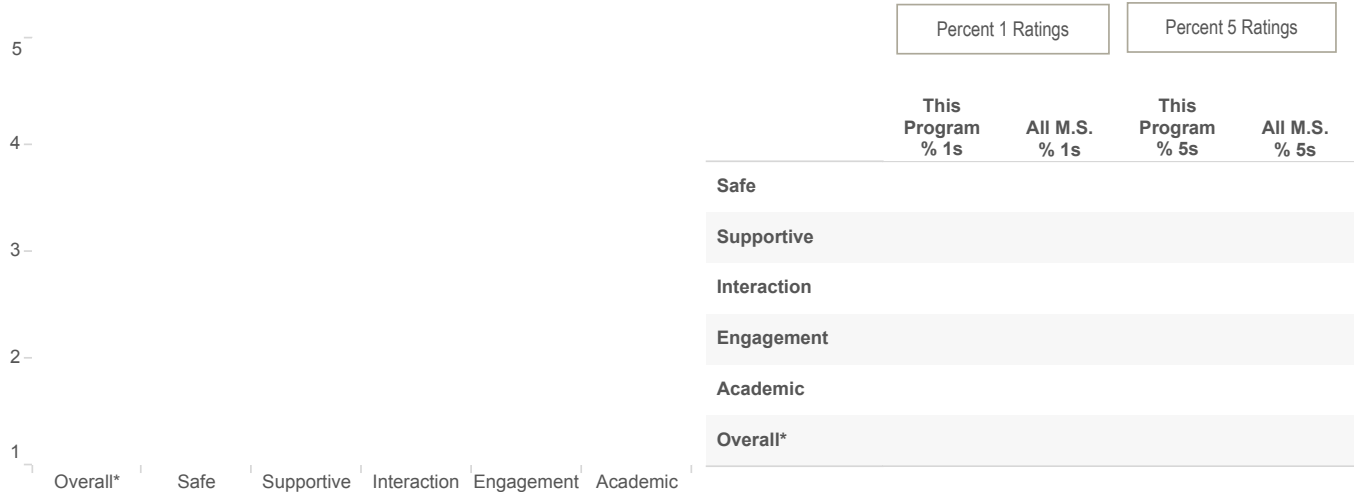
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=None; "Host School" n=None.

## Point of Service Quality

Site Visitor: Null

Assessment Tool Used: Null

Point of Service Quality Status: Null



\*Overall excludes Academic Climate score.  
Not all sites were observed in 2016-17 for Academic Climate.  
Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

Null  
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### Areas for Improvements

Null  
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## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	M.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	52%	67%
If someone bullies my friends or me at this program, an adult steps in to help.	63%	61%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around.	33%	20%
When I am in this program, I have had mean rumors or lies spread about me.	17%	21%

### Supportive Environment

In this program, I tell other youth when they do a good job or contribute to the group.	43%	47%
The adults in this program listen to what I have to say.	46%	60%
There is an adult at this program who really cares about me.	57%	67%

### Interaction

I feel like I belong at this program.	52%	56%
In this program, I get to help other people.	52%	58%
Since coming to this program, I am better at making friends.	42%	56%

### Engagement

I am interested in what we do in this program.	57%	57%
In this program, I get to choose what I do and how I do it.	21%	41%
In this program, I try new things.	54%	55%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=24; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 30%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	M.S. Overall 16-17
Since coming to this program, I get along better with other people my age.	50%	55%
This program helps me get along better with adults.	54%	53%
This program helps me get along with people my age who are different from me.	50%	55%
This program helps me try to understand how other people feel.	46%	50%

### Sense of Mastery

This program helps me feel like more of a leader.	50%	50%
This program helps me get better at things that I used to think were hard.	58%	55%
This program helps me to feel more confident about what I can do.	50%	58%

### Wellness Behaviors

Since coming to this program, I am better at saying "no" to things I know are wrong.	58%	58%
This program helps me exercise more.	75%	57%
This program helps me to learn how to be healthy.	54%	49%

### School Engagement

This program helps me feel happy to be at this school.	50%	51%
This program helps me feel more motivated to learn in school.	46%	55%
This program helps me to feel like a part of my school.	50%	55%

### College & Career Readiness

In this program, I learn about the kinds of jobs I'd like to have in the future.	54%	47%
This program helps me feel more confident about going to college.	50%	54%
This program helps me feel ready to go to high school.	50%	56%

### Academic Behaviors

Because of this program, I am better at getting my homework done.	58%	60%
Since coming to this program, I am better at setting goals for myself.	38%	51%
This program helps me to learn good study skills (like reading directions, taking tests).	33%	47%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=24; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 30%.

## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### Bella Vista

**About this program:** Bella Vista is an after-school learning program dedicated to fostering a college-going culture with all students and their families. Bella Vista serves students who attend Bella Vista Elementary School. This program operates 177 days a year, three hours each day, and provides all students with a number of learning activities, including academic support, educational enrichment, and engages parents.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	114	134	109	134	Progress Towards Attendance Target (CDE)	111%	101%	109%	100%
Enrollment: % Towards Projected	152%	122%	145%	123%	Average Program Attendance Rate	95%	84%	95%	89%
Units of Service (UOS): Total	55,586	57,923	55,320	59,528	Average Program Days Attended	147	128	156	132
UOS: % Towards Projected	127%	107%	123%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=114; "All E.S. 16-17" n=6,713; "This Program 15-16" n=109; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	173	160
School Day Attendance Rate	97%	94%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=114; "Host School" n=487.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	23%	21%
Asian/Pacific Islander	57%	47%
Latino/a	12%	22%
Native American	0%	1%
White	3%	5%
Multiple/Bi-Racial	4%	4%
Missing/Decline	1%	1%

##### % English Learners

	This Program	Host School
English Learners	37%	39%

##### % by Grade Level

	This Program	Host School
Kindergarten	15%	18%
1st Grade	11%	16%
2nd Grade	12%	17%
3rd Grade	19%	13%
4th Grade	22%	19%
5th Grade	21%	17%

##### % by Gender

	This Program	Host School
Female	42%	45%
Male	58%	55%

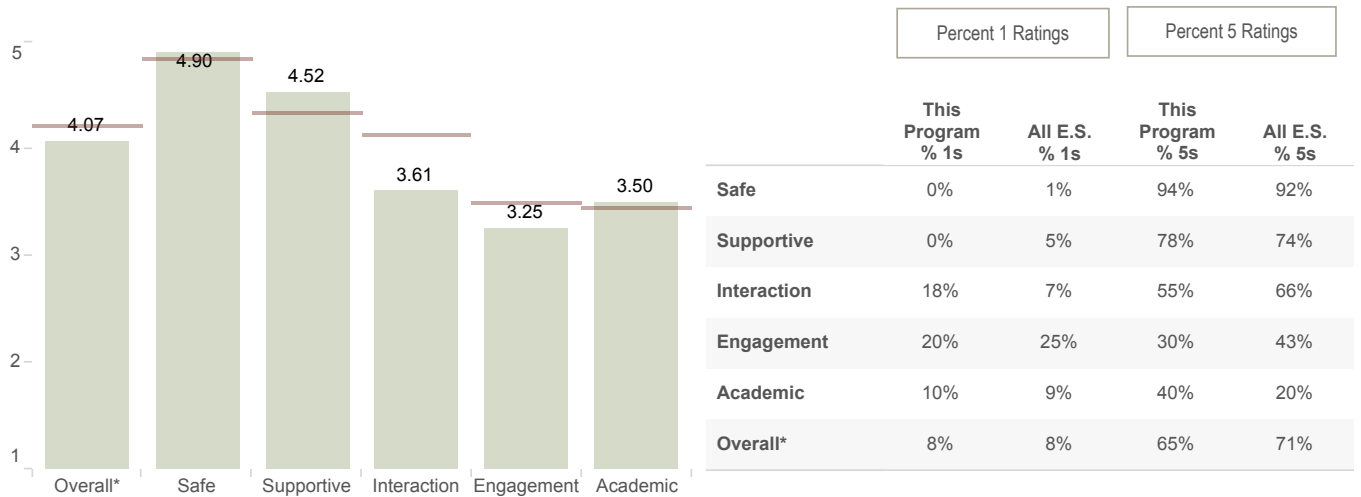
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=114; "Host School" n=487.

## Point of Service Quality

Site Visitor: Jocelyn Michelsen

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

1. Asking open-ended questions: Staff in each observed activity asked multiple open-ended questions, which is a great way to give youth the space to talk about what they are doing, practice group process skills, and help them develop their skills. 2. Reflection: All youth had multiple opportunities to reflect about the day's activities, and multiple reflection strategies were used to help youth think about it and share out. 3. Learning target: Each activity specifically linked the day's learning goals or targets to the different aspects of the lesson plan; the agenda and learning goals were shared with youth in each activity. This is a good way to help youth understand and internalize the skills they are developing and to help youth have ownership over aspects of the programming.

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### Areas for Improvements

1. Active engagement: Staff should work to ensure that in every activity, children have chances to engage with materials or ideas for at least half the time, to talk about what they are doing, and to make connections between the current activity and their previous experience or knowledge. This was observed in some activities, but not consistently throughout. 2. Structured opportunities for children to lead a group: This can happen in small ways during the activity, for example having one youth explain the rules of a game to the larger group, or having one youth be a reporter to the large group when sharing back about small group work. While not all children can lead during one day's activities, building in regular opportunities for a few children to lead portions of each activity will mean that over time, all youth get the chance to be leaders. 3. Planning: In each activity, youth should have regular opportunities to make plans about how the activity should be done (such as what order to do things, what supplies are needed, setting a goal for what should be accomplished). Chances for all youth to make plans using at least 2 strategies should feature in each lesson plan; this is a great way to help younger children work on articulating ideas, setting goals, and becoming active and engaged.

--

## Youth Survey Results by Point of Service Quality Domains

Safe Environment	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	73%	78%
If my friends or I get bullied at this program, an adult steps in to help.	65%	72%
In this program, other kids hit or push me when they are not just playing around.	19%	16%
In this program, other kids spread mean rumors or lies about me.	22%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	37%	54%
The adults in this program listen to what I have to say.	59%	70%
There is an adult at this program who cares about me.	67%	80%

### Interaction

I feel like I belong at this program.	50%	67%
In this program, I get to help other people.	64%	69%
Since coming to this program, I am better at making friends.	50%	69%

### Engagement

I am interested in what we do in this program.	44%	69%
In this program, I get to choose what I do and how I do it.	38%	39%
In this program, I try new things.	51%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=79; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 129%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	41%	67%
This program helps me get along with kids who are different from me.	59%	68%
This program helps me get along with other people my age.	48%	70%
This program helps me try to understand how other people feel.	45%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	54%	72%
This program helps me feel like more of a leader.	56%	63%
This program helps me get better at things that I used to think were hard.	52%	70%

### Wellness Behaviors

This program helps me exercise more.	41%	70%
This program helps me say "no" to things I know are wrong.	58%	72%
This program helps me to learn how to be healthy.	62%	68%

### School Engagement

This program helps me feel excited to learn in school.	49%	63%
This program helps me feel happy to be at this school.	47%	68%
This program helps me to feel like a part of my school.	47%	69%

### College & Career Readiness

In this program, I learn more about college.	62%	45%
In this program, I learn of jobs I can have when I grow up.	50%	57%

### Academic Behaviors

This program helps me get my homework done.	78%	79%
This program helps me learn how to set goals for myself.	57%	68%
This program helps me learn ways to study (like reading directions).	44%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=79; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 129%.



## Oakland School-Based After School Programs 2016-17 Program Profile (Middle Schools)

### Bret Harte

**About this program:** Oakland Leaf After-School Program at Bret Harte is a free program providing academic, enrichment, and recreation classes 5 days per week, August through June, for 177 days. The program serves students daily. The after-school community reflects the demographics of the school: 37% African Americans, 31% Latino, 16% Asian and 86% Free Reduced Lunch. Oakland Leaf After School Program provides culturally relevant project-based classes with an emphasis on the arts, student identity and social justice. We provide students with limited economic resources opportunities to achieve academic success and develop into thoughtful, creative citizens.

#### Program Attendance and Enrollment

	This Program 16-17	All M.S. 16-17	This Program 15-16	All M.S. 15-16	This Program 16-17	All M.S. 16-17	This Program 15-16	All M.S. 15-16	
Enrollment: Number of Youth Served	220	211	250	231	Progress Towards Attendance Target (CDE)	83%	89%	71%	75%
Enrollment: % Towards Projected	138%	134%	223%	170%	Average Program Attendance Rate	75%	73%	71%	72%
Units of Service (UOS): Total	67,191	68,952	59,896	53,119	Average Program Days Attended	98	104	85	91
UOS: % Towards Projected	100%	108%	113%	108%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=220; "All M.S. 16-17" n=4,746; "This Program 15-16" n=250; "All M.S. 15-16" n=4,935.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	159	138
School Day Attendance Rate	94%	93%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=219; "Host School" n=692.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	39%	26%
Asian/Pacific Islander	20%	16%
Latino/a	27%	47%
Native American	0%	0%
White	12%	7%
Multiple/Bi-Racial	1%	1%
Missing/Decline	2%	3%

##### % English Learners

	This Program	Host School
English Learners	26%	45%

##### % by Grade Level

	This Program	Host School
6th Grade	30%	27%
7th Grade	33%	27%
8th Grade	29%	28%

##### % by Gender

	This Program	Host School
Female	49%	47%
Male	51%	53%

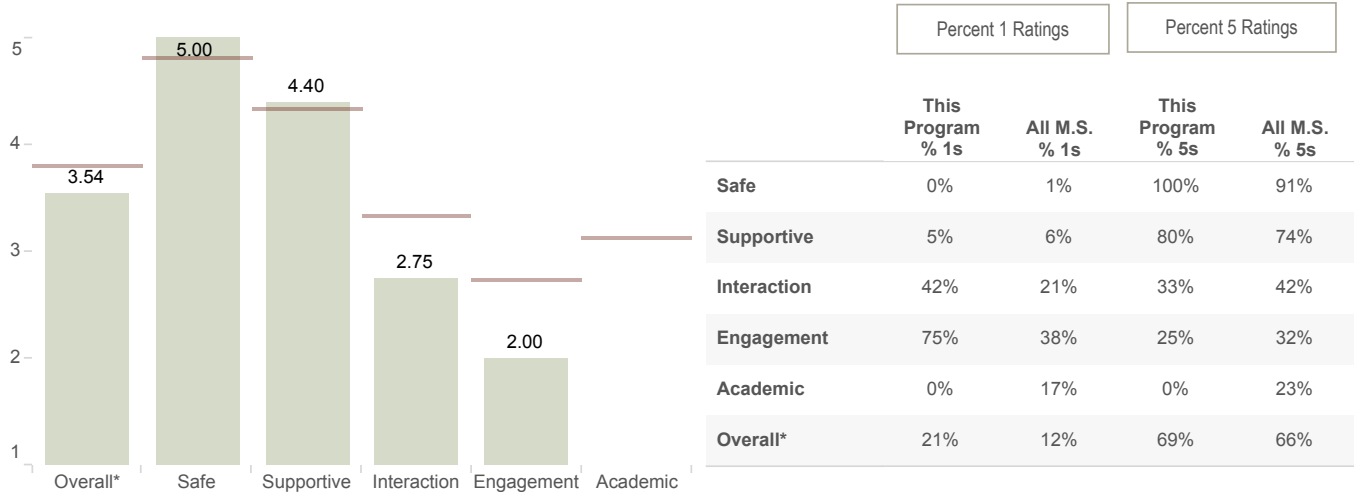
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=219; "Host School" n=692.

**Point of Service Quality**

Site Visitor: Darielle

Assessment Tool Used: YPQA

Point of Service Quality Status: Performing



	Percent 1 Ratings		Percent 5 Ratings	
	This Program % 1s	All M.S. % 1s	This Program % 5s	All M.S. % 5s
Safe	0%	1%	100%	91%
Supportive	5%	6%	80%	74%
Interaction	42%	21%	33%	42%
Engagement	75%	38%	25%	32%
Academic	0%	17%	0%	23%
Overall*	21%	12%	69%	66%

\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

**Point of Service Quality: Site Visitor's Comments**

**Program Strengths**

No comments available.  
 --

**Areas for Improvements**

No comments available.  
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## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	M.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	67%	67%
If someone bullies my friends or me at this program, an adult steps in to help.	60%	61%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around.	45%	20%
When I am in this program, I have had mean rumors or lies spread about me.	42%	21%

### Supportive Environment

In this program, I tell other youth when they do a good job or contribute to the group.	55%	47%
The adults in this program listen to what I have to say.	63%	60%
There is an adult at this program who really cares about me.	78%	67%

### Interaction

I feel like I belong at this program.	69%	56%
In this program, I get to help other people.	62%	58%
Since coming to this program, I am better at making friends.	61%	56%

### Engagement

I am interested in what we do in this program.	69%	57%
In this program, I get to choose what I do and how I do it.	40%	41%
In this program, I try new things.	66%	55%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=89; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 98%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	M.S. Overall 16-17
Since coming to this program, I get along better with other people my age.	58%	55%
This program helps me get along better with adults.	49%	53%
This program helps me get along with people my age who are different from me.	58%	55%
This program helps me try to understand how other people feel.	52%	50%

### Sense of Mastery

This program helps me feel like more of a leader.	56%	50%
This program helps me get better at things that I used to think were hard.	54%	55%
This program helps me to feel more confident about what I can do.	52%	58%

### Wellness Behaviors

Since coming to this program, I am better at saying "no" to things I know are wrong.	62%	58%
This program helps me exercise more.	69%	57%
This program helps me to learn how to be healthy.	47%	49%

### School Engagement

This program helps me feel happy to be at this school.	57%	51%
This program helps me feel more motivated to learn in school.	55%	55%
This program helps me to feel like a part of my school.	55%	55%

### College & Career Readiness

In this program, I learn about the kinds of jobs I'd like to have in the future.	51%	47%
This program helps me feel more confident about going to college.	54%	54%
This program helps me feel ready to go to high school.	62%	56%

### Academic Behaviors

Because of this program, I am better at getting my homework done.	70%	60%
Since coming to this program, I am better at setting goals for myself.	63%	51%
This program helps me to learn good study skills (like reading directions, taking tests).	51%	47%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=89; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 98%.

## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### Bridges Academy

**About this program:** Bay Area Community Resources provides comprehensive, high quality after school services at Bridges Academy for students in grades K-5, provided at the school site, 5 days/week, every school day during the year. Students receive targeted academic assistance to address their struggles in English and Math; enrichment activities that challenge them to build skills, work in teams, challenge themselves, and gain exposure to arts, science and culture, health and fitness; and social emotional learning built into all activities so that students feel safe and connected and form caring relationships.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	145	134	121	134	Progress Towards Attendance Target (CDE)	104%	101%	87%	100%
Enrollment: % Towards Projected	145%	122%	103%	123%	Average Program Attendance Rate	84%	84%	90%	89%
Units of Service (UOS): Total	46,745	57,923	35,310	59,528	Average Program Days Attended	108	128	112	132
UOS: % Towards Projected	98%	107%	108%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=145; "All E.S. 16-17" n=6,713; "This Program 15-16" n=121; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	169	160
School Day Attendance Rate	96%	96%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=145; "Host School" n=477.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	2%	5%
Asian/Pacific Islander	3%	3%
Latino/a	89%	88%
Native American	0%	0%
White	5%	2%
Multiple/Bi-Racial	0%	1%
Missing/Decline	1%	1%

##### % by Gender

	This Program	Host School
Female	53%	48%
Male	47%	52%

##### % English Learners

	This Program	Host School
English Learners	75%	76%

##### % by Grade Level

	This Program	Host School
Kindergarten	1%	17%
1st Grade	13%	19%
2nd Grade	22%	16%
3rd Grade	21%	17%
4th Grade	25%	16%
5th Grade	18%	15%

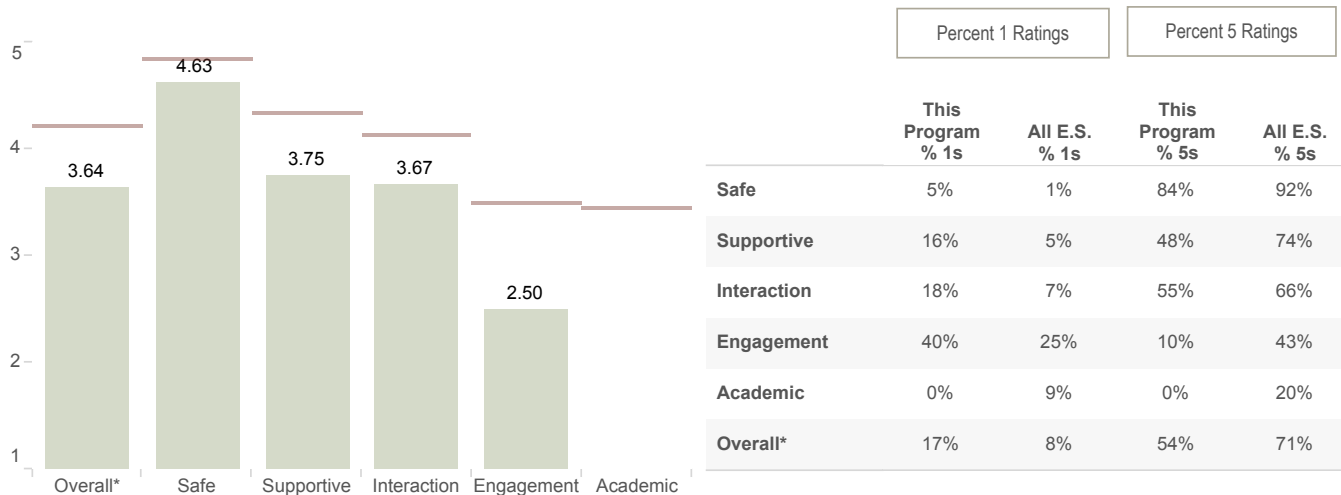
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=145; "Host School" n=477.

## Point of Service Quality

Site Visitor: Johanna

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

Warm Welcome & Interaction with adults: Your team is patient and helpful. They were extremely flexible and supportive during the STEAM activity.  
 School-Age Leadership: Youth were eager and quick to support each other when they felt challenged during homework and enrichment.

--

### Areas for Improvements

Reflection: There weren't multiple reflection strategies used. The one session fully observed, the instructor was partially engaged and was cleaning up.  
 School-Age leadership: Although there is an evident leadership group (of 5th graders) there was little support to have them be built into the lesson process. Often times, they were looking for something to do while the instructor led. There were missed opportunities for them to lead groups.

--

## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	62%	78%
If my friends or I get bullied at this program, an adult steps in to help.	66%	72%
In this program, other kids hit or push me when they are not just playing around.	25%	16%
In this program, other kids spread mean rumors or lies about me.	22%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	51%	54%
The adults in this program listen to what I have to say.	69%	70%
There is an adult at this program who cares about me.	60%	80%

### Interaction

I feel like I belong at this program.	55%	67%
In this program, I get to help other people.	68%	69%
Since coming to this program, I am better at making friends.	64%	69%

### Engagement

I am interested in what we do in this program.	69%	69%
In this program, I get to choose what I do and how I do it.	22%	39%
In this program, I try new things.	51%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=55; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 97%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	54%	67%
This program helps me get along with kids who are different from me.	57%	68%
This program helps me get along with other people my age.	61%	70%
This program helps me try to understand how other people feel.	54%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	66%	72%
This program helps me feel like more of a leader.	64%	63%
This program helps me get better at things that I used to think were hard.	69%	70%

### Wellness Behaviors

This program helps me exercise more.	55%	70%
This program helps me say "no" to things I know are wrong.	66%	72%
This program helps me to learn how to be healthy.	62%	68%

### School Engagement

This program helps me feel excited to learn in school.	60%	63%
This program helps me feel happy to be at this school.	68%	68%
This program helps me to feel like a part of my school.	70%	69%

### College & Career Readiness

In this program, I learn more about college.	35%	45%
In this program, I learn of jobs I can have when I grow up.	47%	57%

### Academic Behaviors

This program helps me get my homework done.	69%	79%
This program helps me learn how to set goals for myself.	54%	68%
This program helps me learn ways to study (like reading directions).	54%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=55; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 97%.



## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### Brookfield

**About this program:** Higher Ground Neighborhood Development Corp provides the comprehensive Lions Roar after school program which uses STEAM methodologies to expose students to relevant learning experiences that build on student competencies. The program also offers a well-rounded enrichment experience through Visual/Performing Arts, Health and Wellness and Community Service/Service Learning activities. The program operates for a minimum of 180 days, meeting from the end of the school day through at least 6:00pm.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	114	134	108	134	Progress Towards Attendance Target (CDE)	97%	101%	90%	100%
Enrollment: % Towards Projected	114%	122%	108%	123%	Average Program Attendance Rate	92%	84%	91%	89%
Units of Service (UOS): Total	52,006	57,923	48,032	59,528	Average Program Days Attended	132	128	133	132
UOS: % Towards Projected	111%	107%	104%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=114; "All E.S. 16-17" n=6,713; "This Program 15-16" n=108; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	153	153
School Day Attendance Rate	94%	93%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=114; "Host School" n=381.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	46%	27%
Asian/Pacific Islander	4%	8%
Latino/a	44%	61%
Native American	0%	0%
White	4%	2%
Multiple/Bi-Racial	2%	1%
Missing/Decline	0%	1%

##### % by Gender

	This Program	Host School
Female	53%	48%
Male	47%	52%

##### % English Learners

	This Program	Host School
English Learners	36%	54%

##### % by Grade Level

	This Program	Host School
Kindergarten	7%	16%
1st Grade	12%	19%
2nd Grade	19%	15%
3rd Grade	16%	17%
4th Grade	24%	17%
5th Grade	22%	17%

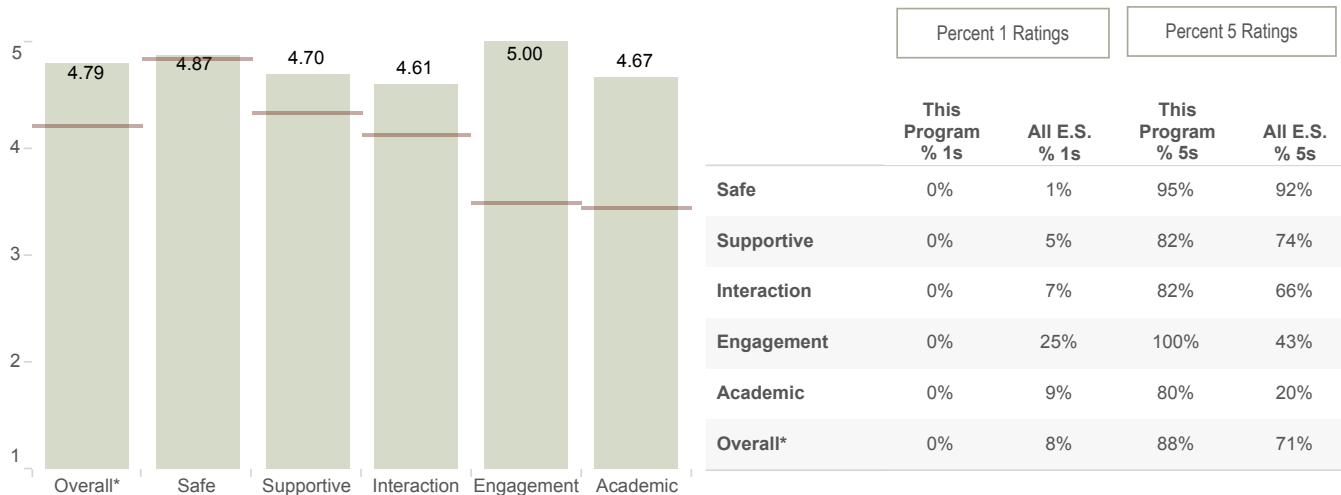
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=114; "Host School" n=381.

## Point of Service Quality

Site Visitor: Amy

Assessment Tool Used: SAPQA

Point of Service Quality Status: Thriving



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

Brookfield is an exemplar after school program and used last year's external assessment to make improvements in the program. Here are a few of the program's strengths  
 1) Staff developed high rapport with students by consistently asking them open-ended questions about making connections between topics covered in the school day and personal experience with the session. For example, in Community All Starz, students learned about planning, process of elimination and brainstorming. Staff asked children how they plan to apply these in their community, school-day learning and home. 2) Staff constantly encouraged children to reflect throughout the program. Children reflected at the end of each session by sharing how they felt about the session and what they would do differently for next time. At the end of the program, all children came together to do a large group reflection. 3) Staff was extremely warm to all children. Staff constantly asked children about their day and circulated to each child throughout each session.

--

### Areas for Improvements

Here are some suggested minor modifications to further improve programming: 1) Encourage healthy food to be served for Fun Friday Pot luck parties. Even though children received apples, yogurt and a juice box for their snack, children were served unhealthy foods, such as pizza, cupcakes and chips, during their potluck. 2) Provide opportunities for children to help each other. This would give children opportunities to share their knowledge or expertise with each other. 3) Encourage all children to try new skills or attempt new skills and model skills for all children. The visitor noticed staff only did this with some children when they circulated.

--

## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	73%	78%
If my friends or I get bullied at this program, an adult steps in to help.	80%	72%
In this program, other kids hit or push me when they are not just playing around.	54%	16%
In this program, other kids spread mean rumors or lies about me.	46%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	46%	54%
The adults in this program listen to what I have to say.	66%	70%
There is an adult at this program who cares about me.	71%	80%

### Interaction

I feel like I belong at this program.	71%	67%
In this program, I get to help other people.	67%	69%
Since coming to this program, I am better at making friends.	73%	69%

### Engagement

I am interested in what we do in this program.	66%	69%
In this program, I get to choose what I do and how I do it.	51%	39%
In this program, I try new things.	64%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=52; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 103%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	66%	67%
This program helps me get along with kids who are different from me.	78%	68%
This program helps me get along with other people my age.	74%	70%
This program helps me try to understand how other people feel.	76%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	79%	72%
This program helps me feel like more of a leader.	76%	63%
This program helps me get better at things that I used to think were hard.	75%	70%

### Wellness Behaviors

This program helps me exercise more.	67%	70%
This program helps me say "no" to things I know are wrong.	71%	72%
This program helps me to learn how to be healthy.	75%	68%

### School Engagement

This program helps me feel excited to learn in school.	65%	63%
This program helps me feel happy to be at this school.	61%	68%
This program helps me to feel like a part of my school.	73%	69%

### College & Career Readiness

In this program, I learn more about college.	70%	45%
In this program, I learn of jobs I can have when I grow up.	72%	57%

### Academic Behaviors

This program helps me get my homework done.	73%	79%
This program helps me learn how to set goals for myself.	74%	68%
This program helps me learn ways to study (like reading directions).	65%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=52; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 103%.

## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### Burckhalter

**About this program:** After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school. Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	140	134	136	134	Progress Towards Attendance Target (CDE)	127%	101%	123%	100%
Enrollment: % Towards Projected	140%	122%	136%	123%	Average Program Attendance Rate	85%	84%	90%	89%
Units of Service (UOS): Total	68,730	57,923	67,908	59,528	Average Program Days Attended	137	128	139	132
UOS: % Towards Projected	100%	107%	100%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=140; "All E.S. 16-17" n=6,713; "This Program 15-16" n=136; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	165	155
School Day Attendance Rate	95%	93%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=140; "Host School" n=276.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	75%	72%
Asian/Pacific Islander	6%	7%
Latino/a	13%	12%
Native American	0%	0%
White	1%	2%
Multiple/Bi-Racial	6%	7%
Missing/Decline	0%	1%

##### % by Gender

	This Program	Host School
Female	49%	43%
Male	51%	57%

##### % English Learners

	This Program	Host School
English Learners	8%	9%

##### % by Grade Level

	This Program	Host School
Kindergarten	16%	15%
1st Grade	16%	17%
2nd Grade	17%	18%
3rd Grade	17%	16%
4th Grade	15%	15%
5th Grade	18%	19%

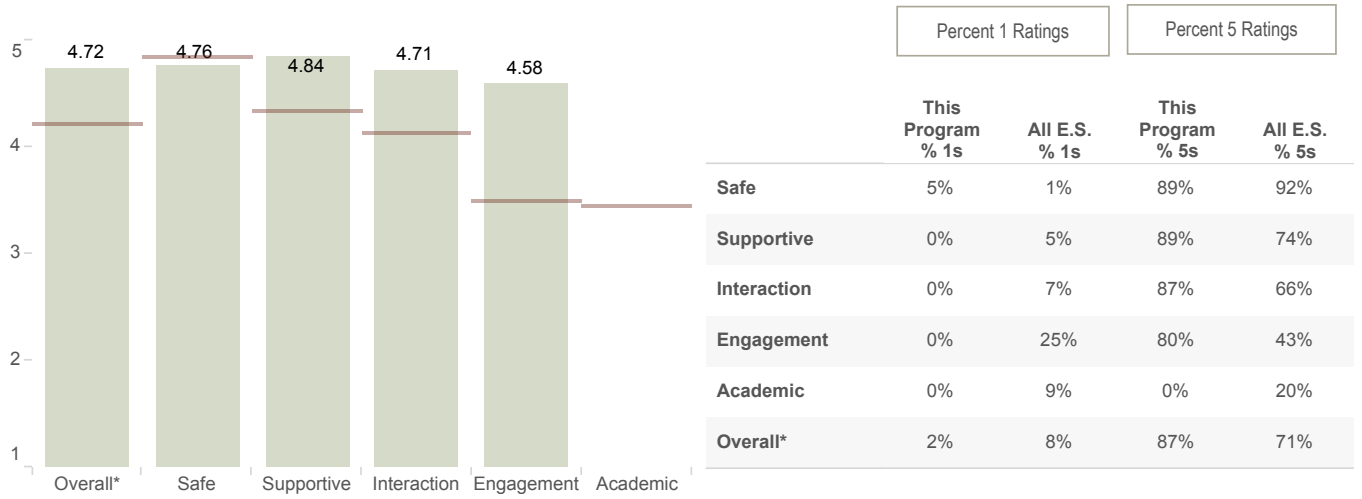
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=140; "Host School" n=276.

**Point of Service Quality**

Site Visitor: Gabby

Assessment Tool Used: SAPQA

Point of Service Quality Status: Thriving



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

**Point of Service Quality: Site Visitor's Comments**

**Program Strengths**

The afterschool program at Burckhalter was very impressive! It was clear that staff and student connections are both strong and caring. Children clearly identify with the programs offerings; both you and your instructors are all very skilled and are doing an amazing job.

--

**Areas for Improvements**

The only areas I noted for improvement were giving youth more leadership opportunities and session flow, although the day I was there snack was delivered quite late, which made the flow a bit more difficult. You should be very proud of your program.

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## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	68%	78%
If my friends or I get bullied at this program, an adult steps in to help.	65%	72%
In this program, other kids hit or push me when they are not just playing around.	23%	16%
In this program, other kids spread mean rumors or lies about me.	30%	20%
<b>Supportive Environment</b>		
In this program, I tell other kids when they do a good job.	53%	54%
The adults in this program listen to what I have to say.	54%	70%
There is an adult at this program who cares about me.	65%	80%
<b>Interaction</b>		
I feel like I belong at this program.	60%	67%
In this program, I get to help other people.	61%	69%
Since coming to this program, I am better at making friends.	62%	69%
<b>Engagement</b>		
I am interested in what we do in this program.	59%	69%
In this program, I get to choose what I do and how I do it.	22%	39%
In this program, I try new things.	69%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=61; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 87%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	60%	67%
This program helps me get along with kids who are different from me.	59%	68%
This program helps me get along with other people my age.	62%	70%
This program helps me try to understand how other people feel.	68%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	73%	72%
This program helps me feel like more of a leader.	55%	63%
This program helps me get better at things that I used to think were hard.	63%	70%

### Wellness Behaviors

This program helps me exercise more.	62%	70%
This program helps me say "no" to things I know are wrong.	73%	72%
This program helps me to learn how to be healthy.	56%	68%

### School Engagement

This program helps me feel excited to learn in school.	57%	63%
This program helps me feel happy to be at this school.	59%	68%
This program helps me to feel like a part of my school.	60%	69%

### College & Career Readiness

In this program, I learn more about college.	31%	45%
In this program, I learn of jobs I can have when I grow up.	49%	57%

### Academic Behaviors

This program helps me get my homework done.	72%	79%
This program helps me learn how to set goals for myself.	75%	68%
This program helps me learn ways to study (like reading directions).	56%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=61; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 87%.



## Oakland School-Based After School Programs 2016-17 Program Profile (Middle Schools)

### Coliseum College Prep Academy (Middle School)

**About this program:** The Coliseum College Preparatory Academy After School Program supports a delivery of a high quality, college prep education for historically underserved students in East Oakland. In alignment with the school vision, the program will meet the unique needs of students, capitalize on their passion, connect their learning to the real world, and require students to demonstrate what they learn. To achieve this vision, the program provides academic support, sports, enrichment opportunities, and youth leadership development for all students. All services are implemented collaboratively with students and families.

#### Program Attendance and Enrollment

	This Program 16-17	All M.S. 16-17	This Program 15-16	All M.S. 15-16	This Program 16-17	All M.S. 16-17	This Program 15-16	All M.S. 15-16	
Enrollment: Number of Youth Served	209	211	211	231	Progress Towards Attendance Target (CDE)	121%	89%	112%	75%
Enrollment: % Towards Projected	105%	134%	118%	170%	Average Program Attendance Rate	79%	73%	80%	72%
Units of Service (UOS): Total	53,444	68,952	39,218	53,119	Average Program Days Attended	116	104	111	91
UOS: % Towards Projected	96%	108%	164%	108%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=209; "All M.S. 16-17" n=4,746; "This Program 15-16" n=211; "All M.S. 15-16" n=4,935.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	169	169
School Day Attendance Rate	96%	96%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=209; "Host School" n=207.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	14%	14%
Asian/Pacific Islander	2%	2%
Latino/a	83%	83%
Native American	0%	0%
White	0%	0%
Multiple/Bi-Racial	0%	0%
Missing/Decline	0%	0%

##### % English Learners

	This Program	Host School
English Learners	36%	36%

##### % by Grade Level

	This Program	Host School
6th Grade	32%	32%
7th Grade	34%	34%
8th Grade	34%	34%

##### % by Gender

	This Program	Host School
Female	48%	48%
Male	52%	52%

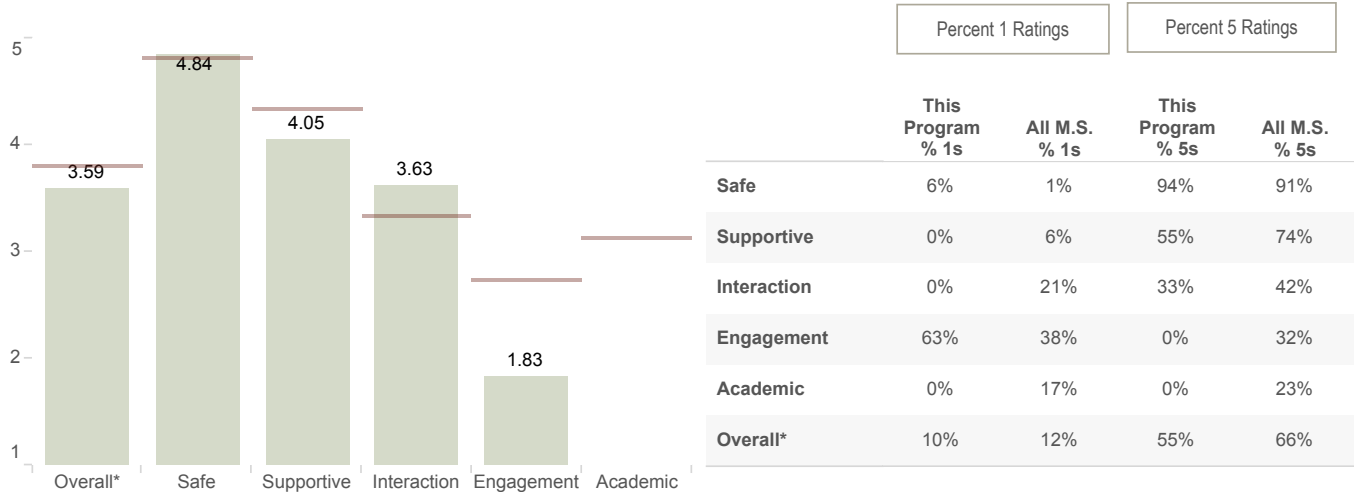
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=209; "Host School" n=207.

## Point of Service Quality

Site Visitor: Kenya

Assessment Tool Used: YPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

No comments available.

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### Areas for Improvements

No comments available.

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## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	M.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	53%	67%
If someone bullies my friends or me at this program, an adult steps in to help.	46%	61%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around.	13%	20%
When I am in this program, I have had mean rumors or lies spread about me.	16%	21%
<b>Supportive Environment</b>		
In this program, I tell other youth when they do a good job or contribute to the group.	29%	47%
The adults in this program listen to what I have to say.	44%	60%
There is an adult at this program who really cares about me.	49%	67%
<b>Interaction</b>		
I feel like I belong at this program.	37%	56%
In this program, I get to help other people.	40%	58%
Since coming to this program, I am better at making friends.	45%	56%
<b>Engagement</b>		
I am interested in what we do in this program.	39%	57%
In this program, I get to choose what I do and how I do it.	25%	41%
In this program, I try new things.	36%	55%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=142; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 139%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	M.S. Overall 16-17
Since coming to this program, I get along better with other people my age.	44%	55%
This program helps me get along better with adults.	33%	53%
This program helps me get along with people my age who are different from me.	40%	55%
This program helps me try to understand how other people feel.	34%	50%

### Sense of Mastery

This program helps me feel like more of a leader.	32%	50%
This program helps me get better at things that I used to think were hard.	40%	55%
This program helps me to feel more confident about what I can do.	44%	58%

### Wellness Behaviors

Since coming to this program, I am better at saying "no" to things I know are wrong.	45%	58%
This program helps me exercise more.	44%	57%
This program helps me to learn how to be healthy.	31%	49%

### School Engagement

This program helps me feel happy to be at this school.	31%	51%
This program helps me feel more motivated to learn in school.	41%	55%
This program helps me to feel like a part of my school.	38%	55%

### College & Career Readiness

In this program, I learn about the kinds of jobs I'd like to have in the future.	23%	47%
This program helps me feel more confident about going to college.	43%	54%
This program helps me feel ready to go to high school.	49%	56%

### Academic Behaviors

Because of this program, I am better at getting my homework done.	63%	60%
Since coming to this program, I am better at setting goals for myself.	37%	51%
This program helps me to learn good study skills (like reading directions, taking tests).	35%	47%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=142; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 139%.

## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### Cleveland

**About this program:** Cleveland is an after-school learning program dedicated to fostering a college-going culture with all students and their families. Cleveland serves students who attend Cleveland Elementary School. This program operates 177 days a year, three hours each day, and provides all students with a number of learning activities, including academic support, educational enrichment, and engages parents.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	104	134	101	134	Progress Towards Attendance Target (CDE)	113%	101%	102%	100%
Enrollment: % Towards Projected	139%	122%	135%	123%	Average Program Attendance Rate	82%	84%	91%	89%
Units of Service (UOS): Total	56,844	57,923	51,584	59,528	Average Program Days Attended	164	128	157	132
UOS: % Towards Projected	131%	107%	118%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=104; "All E.S. 16-17" n=6,713; "This Program 15-16" n=101; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	172	169
School Day Attendance Rate	97%	96%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=104; "Host School" n=430.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	24%	20%
Asian/Pacific Islander	46%	36%
Latino/a	9%	12%
Native American	0%	0%
White	6%	15%
Multiple/Bi-Racial	14%	15%
Missing/Decline	2%	2%

##### % by Gender

	This Program	Host School
Female	48%	47%
Male	52%	53%

##### % English Learners

	This Program	Host School
English Learners	17%	18%

##### % by Grade Level

	This Program	Host School
Kindergarten	11%	18%
1st Grade	16%	18%
2nd Grade	14%	15%
3rd Grade	24%	19%
4th Grade	18%	15%
5th Grade	16%	15%

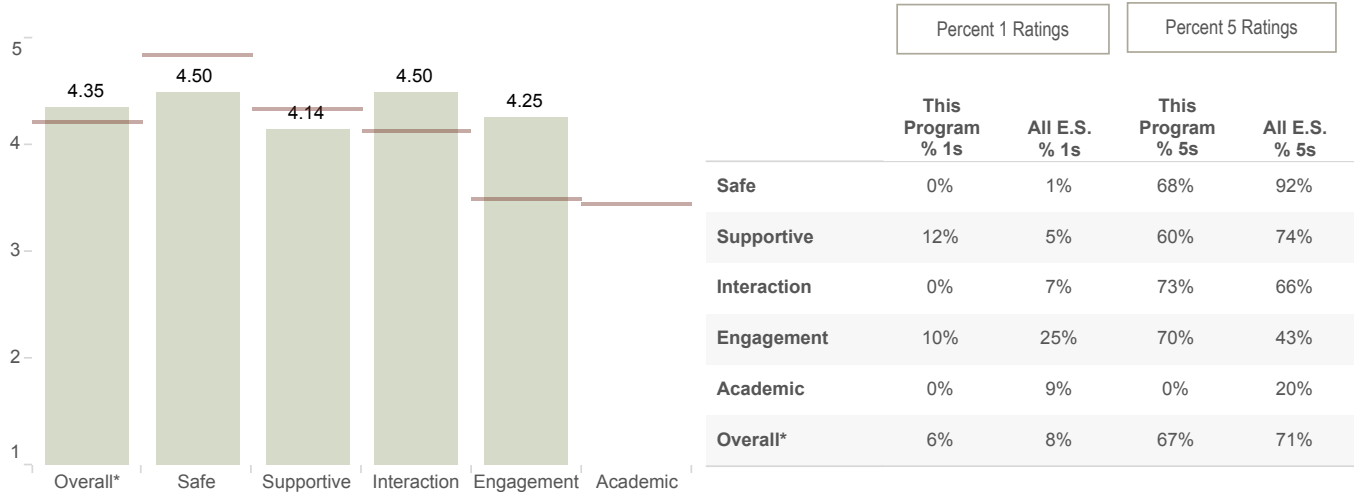
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=104; "Host School" n=430.

## Point of Service Quality

Site Visitor: Samantha

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

Based on my observations, your program strengths include:

- Interaction: Belonging, Items 1, 2, 3 and 4.
- Interaction: School-Age Leadership, Items 1, 2 and 3.
- Engagement: Reflection, Items 1, 2 and 3.
- Supportive Environment: Warm Welcome, Items 1, 2 and 3.

### Areas for Improvements

- I encourage you and your team to note my ratings on:
- Engagement: School-Age Planning, Items 2 and 3
  - Supportive Environment: Encouragement, Item 1.
  - Supportive Environment: Child-Centered Space, Items 1, 2, 5.

## Youth Survey Results by Point of Service Quality Domains

Safe Environment	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	87%	78%
If my friends or I get bullied at this program, an adult steps in to help.	66%	72%
In this program, other kids hit or push me when they are not just playing around.	18%	16%
In this program, other kids spread mean rumors or lies about me.	29%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	38%	54%
The adults in this program listen to what I have to say.	62%	70%
There is an adult at this program who cares about me.	82%	80%

### Interaction

I feel like I belong at this program.	62%	67%
In this program, I get to help other people.	66%	69%
Since coming to this program, I am better at making friends.	58%	69%

### Engagement

I am interested in what we do in this program.	57%	69%
In this program, I get to choose what I do and how I do it.	21%	39%
In this program, I try new things.	57%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=61; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 101%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	53%	67%
This program helps me get along with kids who are different from me.	50%	68%
This program helps me get along with other people my age.	51%	70%
This program helps me try to understand how other people feel.	72%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	60%	72%
This program helps me feel like more of a leader.	60%	63%
This program helps me get better at things that I used to think were hard.	62%	70%

### Wellness Behaviors

This program helps me exercise more.	72%	70%
This program helps me say "no" to things I know are wrong.	57%	72%
This program helps me to learn how to be healthy.	66%	68%

### School Engagement

This program helps me feel excited to learn in school.	52%	63%
This program helps me feel happy to be at this school.	57%	68%
This program helps me to feel like a part of my school.	69%	69%

### College & Career Readiness

In this program, I learn more about college.	43%	45%
In this program, I learn of jobs I can have when I grow up.	49%	57%

### Academic Behaviors

This program helps me get my homework done.	88%	79%
This program helps me learn how to set goals for myself.	68%	68%
This program helps me learn ways to study (like reading directions).	52%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=61; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 101%.



## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### Community United

**About this program:** Communities United Elementary School After School Program supports the delivery of high quality developmentally appropriate academic and enrichment activities for historically underserved elementary students in East Oakland. In alignment with the regular school day, the program will provide academic and enrichment activities that will help build a strong foundation for on-going student engagement and success. Program activities include: STEM, literacy development, gardening, nutrition, community building, sports, and recreation, with an emphasis on gender programming for 4th and 5th graders. The program will serve 1st - 5th graders.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	114	134	137	134	Progress Towards Attendance Target (CDE)	83%	101%	114%	100%
Enrollment: % Towards Projected	116%	122%	114%	123%	Average Program Attendance Rate	85%	84%	90%	89%
Units of Service (UOS): Total	46,121	57,923	67,714	59,528	Average Program Days Attended	110	128	128	132
UOS: % Towards Projected	93%	107%	118%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=114; "All E.S. 16-17" n=6,713; "This Program 15-16" n=137; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	163	160
School Day Attendance Rate	95%	94%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=114; "Host School" n=411.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	27%	22%
Asian/Pacific Islander	2%	4%
Latino/a	62%	68%
Native American	0%	0%
White	5%	2%
Multiple/Bi-Racial	3%	1%
Missing/Decline	2%	3%

##### % by Gender

	This Program	Host School
Female	52%	48%
Male	48%	52%

##### % English Learners

	This Program	Host School
English Learners	51%	56%

##### % by Grade Level

	This Program	Host School
Kindergarten	3%	17%
1st Grade	15%	15%
2nd Grade	17%	18%
3rd Grade	19%	17%
4th Grade	25%	17%
5th Grade	20%	16%

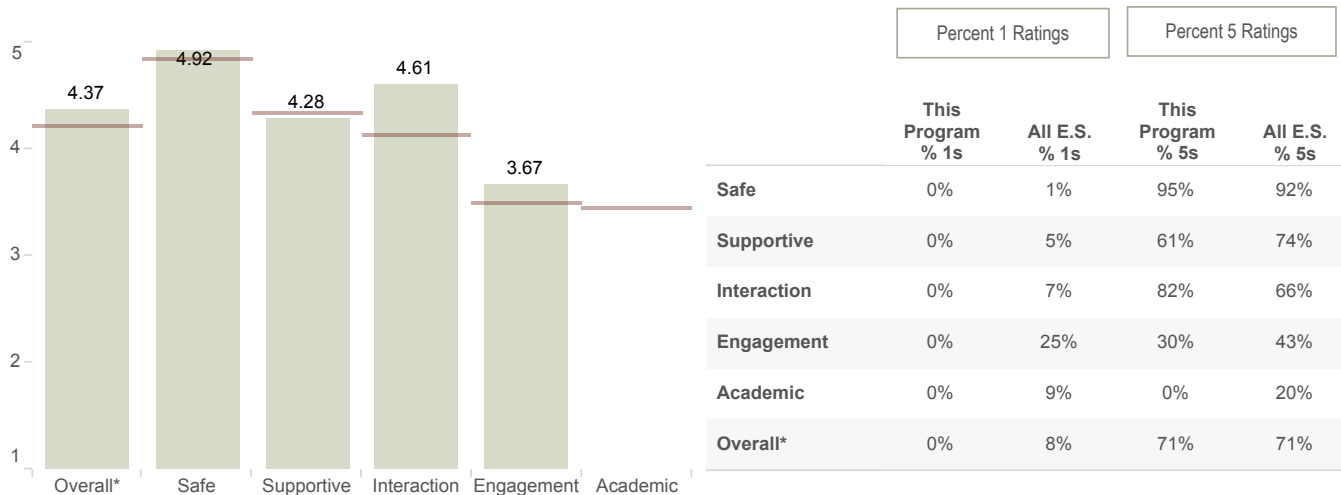
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=114; "Host School" n=411.

## Point of Service Quality

Site Visitor: Reka

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

Based on my observations at your program, it was evident that all of your staff really cared for the students. The adult interactions with the students were very positive and staff were prepared for their classes. Your staff had students engaging with materials and ideas and the staff did a great job modeling and breaking down tasks into smaller steps. More specifically under Interaction Domain: "structured opportunities to lead" each of your classes showed a unique way of allowing students to be leaders.

--

### Areas for Improvements

I encourage you and your team to note my ratings on the Engagement Domain and more specifically under the reflection indicator. Reflection was not evident in all classes and when reflection was seen there was only one strategy used.

--

## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	90%	78%
If my friends or I get bullied at this program, an adult steps in to help.	82%	72%
In this program, other kids hit or push me when they are not just playing around.	8%	16%
In this program, other kids spread mean rumors or lies about me.	19%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	49%	54%
The adults in this program listen to what I have to say.	87%	70%
There is an adult at this program who cares about me.	95%	80%

### Interaction

I feel like I belong at this program.	87%	67%
In this program, I get to help other people.	82%	69%
Since coming to this program, I am better at making friends.	71%	69%

### Engagement

I am interested in what we do in this program.	69%	69%
In this program, I get to choose what I do and how I do it.	23%	39%
In this program, I try new things.	79%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=39; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 133%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	84%	67%
This program helps me get along with kids who are different from me.	76%	68%
This program helps me get along with other people my age.	74%	70%
This program helps me try to understand how other people feel.	72%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	84%	72%
This program helps me feel like more of a leader.	69%	63%
This program helps me get better at things that I used to think were hard.	82%	70%

### Wellness Behaviors

This program helps me exercise more.	74%	70%
This program helps me say "no" to things I know are wrong.	77%	72%
This program helps me to learn how to be healthy.	69%	68%

### School Engagement

This program helps me feel excited to learn in school.	77%	63%
This program helps me feel happy to be at this school.	82%	68%
This program helps me to feel like a part of my school.	77%	69%

### College & Career Readiness

In this program, I learn more about college.	56%	45%
In this program, I learn of jobs I can have when I grow up.	62%	57%

### Academic Behaviors

This program helps me get my homework done.	95%	79%
This program helps me learn how to set goals for myself.	82%	68%
This program helps me learn ways to study (like reading directions).	85%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=39; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 133%.

## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### East Oakland Pride

**About this program:** The East Oakland Pride Elementary After School Program will provide a safe, supportive afterschool program for low-income students from this high-need East Oakland neighborhood. The youth development-based program design addresses students' academic and enrichment needs, while promoting better attendance in school. Academic support will include literacy, homework help, academic enrichment, and support for English Language Learners, all linked to school-day programming. Enrichment activities include sports, fitness, STEM, visual/performing arts, and educational garden-based activities.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	102	134	133	134	Progress Towards Attendance Target (CDE)	81%	101%	93%	100%
Enrollment: % Towards Projected	94%	122%	133%	123%	Average Program Attendance Rate	83%	84%	90%	89%
Units of Service (UOS): Total	42,291	57,923	46,770	59,528	Average Program Days Attended	120	128	109	132
UOS: % Towards Projected	72%	107%	98%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=102; "All E.S. 16-17" n=6,713; "This Program 15-16" n=133; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	163	157
School Day Attendance Rate	94%	93%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=102; "Host School" n=404.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	29%	23%
Asian/Pacific Islander	2%	4%
Latino/a	64%	68%
Native American	0%	0%
White	1%	1%
Multiple/Bi-Racial	4%	2%
Missing/Decline	0%	2%

##### % by Gender

	This Program	Host School
Female	55%	45%
Male	45%	55%

##### % English Learners

	This Program	Host School
English Learners	52%	55%

##### % by Grade Level

	This Program	Host School
Kindergarten	0%	15%
1st Grade	17%	16%
2nd Grade	23%	16%
3rd Grade	26%	19%
4th Grade	18%	17%
5th Grade	16%	17%

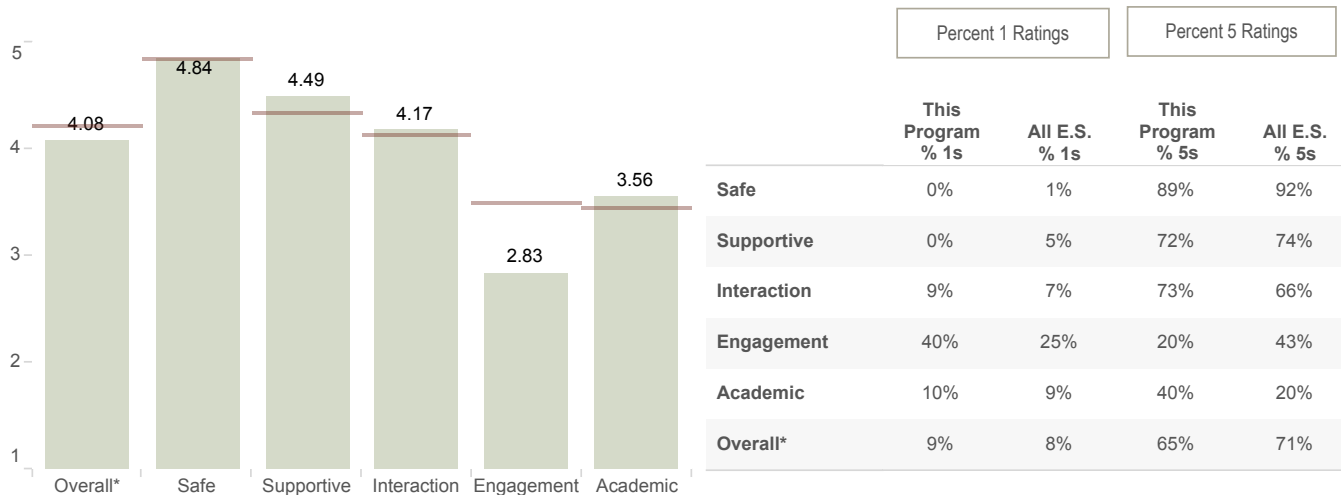
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=102; "Host School" n=404.

## Point of Service Quality

Site Visitor: Jhumpa Bhattacharya

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

This program had many strengths. A few to highlight are how well staff model tasks for students, providing a warm and friendly environment and being organized and having a good session flow.

--

### Areas for Improvements

There were a few areas that could be improved upon. The first is providing more planning opportunities for students. Including things like a brainstorm before an activity begins, or pairing students up to talk about how they think they should approach an activity are good ways to include planning within programming. The program can also do better at providing more school-aged leadership opportunities. On the day of observation, no leadership opportunities were observed. Lastly, the staff can do better at providing a warm welcome to all students at the start of each new session. Best practice tell us that by saying something like, "Welcome everyone, now we will be doing X" is a great way to ensure all students receive a welcome at the start of each session.

--

## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	46%	78%
If my friends or I get bullied at this program, an adult steps in to help.	47%	72%
In this program, other kids hit or push me when they are not just playing around.	22%	16%
In this program, other kids spread mean rumors or lies about me.	35%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	39%	54%
The adults in this program listen to what I have to say.	58%	70%
There is an adult at this program who cares about me.	47%	80%

### Interaction

I feel like I belong at this program.	38%	67%
In this program, I get to help other people.	54%	69%
Since coming to this program, I am better at making friends.	58%	69%

### Engagement

I am interested in what we do in this program.	35%	69%
In this program, I get to choose what I do and how I do it.	16%	39%
In this program, I try new things.	47%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=38; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 87%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	42%	67%
This program helps me get along with kids who are different from me.	51%	68%
This program helps me get along with other people my age.	50%	70%
This program helps me try to understand how other people feel.	45%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	50%	72%
This program helps me feel like more of a leader.	34%	63%
This program helps me get better at things that I used to think were hard.	43%	70%

### Wellness Behaviors

This program helps me exercise more.	45%	70%
This program helps me say "no" to things I know are wrong.	45%	72%
This program helps me to learn how to be healthy.	56%	68%

### School Engagement

This program helps me feel excited to learn in school.	37%	63%
This program helps me feel happy to be at this school.	47%	68%
This program helps me to feel like a part of my school.	38%	69%

### College & Career Readiness

In this program, I learn more about college.	32%	45%
In this program, I learn of jobs I can have when I grow up.	47%	57%

### Academic Behaviors

This program helps me get my homework done.	62%	79%
This program helps me learn how to set goals for myself.	51%	68%
This program helps me learn ways to study (like reading directions).	51%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=38; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 87%.



## Oakland School-Based After School Programs 2016-17 Program Profile (Middle Schools)

### Edna Brewer

**About this program:** Edna Brewer is an after-school learning program dedicated to fostering a college-going culture with all students and their families. Edna Brewer serves students who attend Edna Brewer Middle School. This program operates 177 days a year, three hours each day, and provides all students with a number of learning activities, including academic support and educational enrichment, and engages parents.

#### Program Attendance and Enrollment

	This Program 16-17	All M.S. 16-17	This Program 15-16	All M.S. 15-16	This Program 16-17	All M.S. 16-17	This Program 15-16	All M.S. 15-16	
Enrollment: Number of Youth Served	178	211	183	231	Progress Towards Attendance Target (CDE)	92%	89%	63%	75%
Enrollment: % Towards Projected	123%	134%	107%	170%	Average Program Attendance Rate	94%	73%	78%	72%
Units of Service (UOS): Total	94,977	68,952	36,115	53,119	Average Program Days Attended	161	104	65	91
UOS: % Towards Projected	113%	108%	100%	108%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=178; "All M.S. 16-17" n=4,746; "This Program 15-16" n=183; "All M.S. 15-16" n=4,935.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	174	170
School Day Attendance Rate	97%	96%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=178; "Host School" n=818.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	32%	26%
Asian/Pacific Islander	40%	31%
Latino/a	13%	20%
Native American	1%	1%
White	7%	15%
Multiple/Bi-Racial	6%	6%
Missing/Decline	1%	1%

##### % English Learners

	This Program	Host School
English Learners	3%	7%

##### % by Grade Level

	This Program	Host School
6th Grade	56%	33%
7th Grade	28%	34%
8th Grade	16%	33%

##### % by Gender

	This Program	Host School
Female	55%	52%
Male	45%	48%

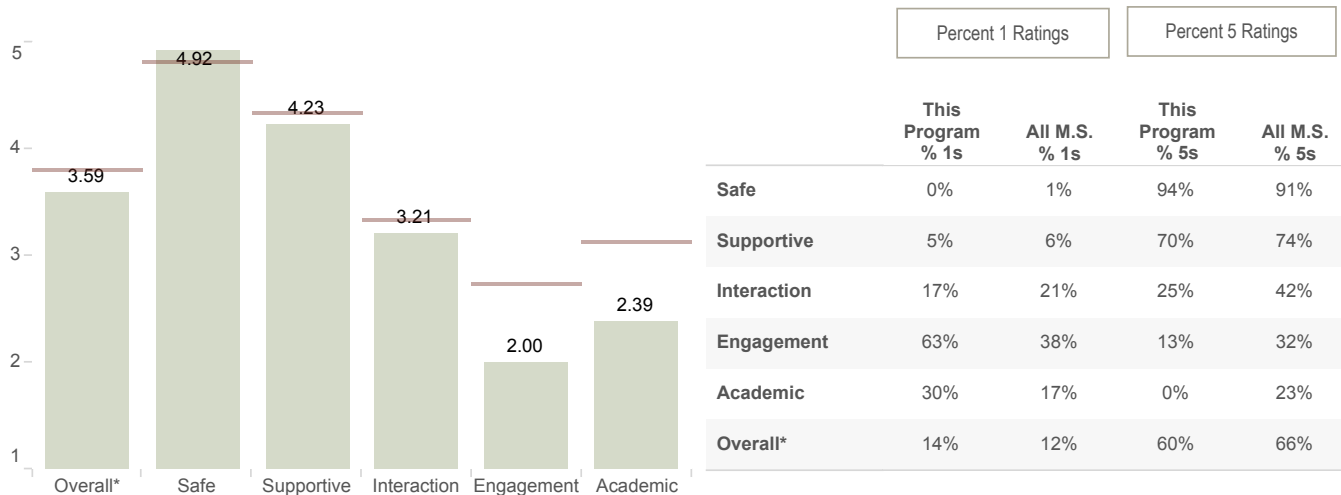
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=178; "Host School" n=818.

## Point of Service Quality

Site Visitor: Jhumpa Bhattacharya

Assessment Tool Used: YPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

Overall, this is a good program with many strengths. Staff are very warm and friendly and youth get along very well with each other. The program is highly organized and runs very smoothly. All classes started and ended on time and students knew what to expect in terms of their daily schedule. The program also does a very good job at engaging students, particularly during Enrichment. During enrichment, students were encouraged to talk about what they were doing with one another and they were highly engaged with their activities. The cooking class in particular did an outstanding job at allowing students to direct the meal as they wanted, giving them lots of agency.

### Areas for Improvements

There were a few areas that could use some improvement. The first is intentionally providing opportunities for students to plan during program time. Examples of planning could be doing a brainstorm before starting an activity or pair sharing thoughts about how they want to tackle a task before starting are ways to incorporate more planning into programming. Another area of improvement is to add in more reflection opportunities. On the day of observation, students were not lead through an intentional reflection in any of the sessions observed. Including a check out question at the close of each session where staff asks, "What is one thing you learned today?" or "How can we make this acitivity better next time?" is a great way to add in reflection. Lastly, there were very few leadership opportunities given to students on the day of observation. Allowing students to co-lead an activity, or run a check in or check out are good ways to include more leadership into programming.

## Youth Survey Results by Point of Service Quality Domains

Safe Environment	This Program 16-17	M.S. Overall 16-17
I feel safe in this program.	65%	67%
If someone bullies my friends or me at this program, an adult steps in to help.	50%	61%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around.	14%	20%
When I am in this program, I have had mean rumors or lies spread about me.	17%	21%

### Supportive Environment

In this program, I tell other youth when they do a good job or contribute to the group.	46%	47%
The adults in this program listen to what I have to say.	55%	60%
There is an adult at this program who really cares about me.	59%	67%

### Interaction

I feel like I belong at this program.	50%	56%
In this program, I get to help other people.	59%	58%
Since coming to this program, I am better at making friends.	49%	56%

### Engagement

I am interested in what we do in this program.	48%	57%
In this program, I get to choose what I do and how I do it.	37%	41%
In this program, I try new things.	47%	55%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=173; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 165%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	M.S. Overall 16-17
Since coming to this program, I get along better with other people my age.	49%	55%
This program helps me get along better with adults.	48%	53%
This program helps me get along with people my age who are different from me.	49%	55%
This program helps me try to understand how other people feel.	46%	50%

### Sense of Mastery

This program helps me feel like more of a leader.	45%	50%
This program helps me get better at things that I used to think were hard.	44%	55%
This program helps me to feel more confident about what I can do.	50%	58%

### Wellness Behaviors

Since coming to this program, I am better at saying "no" to things I know are wrong.	50%	58%
This program helps me exercise more.	43%	57%
This program helps me to learn how to be healthy.	40%	49%

### School Engagement

This program helps me feel happy to be at this school.	46%	51%
This program helps me feel more motivated to learn in school.	47%	55%
This program helps me to feel like a part of my school.	49%	55%

### College & Career Readiness

In this program, I learn about the kinds of jobs I'd like to have in the future.	35%	47%
This program helps me feel more confident about going to college.	44%	54%
This program helps me feel ready to go to high school.	49%	56%

### Academic Behaviors

Because of this program, I am better at getting my homework done.	64%	60%
Since coming to this program, I am better at setting goals for myself.	44%	51%
This program helps me to learn good study skills (like reading directions, taking tests).	40%	47%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=173; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 165%.

## Oakland School-Based After School Programs 2016-17 Program Profile (Middle Schools)

### Elmhurst Community Prep

**About this program:** Bay Area Community Resources provides comprehensive, high quality after school services at Elmhurst Community Prep for students in grades 6 through 8, provided at the school site, 5 days/week, every school day during the year. Students receive targeted academic assistance to address their struggles in English and Math; enrichment activities that challenge them to build skills, work in teams, challenge themselves, and gain exposure to arts, science and culture, health and fitness; and social emotional learning built into all activities so that students feel safe and connected and form caring relationships.

#### Program Attendance and Enrollment

	This Program 16-17	All M.S. 16-17	This Program 15-16	All M.S. 15-16	This Program 16-17	All M.S. 16-17	This Program 15-16	All M.S. 15-16	
Enrollment: Number of Youth Served	262	211	249	231	Progress Towards Attendance Target (CDE)	68%	89%	41%	75%
Enrollment: % Towards Projected	159%	134%	113%	170%	Average Program Attendance Rate	57%	73%	64%	72%
Units of Service (UOS): Total	90,773	68,952	46,606	53,119	Average Program Days Attended	91	104	65	91
UOS: % Towards Projected	154%	108%	88%	108%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=262; "All M.S. 16-17" n=4,746; "This Program 15-16" n=249; "All M.S. 15-16" n=4,935.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	165	162
School Day Attendance Rate	94%	94%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=261; "Host School" n=395.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	33%	29%
Asian/Pacific Islander	5%	5%
Latino/a	58%	63%
Native American	0%	0%
White	2%	1%
Multiple/Bi-Racial	0%	0%
Missing/Decline	2%	2%

##### % English Learners

	This Program	Host School
English Learners	26%	28%

##### % by Grade Level

	This Program	Host School
6th Grade	35%	34%
7th Grade	36%	34%
8th Grade	30%	32%

##### % by Gender

	This Program	Host School
Female	45%	46%
Male	55%	54%

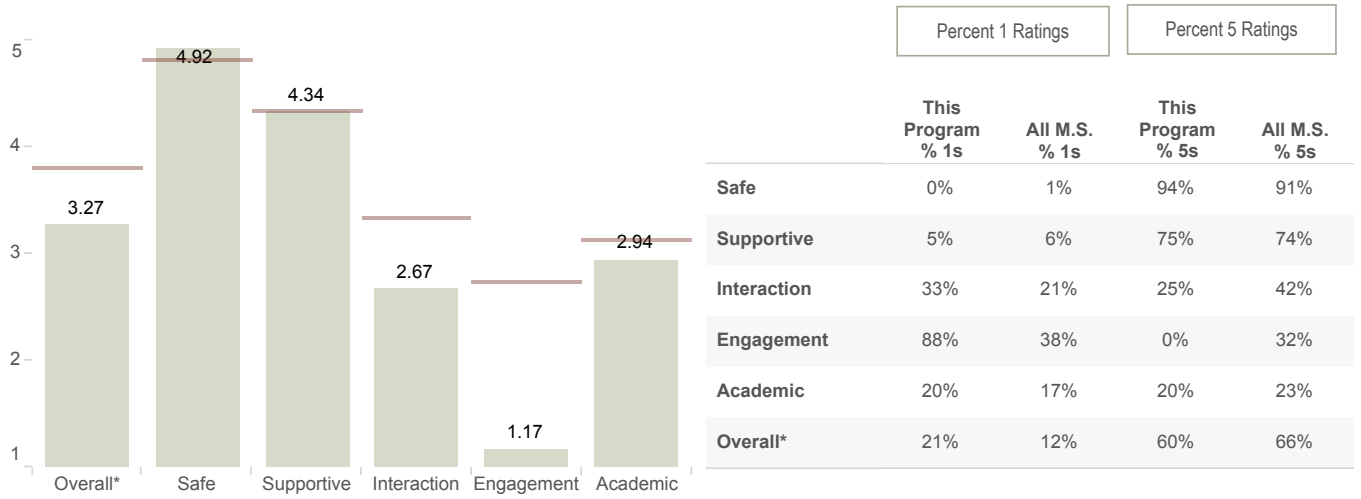
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=261; "Host School" n=395.

## Point of Service Quality

Site Visitor: Jhumpa Bhattacharya

Assessment Tool Used: YPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

Elmhurst has a wonderful after school program that has a number of strengths. A few to highlight are how warm and friendly staff are, how well staff intentionally engage in skill building and the organized nature of the program. It is clear that staff and youth have mutual respect for each other, that staff are committed to ensuring students are gaining skills in their program and that the Site Coordinator does an excellent job at running a well-run, organized program.

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### Areas for Improvements

There are a few areas that could use some improvement. The first is providing more leadership opportunities for youth. Having students co-lead or lead specific activities like a check-in at the start of a program is a good way to include more leadership opportunities to students. Staff can also do a better job at providing opportunities for planning and reflection. On the day of observation, no planning or reflection was observed. Including a brainstorming activity to help students think through how they will do an activity is a nice way to bring in some planning. Asking students at the end of a session what they learned or how they felt about the session are great ways to add in reflection.

--

## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	M.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	64%	67%
If someone bullies my friends or me at this program, an adult steps in to help.	53%	61%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around.	18%	20%
When I am in this program, I have had mean rumors or lies spread about me.	22%	21%

### Supportive Environment

In this program, I tell other youth when they do a good job or contribute to the group.	44%	47%
The adults in this program listen to what I have to say.	51%	60%
There is an adult at this program who really cares about me.	64%	67%

### Interaction

I feel like I belong at this program.	58%	56%
In this program, I get to help other people.	54%	58%
Since coming to this program, I am better at making friends.	50%	56%

### Engagement

I am interested in what we do in this program.	65%	57%
In this program, I get to choose what I do and how I do it.	47%	41%
In this program, I try new things.	54%	55%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=91; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 86%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	M.S. Overall 16-17
Since coming to this program, I get along better with other people my age.	49%	55%
This program helps me get along better with adults.	52%	53%
This program helps me get along with people my age who are different from me.	49%	55%
This program helps me try to understand how other people feel.	42%	50%

### Sense of Mastery

This program helps me feel like more of a leader.	50%	50%
This program helps me get better at things that I used to think were hard.	54%	55%
This program helps me to feel more confident about what I can do.	54%	58%

### Wellness Behaviors

Since coming to this program, I am better at saying "no" to things I know are wrong.	57%	58%
This program helps me exercise more.	53%	57%
This program helps me to learn how to be healthy.	52%	49%

### School Engagement

This program helps me feel happy to be at this school.	49%	51%
This program helps me feel more motivated to learn in school.	53%	55%
This program helps me to feel like a part of my school.	50%	55%

### College & Career Readiness

In this program, I learn about the kinds of jobs I'd like to have in the future.	48%	47%
This program helps me feel more confident about going to college.	53%	54%
This program helps me feel ready to go to high school.	58%	56%

### Academic Behaviors

Because of this program, I am better at getting my homework done.	47%	60%
Since coming to this program, I am better at setting goals for myself.	53%	51%
This program helps me to learn good study skills (like reading directions, taking tests).	43%	47%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=91; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 86%.



## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### Emerson

**About this program:** Bay Area Community Resources provides comprehensive, high quality after school services at Emerson Elementary for students in grades K-5, provided at the school site, 5 days/week, every school day during the year. Students receive targeted academic assistance to address their struggles in English and Math; enrichment activities that challenge them to build skills, work in teams, challenge themselves, and gain exposure to arts, science and culture, health and fitness; and social emotional learning built into all activities so that students feel safe and connected and form caring relationships.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	112	134	102	134	Progress Towards Attendance Target (CDE)	100%	101%	89%	100%
Enrollment: % Towards Projected	112%	122%	89%	123%	Average Program Attendance Rate	87%	84%	88%	89%
Units of Service (UOS): Total	48,266	57,923	96,299	59,528	Average Program Days Attended	135	128	136	132
UOS: % Towards Projected	90%	107%	171%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=112; "All E.S. 16-17" n=6,713; "This Program 15-16" n=102; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	165	158
School Day Attendance Rate	95%	94%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=111; "Host School" n=341.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	54%	51%
Asian/Pacific Islander	6%	12%
Latino/a	24%	17%
Native American	1%	0%
White	6%	11%
Multiple/Bi-Racial	6%	6%
Missing/Decline	3%	3%

##### % by Gender

	This Program	Host School
Female	45%	46%
Male	55%	54%

##### % English Learners

	This Program	Host School
English Learners	16%	20%

##### % by Grade Level

	This Program	Host School
Kindergarten	1%	19%
1st Grade	15%	18%
2nd Grade	19%	16%
3rd Grade	16%	16%
4th Grade	26%	16%
5th Grade	23%	14%

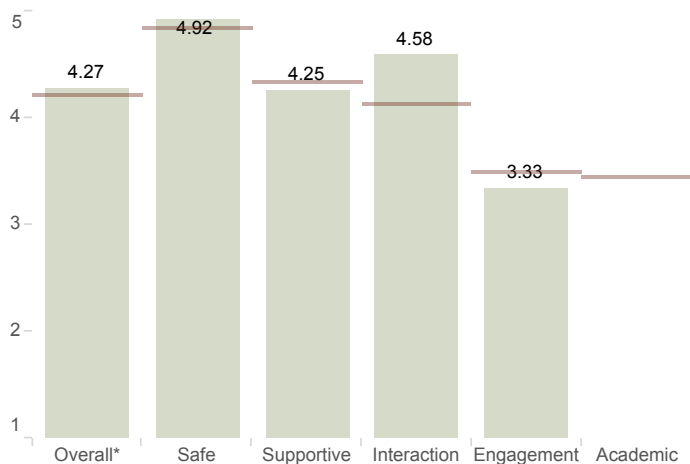
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=111; "Host School" n=341.

## Point of Service Quality

Site Visitor: Jamie

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
Not all sites were observed in 2016-17 for Academic Climate.  
Lines across bars indicate overall average for the grade level.

	Percent 1 Ratings		Percent 5 Ratings	
	This Program % 1s	All E.S. % 1s	This Program % 5s	All E.S. % 5s
Safe	0%	1%	95%	92%
Supportive	0%	5%	72%	74%
Interaction	0%	7%	80%	66%
Engagement	30%	25%	40%	43%
Academic	0%	9%	0%	20%
Overall*	5%	8%	76%	71%

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

**Managing Feelings:** This program strongly supports students in building Social and Emotional Skills that directly connect to the Managing Feelings indicator. More specifically, for students who struggle, I observed staff respond by facilitating a healing circle that allowed all students to acknowledge their feelings, offer support and reflect on how the experience helped the struggling student.

**Staff interactions:** Students and families have a clear, trusting relationship with staff. Often, I observed students approaching staff and director to share a success, ask a question or ask for help. I observed parents and caregivers interact with staff and director with the same care and trust.

There are multiple partners, such as Tech Gyrls and UC Builds, supporting students in building academic skills.

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### Areas for Improvements

**Planning:** The use of multiple planning strategies and having students share plans is an area to explore in lesson plan design for both Art and Basketball. Planning in art can include: designated time for an individual or small group to plan by creating a rough draft first; plan and organize materials they will use; and/or choosing small groups or pairs in which to do the project. Planning in basketball can include: students can help plan how a portion of the time will be used or the skills they want to practice; choosing small groups or pairs in which to practice drills; and/or if scrimmaging, teams are designated planning time to decide what plays they want to use.

**Active Engagement:** Consider building in structured opportunities for students to talk specifically about the activity and make connections to previous lessons or personal experiences. Ideas include: time at the beginning of a session to recall what skills were learned at the last session; build in time for students to pair-share to share accomplishments and challenges of the activity or talk about ideas relevant to the activity; reflection questions to connect activity to personal life.

**Encouragement:** Consider building staff capacity to ask open-ended questions and practice using non-evaluative encouragements. This can take the form in staff trainings to build these instructional skills and modeling for staff.

--

## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	80%	78%
If my friends or I get bullied at this program, an adult steps in to help.	81%	72%
In this program, other kids hit or push me when they are not just playing around.	17%	16%
In this program, other kids spread mean rumors or lies about me.	21%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	52%	54%
The adults in this program listen to what I have to say.	74%	70%
There is an adult at this program who cares about me.	89%	80%

### Interaction

I feel like I belong at this program.	75%	67%
In this program, I get to help other people.	68%	69%
Since coming to this program, I am better at making friends.	70%	69%

### Engagement

I am interested in what we do in this program.	76%	69%
In this program, I get to choose what I do and how I do it.	40%	39%
In this program, I try new things.	72%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=64; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 122%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	72%	67%
This program helps me get along with kids who are different from me.	71%	68%
This program helps me get along with other people my age.	79%	70%
This program helps me try to understand how other people feel.	66%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	79%	72%
This program helps me feel like more of a leader.	71%	63%
This program helps me get better at things that I used to think were hard.	83%	70%

### Wellness Behaviors

This program helps me exercise more.	74%	70%
This program helps me say "no" to things I know are wrong.	75%	72%
This program helps me to learn how to be healthy.	67%	68%

### School Engagement

This program helps me feel excited to learn in school.	71%	63%
This program helps me feel happy to be at this school.	76%	68%
This program helps me to feel like a part of my school.	78%	69%

### College & Career Readiness

In this program, I learn more about college.	41%	45%
In this program, I learn of jobs I can have when I grow up.	56%	57%

### Academic Behaviors

This program helps me get my homework done.	84%	79%
This program helps me learn how to set goals for myself.	71%	68%
This program helps me learn ways to study (like reading directions).	67%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=64; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 122%.

## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### Encompass Academy

**About this program:** Oakland Leaf After-School Program at EnCompass Academy is a free program providing academic, enrichment, and recreation classes 5 days per week, August through June, for 177 days. The program serves students daily. The after-school community reflects the demographics of the school: 72% Latino, 90% Free Reduced Lunch; 61% ELL. Oakland Leaf ASP provides culturally relevant project-based classes with an emphasis on the arts, student identity and social justice. We provide students with limited economic resources opportunities to achieve academic success and develop into thoughtful, creative citizens.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	209	134	198	134	Progress Towards Attendance Target (CDE)	138%	101%	146%	100%
Enrollment: % Towards Projected	174%	122%	233%	123%	Average Program Attendance Rate	87%	84%	91%	89%
Units of Service (UOS): Total	56,849	57,923	54,802	59,528	Average Program Days Attended	100	128	110	132
UOS: % Towards Projected	84%	107%	133%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=209; "All E.S. 16-17" n=6,713; "This Program 15-16" n=198; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	162	157
School Day Attendance Rate	95%	94%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=209; "Host School" n=343.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	22%	21%
Asian/Pacific Islander	5%	4%
Latino/a	69%	69%
Native American	0%	0%
White	3%	3%
Multiple/Bi-Racial	1%	2%
Missing/Decline	1%	1%

##### % by Gender

	This Program	Host School
Female	56%	53%
Male	44%	47%

##### % English Learners

	This Program	Host School
English Learners	42%	50%

##### % by Grade Level

	This Program	Host School
Kindergarten	3%	16%
1st Grade	16%	16%
2nd Grade	10%	14%
3rd Grade	23%	18%
4th Grade	24%	18%
5th Grade	24%	17%

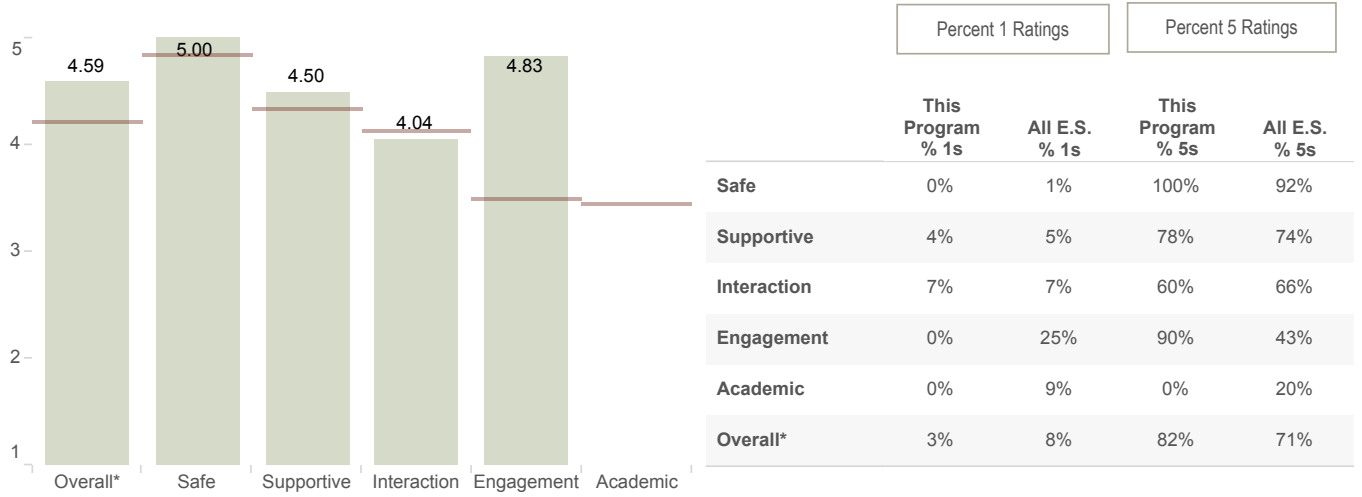
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=209; "Host School" n=343.

**Point of Service Quality**

Site Visitor: Adrian

Assessment Tool Used: SAPQA

Point of Service Quality Status: Thriving



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

**Point of Service Quality: Site Visitor's Comments**

**Program Strengths**

No comments available.

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**Areas for Improvements**

No comments available.

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## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	91%	78%
If my friends or I get bullied at this program, an adult steps in to help.	83%	72%
In this program, other kids hit or push me when they are not just playing around.	6%	16%
In this program, other kids spread mean rumors or lies about me.	12%	20%
<b>Supportive Environment</b>		
In this program, I tell other kids when they do a good job.	60%	54%
The adults in this program listen to what I have to say.	81%	70%
There is an adult at this program who cares about me.	98%	80%
<b>Interaction</b>		
I feel like I belong at this program.	79%	67%
In this program, I get to help other people.	79%	69%
Since coming to this program, I am better at making friends.	85%	69%
<b>Engagement</b>		
I am interested in what we do in this program.	91%	69%
In this program, I get to choose what I do and how I do it.	77%	39%
In this program, I try new things.	74%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=53; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 71%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	88%	67%
This program helps me get along with kids who are different from me.	77%	68%
This program helps me get along with other people my age.	79%	70%
This program helps me try to understand how other people feel.	75%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	85%	72%
This program helps me feel like more of a leader.	75%	63%
This program helps me get better at things that I used to think were hard.	79%	70%

### Wellness Behaviors

This program helps me exercise more.	70%	70%
This program helps me say "no" to things I know are wrong.	83%	72%
This program helps me to learn how to be healthy.	87%	68%

### School Engagement

This program helps me feel excited to learn in school.	75%	63%
This program helps me feel happy to be at this school.	75%	68%
This program helps me to feel like a part of my school.	85%	69%

### College & Career Readiness

In this program, I learn more about college.	42%	45%
In this program, I learn of jobs I can have when I grow up.	72%	57%

### Academic Behaviors

This program helps me get my homework done.	94%	79%
This program helps me learn how to set goals for myself.	75%	68%
This program helps me learn ways to study (like reading directions).	75%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=53; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 71%.



## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### Esperanza Academy

**About this program:** Bay Area Community Resources provides comprehensive, high quality after school services at Esperanza Elementary for students in grades 1-5, provided at the school site, 5 days/week, every school day during the year. Students receive targeted academic assistance to address their struggles in English and Math; enrichment activities that challenge them to build skills, work in teams, challenge themselves, and gain exposure to arts, science and culture, health and fitness; and social emotional learning built into all activities so that students feel safe and connected and form caring relationships.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	126	134	114	134	Progress Towards Attendance Target (CDE)	107%	101%	110%	100%
Enrollment: % Towards Projected	126%	122%	95%	123%	Average Program Attendance Rate	91%	84%	92%	89%
Units of Service (UOS): Total	55,002	57,923	60,773	59,528	Average Program Days Attended	127	128	148	132
UOS: % Towards Projected	103%	107%	116%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=126; "All E.S. 16-17" n=6,713; "This Program 15-16" n=114; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	166	162
School Day Attendance Rate	96%	95%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=126; "Host School" n=367.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	2%	2%
Asian/Pacific Islander	0%	0%
Latino/a	97%	97%
Native American	0%	0%
White	0%	0%
Multiple/Bi-Racial	0%	0%
Missing/Decline	2%	1%

##### % by Gender

	This Program	Host School
Female	53%	50%
Male	47%	50%

##### % English Learners

	This Program	Host School
English Learners	72%	75%

##### % by Grade Level

	This Program	Host School
Kindergarten	1%	17%
1st Grade	15%	15%
2nd Grade	23%	15%
3rd Grade	23%	18%
4th Grade	18%	17%
5th Grade	20%	18%

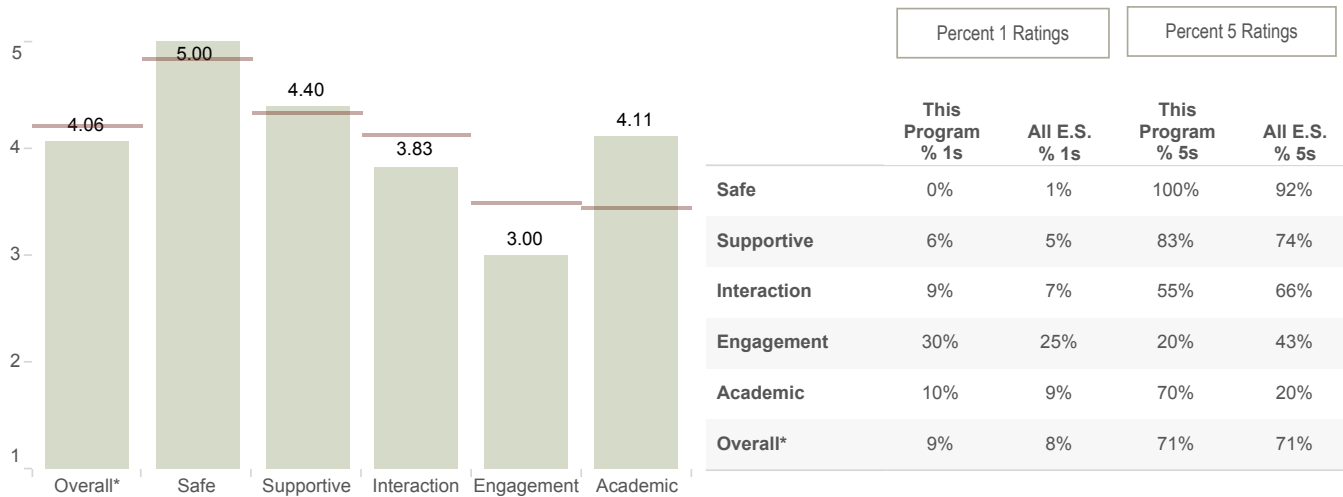
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=126; "Host School" n=367.

**Point of Service Quality**

Site Visitor: Jimena Quiroga Hopkins

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

**Point of Service Quality: Site Visitor's Comments**

**Program Strengths**

In all of the sessions observed when children were participating in OUSD Literacy curriculum, children seemed very engaged learning about the concepts and participated in the discussion. Also, during the OUSD curriculum portion, it was clear that some of the concepts were new to the students, but staff were very encouraging and did a good job giving examples and modeling for the students. Additionally, all of the interactions with adults that were observed were very positive and staff were very attentive and worked side-by-side with children.

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**Areas for Improvements**

Children were not observed creating any plans of any sort. It would be beneficial for youth to have opportunities to create plans for a project/event and share their plans. There were also no explicit leadership opportunities provided during my observation of the program. It would be good to incorporate distinct leadership opportunities for youth during the program. Lastly, although youth were able to choose any activity during Intentional Play, it would be great to also include more choice during other session.

--

## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	79%	78%
If my friends or I get bullied at this program, an adult steps in to help.	72%	72%
In this program, other kids hit or push me when they are not just playing around.	17%	16%
In this program, other kids spread mean rumors or lies about me.	19%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	47%	54%
The adults in this program listen to what I have to say.	75%	70%
There is an adult at this program who cares about me.	80%	80%

### Interaction

I feel like I belong at this program.	64%	67%
In this program, I get to help other people.	77%	69%
Since coming to this program, I am better at making friends.	70%	69%

### Engagement

I am interested in what we do in this program.	57%	69%
In this program, I get to choose what I do and how I do it.	22%	39%
In this program, I try new things.	60%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=70; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 131%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	71%	67%
This program helps me get along with kids who are different from me.	64%	68%
This program helps me get along with other people my age.	80%	70%
This program helps me try to understand how other people feel.	69%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	62%	72%
This program helps me feel like more of a leader.	54%	63%
This program helps me get better at things that I used to think were hard.	64%	70%

### Wellness Behaviors

This program helps me exercise more.	84%	70%
This program helps me say "no" to things I know are wrong.	75%	72%
This program helps me to learn how to be healthy.	65%	68%

### School Engagement

This program helps me feel excited to learn in school.	55%	63%
This program helps me feel happy to be at this school.	69%	68%
This program helps me to feel like a part of my school.	70%	69%

### College & Career Readiness

In this program, I learn more about college.	26%	45%
In this program, I learn of jobs I can have when I grow up.	44%	57%

### Academic Behaviors

This program helps me get my homework done.	83%	79%
This program helps me learn how to set goals for myself.	67%	68%
This program helps me learn ways to study (like reading directions).	59%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=70; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 131%.

## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### Franklin

**About this program:** Franklin is an after-school learning program dedicated to fostering a college-going culture with all students and their families. Franklin serves students who attend Franklin Elementary School. This program operates 177 days a year, three hours each day, and provides all students with a number of learning activities, including academic support, educational enrichment, and engages parents.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	135	134	137	134	Progress Towards Attendance Target (CDE)	101%	101%	99%	100%
Enrollment: % Towards Projected	135%	122%	137%	123%	Average Program Attendance Rate	96%	84%	97%	89%
Units of Service (UOS): Total	71,202	57,923	71,733	59,528	Average Program Days Attended	159	128	159	132
UOS: % Towards Projected	123%	107%	123%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=135; "All E.S. 16-17" n=6,713; "This Program 15-16" n=137; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	172	162
School Day Attendance Rate	97%	96%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=135; "Host School" n=785.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	11%	14%
Asian/Pacific Islander	72%	59%
Latino/a	11%	21%
Native American	0%	0%
White	1%	2%
Multiple/Bi-Racial	3%	3%
Missing/Decline	2%	2%

##### % by Gender

	This Program	Host School
Female	46%	50%
Male	54%	50%

##### % English Learners

	This Program	Host School
English Learners	42%	52%

##### % by Grade Level

	This Program	Host School
Kindergarten	1%	16%
1st Grade	1%	17%
2nd Grade	19%	19%
3rd Grade	24%	14%
4th Grade	21%	18%
5th Grade	33%	17%

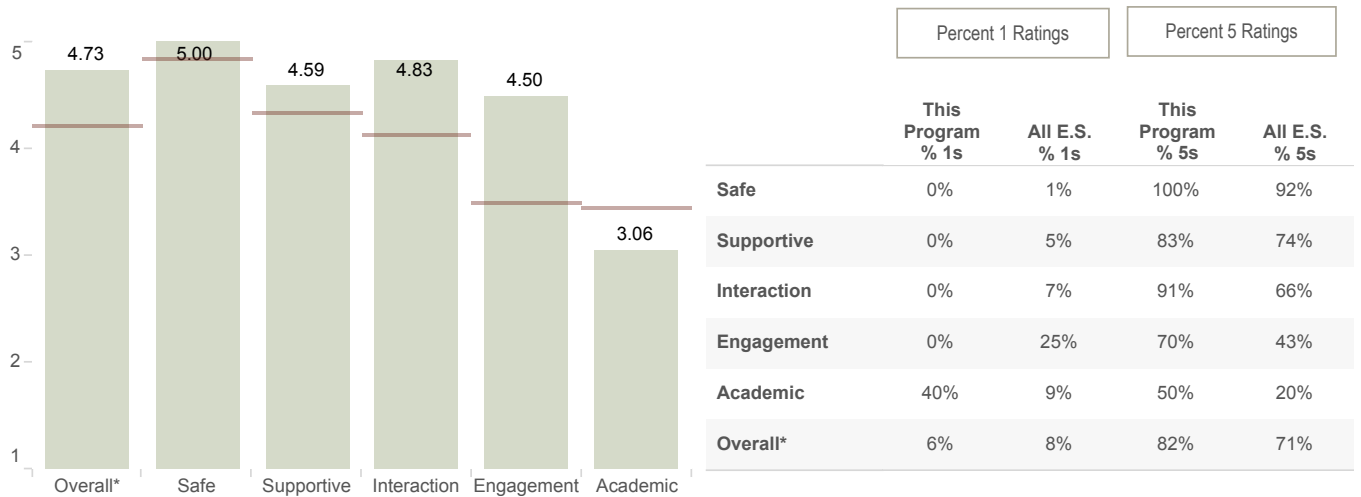
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=135; "Host School" n=785.

## Point of Service Quality

Site Visitor: Amy

Assessment Tool Used: SAPQA

Point of Service Quality Status: Thriving



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

1. Staff was warm and respectful towards the children. They also used positive body language, such as smiling and making eye contact to children as they spoke. 2. Staff supported children in building new skills by telling children the specific learning focus across all activities and all focuses were clearly linked to the activities, along with modeling skills for all children and breaking difficult tasks into smaller, simpler steps for all children. 3. Staff engaged children in a "Think, Pair, Share" reflection in Asian Modern Dance. Individually, in pairs and with the group, staff asked children to reflect on any difficulties they had in making their own choreography and how they can improve.

--

### Areas for Improvements

1. Staff rarely asked children open-ended questions. To improve this element, specifically Academic Climate, it is recommended that staff asks youth questions that help youth make connections between the current session with prior lessons, personal experiences or topics covered in the school day. 2. For one of the activities in Arts and Craft, the children did not finish the activity; specifically they did not have time to share. It is recommended that the instructor states that is a two part activity in the beginning of the activity, or they can shorten the activity for students have enough time to finish and share. 3. Planning was not observed in all of the activities observed. To improve this element, staff can allow children to plan for the day's activities or future activities. Planning encourages children to make decisions and set goals.

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## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	91%	78%
If my friends or I get bullied at this program, an adult steps in to help.	88%	72%
In this program, other kids hit or push me when they are not just playing around.	5%	16%
In this program, other kids spread mean rumors or lies about me.	5%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	48%	54%
The adults in this program listen to what I have to say.	71%	70%
There is an adult at this program who cares about me.	84%	80%

### Interaction

I feel like I belong at this program.	71%	67%
In this program, I get to help other people.	71%	69%
Since coming to this program, I am better at making friends.	72%	69%

### Engagement

I am interested in what we do in this program.	71%	69%
In this program, I get to choose what I do and how I do it.	44%	39%
In this program, I try new things.	79%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=98; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 136%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	68%	67%
This program helps me get along with kids who are different from me.	75%	68%
This program helps me get along with other people my age.	69%	70%
This program helps me try to understand how other people feel.	57%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	72%	72%
This program helps me feel like more of a leader.	52%	63%
This program helps me get better at things that I used to think were hard.	72%	70%

### Wellness Behaviors

This program helps me exercise more.	76%	70%
This program helps me say "no" to things I know are wrong.	68%	72%
This program helps me to learn how to be healthy.	71%	68%

### School Engagement

This program helps me feel excited to learn in school.	68%	63%
This program helps me feel happy to be at this school.	74%	68%
This program helps me to feel like a part of my school.	73%	69%

### College & Career Readiness

In this program, I learn more about college.	87%	45%
In this program, I learn of jobs I can have when I grow up.	81%	57%

### Academic Behaviors

This program helps me get my homework done.	88%	79%
This program helps me learn how to set goals for myself.	71%	68%
This program helps me learn ways to study (like reading directions).	70%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=98; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 136%.



## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### Fred T. Korematsu

**About this program:** Bay Area Community Resources provides comprehensive, high quality after school services at Fred T. Korematsu Discovery Academy for students in grades 1-5, provided at the school site, 5 days/week, every school day during the year. Students receive targeted academic assistance to address their struggles in English and Math; enrichment activities that challenge them to build skills and work in teams, and gain exposure to arts, science and culture, health and fitness; and social emotional learning built into all activities so that students feel safe and connected and form caring relationships.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	123	134	113	134	Progress Towards Attendance Target (CDE)	88%	101%	88%	100%
Enrollment: % Towards Projected	123%	122%	97%	123%	Average Program Attendance Rate	64%	84%	79%	89%
Units of Service (UOS): Total	82,917	57,923	73,450	59,528	Average Program Days Attended	110	128	122	132
UOS: % Towards Projected	157%	107%	138%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=123; "All E.S. 16-17" n=6,713; "This Program 15-16" n=113; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	165	155
School Day Attendance Rate	95%	94%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=123; "Host School" n=421.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	17%	12%
Asian/Pacific Islander	8%	6%
Latino/a	72%	78%
Native American	0%	0%
White	1%	2%
Multiple/Bi-Racial	0%	0%
Missing/Decline	3%	1%

##### % by Gender

	This Program	Host School
Female	51%	50%
Male	49%	50%

##### % English Learners

	This Program	Host School
English Learners	63%	62%

##### % by Grade Level

	This Program	Host School
Kindergarten	1%	14%
1st Grade	17%	16%
2nd Grade	16%	17%
3rd Grade	19%	15%
4th Grade	26%	20%
5th Grade	21%	18%

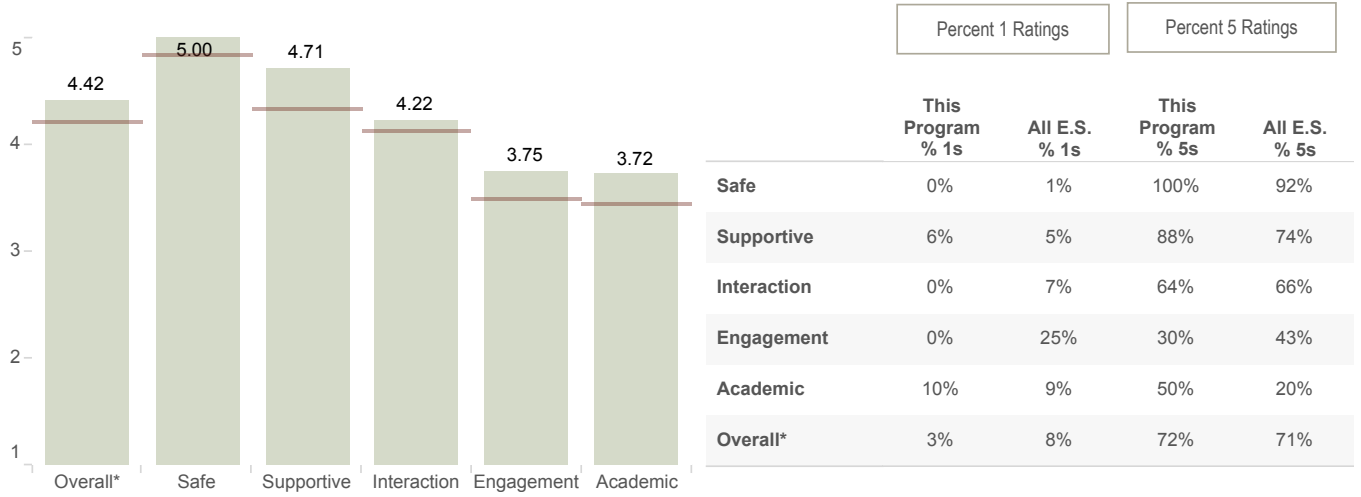
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=123; "Host School" n=421.

## Point of Service Quality

Site Visitor: Jimena Quiroga Hopkins

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

The program does a great job at providing opportunities for children to engage with materials and ideas and provides time to talk about them. For example, in the bullying class students were writing songs and choreographing a dance and talking about that they were preparing. During all the sessions observed, staff made sure to circulate and worked side-by-side with the students. Additionally, in all of the sessions observed, students had opportunities to work in informal or structured small groups.

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### Areas for Improvements

It would be beneficial for the students to be made aware of the lesson's learning focus and for staff to make a clear connection between the learning focus and the content of the session. Also, although some reflection was observed during one of the bullying sessions, it was not inconsistent across the program. It would be good to incorporate reflection during and/or at the end of the session in all the program offerings. Planning time was also inconsistent across the program and was evidently present in only one session. Students would benefit from having planning time in different sessions.

--

## Youth Survey Results by Point of Service Quality Domains

Safe Environment	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	45%	78%
If my friends or I get bullied at this program, an adult steps in to help.	48%	72%
In this program, other kids hit or push me when they are not just playing around.	30%	16%
In this program, other kids spread mean rumors or lies about me.	42%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	38%	54%
The adults in this program listen to what I have to say.	45%	70%
There is an adult at this program who cares about me.	60%	80%

### Interaction

I feel like I belong at this program.	32%	67%
In this program, I get to help other people.	50%	69%
Since coming to this program, I am better at making friends.	48%	69%

### Engagement

I am interested in what we do in this program.	54%	69%
In this program, I get to choose what I do and how I do it.	26%	39%
In this program, I try new things.	53%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=43; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 96%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	56%	67%
This program helps me get along with kids who are different from me.	53%	68%
This program helps me get along with other people my age.	40%	70%
This program helps me try to understand how other people feel.	41%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	55%	72%
This program helps me feel like more of a leader.	49%	63%
This program helps me get better at things that I used to think were hard.	56%	70%

### Wellness Behaviors

This program helps me exercise more.	53%	70%
This program helps me say "no" to things I know are wrong.	59%	72%
This program helps me to learn how to be healthy.	49%	68%

### School Engagement

This program helps me feel excited to learn in school.	42%	63%
This program helps me feel happy to be at this school.	53%	68%
This program helps me to feel like a part of my school.	50%	69%

### College & Career Readiness

In this program, I learn more about college.	40%	45%
In this program, I learn of jobs I can have when I grow up.	50%	57%

### Academic Behaviors

This program helps me get my homework done.	81%	79%
This program helps me learn how to set goals for myself.	53%	68%
This program helps me learn ways to study (like reading directions).	44%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=43; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 96%.

## Oakland School-Based After School Programs 2016-17 Program Profile (Middle Schools)

### Frick

**About this program:** Frick Middle School is an after-school learning program dedicated to fostering a college-going culture with all students and their families. Frick Middle School serves students who attend Frick Middle School. This program operates 177 days a year, three hours each day, and provides all students with a number of learning activities, including academic support, educational enrichment, and engages parents.

#### Program Attendance and Enrollment

	This Program 16-17	All M.S. 16-17	This Program 15-16	All M.S. 15-16	This Program 16-17	All M.S. 16-17	This Program 15-16	All M.S. 15-16	
Enrollment: Number of Youth Served	156	211	135	231	Progress Towards Attendance Target (CDE)	97%	89%	40%	75%
Enrollment: % Towards Projected	193%	134%	142%	170%	Average Program Attendance Rate	92%	73%	65%	72%
Units of Service (UOS): Total	53,465	68,952	15,319	53,119	Average Program Days Attended	103	104	81	91
UOS: % Towards Projected	114%	108%	84%	108%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=156; "All M.S. 16-17" n=4,746; "This Program 15-16" n=135; "All M.S. 15-16" n=4,935.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	156	149
School Day Attendance Rate	95%	95%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=155; "Host School" n=285.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	37%	45%
Asian/Pacific Islander	1%	4%
Latino/a	59%	48%
Native American	0%	0%
White	2%	2%
Multiple/Bi-Racial	1%	1%
Missing/Decline	1%	0%

##### % English Learners

	This Program	Host School
English Learners	44%	31%

##### % by Grade Level

	This Program	Host School
6th Grade	50%	33%
7th Grade	25%	34%
8th Grade	25%	33%

##### % by Gender

	This Program	Host School
Female	45%	41%
Male	55%	59%

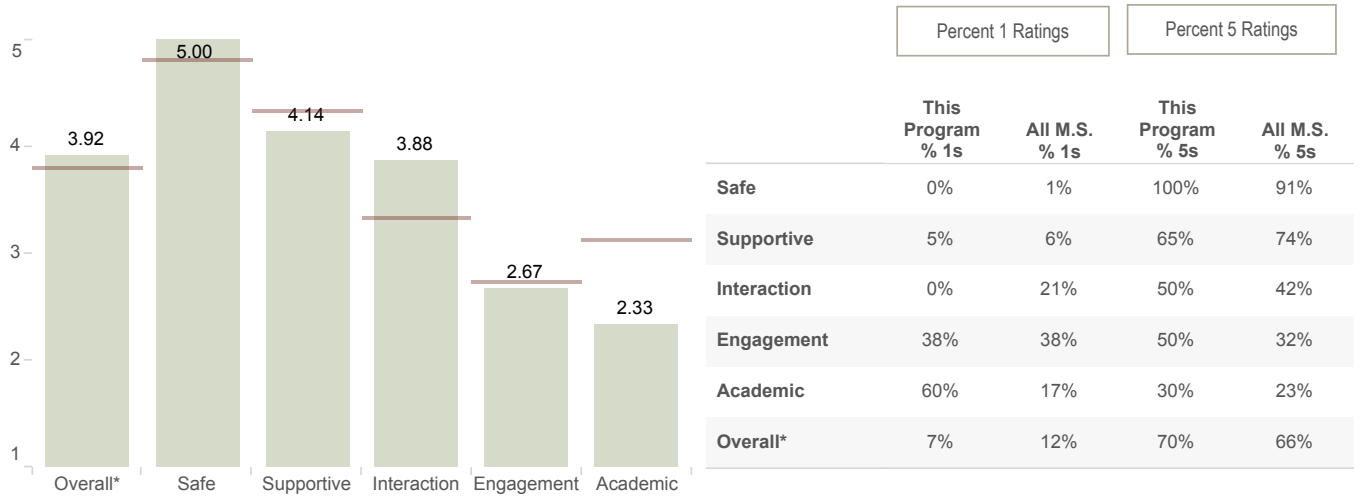
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=155; "Host School" n=285.

## Point of Service Quality

Site Visitor: Salli

Assessment Tool Used: YPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

Frick Middle School's afterschool program provides all youth a safe environment.

Staff were friendly with youth, made eye contact, and spoke to youth with a warm tone of voice.

During Academic Support hour, youth were given the opportunity to do a community circle activity. Youth were able to interact with each other and get to know one another.

--

### Areas for Improvements

There were no opportunities for youth to make plans.

The activities did not balance concrete experiences involving materials, people and projects.

Staff did not provide opportunities for all youth to make at least one open-ended content choice.

To improve the Academic Climate portion of the program, it is suggested that staff ask youth open-ended questions throughout the activity session to get youth engaged.

--

## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	M.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	98%	67%
If someone bullies my friends or me at this program, an adult steps in to help.	90%	61%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around.	5%	20%
When I am in this program, I have had mean rumors or lies spread about me.	5%	21%

### Supportive Environment

In this program, I tell other youth when they do a good job or contribute to the group.	85%	47%
The adults in this program listen to what I have to say.	92%	60%
There is an adult at this program who really cares about me.	95%	67%

### Interaction

I feel like I belong at this program.	88%	56%
In this program, I get to help other people.	91%	58%
Since coming to this program, I am better at making friends.	95%	56%

### Engagement

I am interested in what we do in this program.	86%	57%
In this program, I get to choose what I do and how I do it.	82%	41%
In this program, I try new things.	86%	55%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=66; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 99%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	M.S. Overall 16-17
Since coming to this program, I get along better with other people my age.	91%	55%
This program helps me get along better with adults.	89%	53%
This program helps me get along with people my age who are different from me.	92%	55%
This program helps me try to understand how other people feel.	94%	50%

### Sense of Mastery

This program helps me feel like more of a leader.	86%	50%
This program helps me get better at things that I used to think were hard.	92%	55%
This program helps me to feel more confident about what I can do.	98%	58%

### Wellness Behaviors

Since coming to this program, I am better at saying "no" to things I know are wrong.	94%	58%
This program helps me exercise more.	95%	57%
This program helps me to learn how to be healthy.	85%	49%

### School Engagement

This program helps me feel happy to be at this school.	86%	51%
This program helps me feel more motivated to learn in school.	95%	55%
This program helps me to feel like a part of my school.	92%	55%

### College & Career Readiness

In this program, I learn about the kinds of jobs I'd like to have in the future.	82%	47%
This program helps me feel more confident about going to college.	97%	54%
This program helps me feel ready to go to high school.	88%	56%

### Academic Behaviors

Because of this program, I am better at getting my homework done.	97%	60%
Since coming to this program, I am better at setting goals for myself.	94%	51%
This program helps me to learn good study skills (like reading directions, taking tests).	91%	47%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=66; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 99%.



## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### Fruitvale

**About this program:** Bay Area Community Resources provides comprehensive, high quality after school services at Fruitvale Elementary for students in grades K-5, provided at the school site, 5 days/week, every school day during the year. Students receive targeted academic assistance to address their struggles in English and Math; enrichment activities that challenge them to build skills, work in teams, challenge themselves, and gain exposure to arts, science and culture, health and fitness; and social emotional learning built into all activities so that students feel safe and connected and form caring relationships.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	121	134	148	134	Progress Towards Attendance Target (CDE)	108%	101%	123%	100%
Enrollment: % Towards Projected	121%	122%	148%	123%	Average Program Attendance Rate	86%	84%	88%	89%
Units of Service (UOS): Total	56,066	57,923	62,721	59,528	Average Program Days Attended	135	128	130	132
UOS: % Towards Projected	100%	107%	112%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=121; "All E.S. 16-17" n=6,713; "This Program 15-16" n=148; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	164	157
School Day Attendance Rate	95%	93%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=121; "Host School" n=419.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	35%	26%
Asian/Pacific Islander	13%	19%
Latino/a	41%	43%
Native American	3%	1%
White	1%	5%
Multiple/Bi-Racial	3%	2%
Missing/Decline	3%	4%

##### % by Gender

	This Program	Host School
Female	50%	45%
Male	50%	55%

##### % English Learners

	This Program	Host School
English Learners	35%	48%

##### % by Grade Level

	This Program	Host School
Kindergarten	12%	18%
1st Grade	14%	16%
2nd Grade	16%	18%
3rd Grade	20%	16%
4th Grade	23%	17%
5th Grade	15%	15%

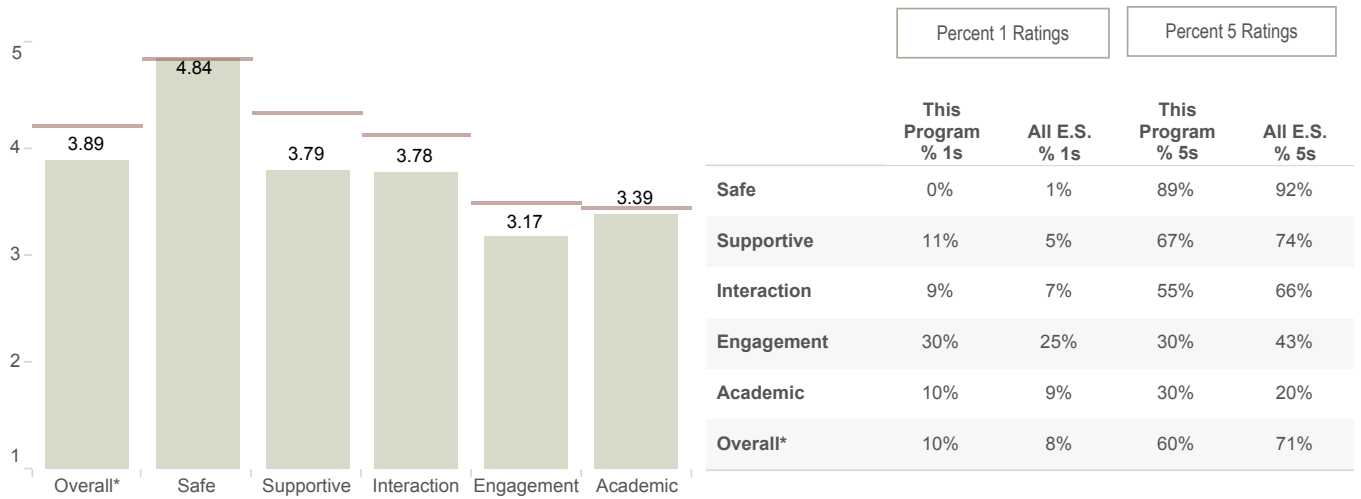
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=121; "Host School" n=419.

## Point of Service Quality

Site Visitor: Jhumpa Bhattacharya

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

This is a good program with many strengths. The first strength is having warm and freindly staff. It is clear that the staff care deeply about the students and there is mutal respect between the staff and students. The program also does a great job at providing an emotionally safe environment. The students are kind to each other and staff reinforce positive behavior. Lastly, the program is very well organized with each session starting and ending on time. The Site Coordinator does a great job at running a smooth, well-run program.

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### Areas for Improvements

There are a few places where the program can improve. The first would be providing more planning opportunities within programming. On the day of observation, no planning or reflection was observed. Including a brainstorming activity to help students think through how they will do a specific activity within a session is a nice way to bring in some planning. The program could also improve the amount of school-aged leadership offerings provided. On the day of observation, no leadership opportunities were observed. Lastly, the staff can do better at providing a warm welcome to all students at the start of each new session. Best practice tell us that by saying something like, "Welcome everyone, now we will be doing X" is a great way to ensure all students receive a welcome at the start of each session. On the day of observation, staff welcomed students individually but did not give an overall welcome.

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## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	100%	78%
If my friends or I get bullied at this program, an adult steps in to help.	95%	72%
In this program, other kids hit or push me when they are not just playing around.	5%	16%
In this program, other kids spread mean rumors or lies about me.	7%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	88%	54%
The adults in this program listen to what I have to say.	98%	70%
There is an adult at this program who cares about me.	98%	80%

### Interaction

I feel like I belong at this program.	95%	67%
In this program, I get to help other people.	90%	69%
Since coming to this program, I am better at making friends.	93%	69%

### Engagement

I am interested in what we do in this program.	92%	69%
In this program, I get to choose what I do and how I do it.	65%	39%
In this program, I try new things.	88%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=60; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 100%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	95%	67%
This program helps me get along with kids who are different from me.	97%	68%
This program helps me get along with other people my age.	97%	70%
This program helps me try to understand how other people feel.	95%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	93%	72%
This program helps me feel like more of a leader.	87%	63%
This program helps me get better at things that I used to think were hard.	97%	70%

### Wellness Behaviors

This program helps me exercise more.	93%	70%
This program helps me say "no" to things I know are wrong.	97%	72%
This program helps me to learn how to be healthy.	93%	68%

### School Engagement

This program helps me feel excited to learn in school.	93%	63%
This program helps me feel happy to be at this school.	95%	68%
This program helps me to feel like a part of my school.	97%	69%

### College & Career Readiness

In this program, I learn more about college.	68%	45%
In this program, I learn of jobs I can have when I grow up.	90%	57%

### Academic Behaviors

This program helps me get my homework done.	97%	79%
This program helps me learn how to set goals for myself.	87%	68%
This program helps me learn ways to study (like reading directions).	82%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=60; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 100%.

## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### Futures

**About this program:** Bay Area Community Resources provides comprehensive, high quality after school services at Futures Elementary for students in grades K-5, provided at the school site, 5 days/week, every school day during the year. Students receive targeted academic assistance to address their struggles in English and Math; enrichment activities that challenge them to build skills, work in teams, challenge themselves, and gain exposure to arts, science and culture, health and fitness; and social emotional learning built into all activities so that students feel safe and connected and form caring relationships.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	131	134	131	134	Progress Towards Attendance Target (CDE)	102%	101%	101%	100%
Enrollment: % Towards Projected	109%	122%	109%	123%	Average Program Attendance Rate	89%	84%	90%	89%
Units of Service (UOS): Total	55,656	57,923	61,192	59,528	Average Program Days Attended	118	128	118	132
UOS: % Towards Projected	114%	107%	104%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=131; "All E.S. 16-17" n=6,713; "This Program 15-16" n=131; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	163	153
School Day Attendance Rate	93%	92%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=131; "Host School" n=322.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	53%	43%
Asian/Pacific Islander	2%	7%
Latino/a	43%	46%
Native American	0%	0%
White	0%	2%
Multiple/Bi-Racial	1%	0%
Missing/Decline	1%	1%

##### % by Gender

	This Program	Host School
Female	55%	51%
Male	45%	49%

##### % English Learners

	This Program	Host School
English Learners	38%	47%

##### % by Grade Level

	This Program	Host School
Kindergarten	12%	14%
1st Grade	22%	18%
2nd Grade	21%	18%
3rd Grade	19%	20%
4th Grade	17%	15%
5th Grade	10%	15%

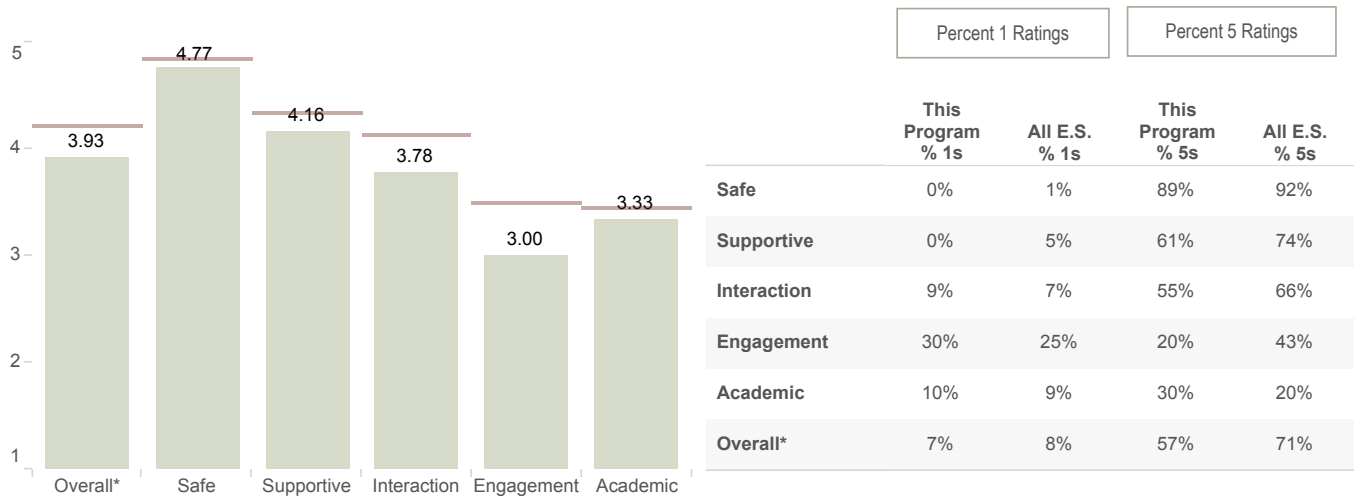
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=131; "Host School" n=322.

## Point of Service Quality

Site Visitor: Jocelyn Michelsen

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

1. Children strongly identify with the program: Multiple instances were observed of youth spontaneously singing the Futures spirit song with their friends, an indication that they strongly identify with and like being in the program. This is a rare thing to observe, and a sign that the climate of belonging is very strong at your program.
2. Warm welcome: In Snack Club, the staff stood at the door and greeted each child individually, by name, as s/he entered the program space; staff also started off the activity with a name game to help youth make interpersonal connections at the start of the school year. These are great practices that should be kept up throughout all Futures activities.
3. Leadership opportunities: In Academic Hour/Native American vest making, several children had the chance to lead the group during the session; one led mindfulness, one led the question of the day, and a couple others helped distribute materials. These are simple, age-appropriate leadership opportunities that should be extended and supported throughout the program, so that all children are offered multiple chances to help lead the group and develop their leadership skills.

### Areas for Improvements

1. Planning: Opportunities for youth to contribute to planning the day's agenda, to plan for how to do part of an activity, or to plan how to organize how a future activity will go are an important feature of their day-to-day program experiences. Planning doesn't need to be complex or long-term, especially for elementary aged children; but small chances to make plans can be added to staff's lesson plans to help children build these important skills.
2. Connections with the school day and with children's prior knowledge: Staff should be explicit in stating any connections between what they day's activity is, and how it links to children's prior learning, personal lives, or school day content. This will help children reinforce learning both in the program and in the school day, and over time will begin to show them how to make those important connections on their own.
3. Opportunities to talk about what they're doing: In each activity, all youth should have at least one opportunity to talk about what they're doing that day. This can be having staff circulate to each child and asking him/her 1-2 open-ended questions about the activity and the choices s/he is making (as observed during Academic Hour/Native American vest making), or it can be something like staff organizing a presentation or gallery walk so that all children can show and explain their work to their peers.

## Youth Survey Results by Point of Service Quality Domains

Safe Environment	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	83%	78%
If my friends or I get bullied at this program, an adult steps in to help.	81%	72%
In this program, other kids hit or push me when they are not just playing around.	21%	16%
In this program, other kids spread mean rumors or lies about me.	19%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	52%	54%
The adults in this program listen to what I have to say.	72%	70%
There is an adult at this program who cares about me.	79%	80%

### Interaction

I feel like I belong at this program.	67%	67%
In this program, I get to help other people.	67%	69%
Since coming to this program, I am better at making friends.	74%	69%

### Engagement

I am interested in what we do in this program.	68%	69%
In this program, I get to choose what I do and how I do it.	16%	39%
In this program, I try new things.	66%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=44; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 85%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	81%	67%
This program helps me get along with kids who are different from me.	79%	68%
This program helps me get along with other people my age.	74%	70%
This program helps me try to understand how other people feel.	72%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	83%	72%
This program helps me feel like more of a leader.	74%	63%
This program helps me get better at things that I used to think were hard.	72%	70%

### Wellness Behaviors

This program helps me exercise more.	79%	70%
This program helps me say "no" to things I know are wrong.	74%	72%
This program helps me to learn how to be healthy.	74%	68%

### School Engagement

This program helps me feel excited to learn in school.	64%	63%
This program helps me feel happy to be at this school.	75%	68%
This program helps me to feel like a part of my school.	81%	69%

### College & Career Readiness

In this program, I learn more about college.	43%	45%
In this program, I learn of jobs I can have when I grow up.	64%	57%

### Academic Behaviors

This program helps me get my homework done.	88%	79%
This program helps me learn how to set goals for myself.	65%	68%
This program helps me learn ways to study (like reading directions).	77%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=44; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 85%.



## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### Garfield

**About this program:** Garfield is an after-school learning program dedicated to fostering a college-going culture with all students and their families. Garfield serves students who attend Garfield. This program operates 177 days a year, three hours each day, and provides all students with a number of learning activities, including academic support, educational enrichment, and engages parents.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	223	134	256	134	Progress Towards Attendance Target (CDE)	96%	101%	101%	100%
Enrollment: % Towards Projected	149%	122%	183%	123%	Average Program Attendance Rate	85%	84%	86%	89%
Units of Service (UOS): Total	96,075	57,923	102,562	59,528	Average Program Days Attended	130	128	122	132
UOS: % Towards Projected	110%	107%	126%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=223; "All E.S. 16-17" n=6,713; "This Program 15-16" n=256; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	168	160
School Day Attendance Rate	97%	96%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=223; "Host School" n=661.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	18%	18%
Asian/Pacific Islander	32%	31%
Latino/a	43%	46%
Native American	1%	0%
White	2%	2%
Multiple/Bi-Racial	2%	2%
Missing/Decline	2%	2%

##### % by Gender

	This Program	Host School
Female	48%	47%
Male	52%	53%

##### % English Learners

	This Program	Host School
English Learners	56%	55%

##### % by Grade Level

	This Program	Host School
Kindergarten	9%	18%
1st Grade	20%	20%
2nd Grade	19%	17%
3rd Grade	15%	16%
4th Grade	20%	15%
5th Grade	17%	15%

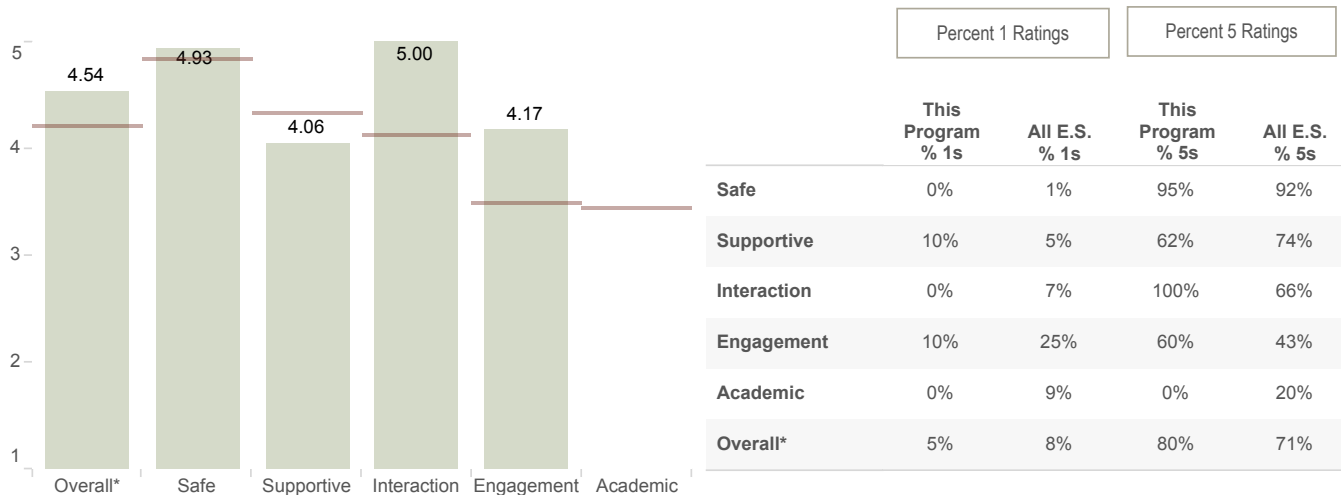
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=223; "Host School" n=661.

## Point of Service Quality

Site Visitor: Asali

Assessment Tool Used: SAPQA

Point of Service Quality Status: Thriving



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

I rated my observation using the Program Quality Assessment tool (PQA). Based on my observation, your overall program quality rating is 4.41. Some highlights in your program included: 1) Staff engaging all children in an intentional process of reflection (for example, staff were observed asking children open ended questions about their experience doing an activity, and connecting the activity to prior learning), 2) Opportunities for children to practice leadership skills (Children have the opportunity to lead the program in an opening chant, and review activity directions or game rules for their peers), and 3) Activities that support active engagement (during each session there were opportunities for children to share their ideas with a partner or group and make connections between the activity and their experience).

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### Areas for Improvements

I encourage you and your team to note my ratings on the following areas where missed opportunities were observed. 1) Warm Welcome (eg. staff taking time to greet all children as they arrive), 2) Staff modeling skills for all children (eg staff demonstrating how to do a task for everyone, in addition to giving verbal instructions), and 3) School-Age Planning. Staff may want to consider some fun ways for children to share their plans before beginning an activity.

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## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	87%	78%
If my friends or I get bullied at this program, an adult steps in to help.	80%	72%
In this program, other kids hit or push me when they are not just playing around.	7%	16%
In this program, other kids spread mean rumors or lies about me.	10%	20%
<b>Supportive Environment</b>		
In this program, I tell other kids when they do a good job.	70%	54%
The adults in this program listen to what I have to say.	77%	70%
There is an adult at this program who cares about me.	88%	80%
<b>Interaction</b>		
I feel like I belong at this program.	75%	67%
In this program, I get to help other people.	76%	69%
Since coming to this program, I am better at making friends.	75%	69%
<b>Engagement</b>		
I am interested in what we do in this program.	79%	69%
In this program, I get to choose what I do and how I do it.	68%	39%
In this program, I try new things.	77%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=115; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 115%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	79%	67%
This program helps me get along with kids who are different from me.	83%	68%
This program helps me get along with other people my age.	81%	70%
This program helps me try to understand how other people feel.	77%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	80%	72%
This program helps me feel like more of a leader.	72%	63%
This program helps me get better at things that I used to think were hard.	83%	70%

### Wellness Behaviors

This program helps me exercise more.	78%	70%
This program helps me say "no" to things I know are wrong.	82%	72%
This program helps me to learn how to be healthy.	75%	68%

### School Engagement

This program helps me feel excited to learn in school.	81%	63%
This program helps me feel happy to be at this school.	81%	68%
This program helps me to feel like a part of my school.	81%	69%

### College & Career Readiness

In this program, I learn more about college.	64%	45%
In this program, I learn of jobs I can have when I grow up.	77%	57%

### Academic Behaviors

This program helps me get my homework done.	91%	79%
This program helps me learn how to set goals for myself.	87%	68%
This program helps me learn ways to study (like reading directions).	87%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=115; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 115%.

## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### Global Family

**About this program:** Bay Area Community Resources provides comprehensive, high quality after school services at Global Family for students in grades K-5, provided at the school site, 5 days/week, every school day during the year. Students receive targeted academic assistance to address their struggles in English and Math; enrichment activities that challenge them to build skills, work in teams, challenge themselves, and gain exposure to arts, science and culture, health and fitness; and social emotional learning built into all activities so that students feel safe and connected and form caring relationships.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	121	134	124	134	Progress Towards Attendance Target (CDE)	107%	101%	111%	100%
Enrollment: % Towards Projected	121%	122%	113%	123%	Average Program Attendance Rate	91%	84%	95%	89%
Units of Service (UOS): Total	55,057	57,923	57,382	59,528	Average Program Days Attended	134	128	126	132
UOS: % Towards Projected	114%	107%	113%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=121; "All E.S. 16-17" n=6,713; "This Program 15-16" n=124; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	172	168
School Day Attendance Rate	97%	96%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=121; "Host School" n=470.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	4%	4%
Asian/Pacific Islander	0%	1%
Latino/a	95%	92%
Native American	0%	0%
White	0%	0%
Multiple/Bi-Racial	0%	0%
Missing/Decline	1%	1%

##### % by Gender

	This Program	Host School
Female	46%	47%
Male	54%	53%

##### % English Learners

	This Program	Host School
English Learners	75%	78%

##### % by Grade Level

	This Program	Host School
Kindergarten	2%	17%
1st Grade	17%	17%
2nd Grade	15%	17%
3rd Grade	25%	18%
4th Grade	20%	16%
5th Grade	20%	16%

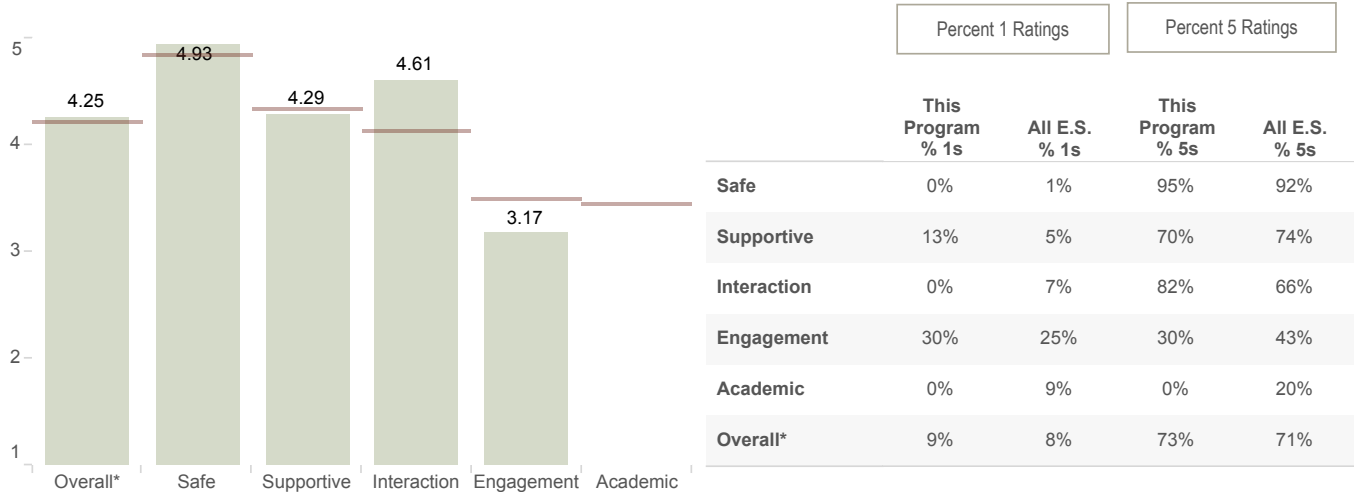
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=121; "Host School" n=470.

## Point of Service Quality

Site Visitor: Kourtney

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

No comments available.

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### Areas for Improvements

No comments available.

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## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	96%	78%
If my friends or I get bullied at this program, an adult steps in to help.	92%	72%
In this program, other kids hit or push me when they are not just playing around.	4%	16%
In this program, other kids spread mean rumors or lies about me.	17%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	77%	54%
The adults in this program listen to what I have to say.	91%	70%
There is an adult at this program who cares about me.	92%	80%

### Interaction

I feel like I belong at this program.	79%	67%
In this program, I get to help other people.	75%	69%
Since coming to this program, I am better at making friends.	89%	69%

### Engagement

I am interested in what we do in this program.	91%	69%
In this program, I get to choose what I do and how I do it.	75%	39%
In this program, I try new things.	94%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=53; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 109%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	85%	67%
This program helps me get along with kids who are different from me.	87%	68%
This program helps me get along with other people my age.	89%	70%
This program helps me try to understand how other people feel.	83%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	92%	72%
This program helps me feel like more of a leader.	68%	63%
This program helps me get better at things that I used to think were hard.	94%	70%

### Wellness Behaviors

This program helps me exercise more.	96%	70%
This program helps me say "no" to things I know are wrong.	81%	72%
This program helps me to learn how to be healthy.	94%	68%

### School Engagement

This program helps me feel excited to learn in school.	92%	63%
This program helps me feel happy to be at this school.	92%	68%
This program helps me to feel like a part of my school.	89%	69%

### College & Career Readiness

In this program, I learn more about college.	49%	45%
In this program, I learn of jobs I can have when I grow up.	81%	57%

### Academic Behaviors

This program helps me get my homework done.	100%	79%
This program helps me learn how to set goals for myself.	87%	68%
This program helps me learn ways to study (like reading directions).	94%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=53; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 109%.



## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### Grass Valley

**About this program:** Bay Area Community Resources provides comprehensive, high quality after school services at Grass Valley Elementary for students in grades K-5, provided at the school site, 5 days/week, every school day during the year. Students receive targeted academic assistance to address their struggles in English and Math; enrichment activities that challenge them to build skills, work in teams, challenge themselves, and gain exposure to arts, science and culture, health and fitness; and social emotional learning built into all activities so that students feel safe and connected and form caring relationships.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	105	134	120	134	Progress Towards Attendance Target (CDE)	102%	101%	112%	100%
Enrollment: % Towards Projected	95%	122%	103%	123%	Average Program Attendance Rate	85%	84%	90%	89%
Units of Service (UOS): Total	108,509	57,923	63,543	59,528	Average Program Days Attended	147	128	146	132
UOS: % Towards Projected	101%	107%	124%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=105; "All E.S. 16-17" n=6,713; "This Program 15-16" n=120; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	168	160
School Day Attendance Rate	97%	95%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=105; "Host School" n=288.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	82%	66%
Asian/Pacific Islander	0%	4%
Latino/a	10%	22%
Native American	0%	0%
White	0%	3%
Multiple/Bi-Racial	8%	5%
Missing/Decline	0%	1%

##### % by Gender

	This Program	Host School
Female	55%	44%
Male	45%	56%

##### % English Learners

	This Program	Host School
English Learners	3%	17%

##### % by Grade Level

	This Program	Host School
Kindergarten	10%	15%
1st Grade	24%	23%
2nd Grade	24%	18%
3rd Grade	15%	15%
4th Grade	9%	11%
5th Grade	18%	17%

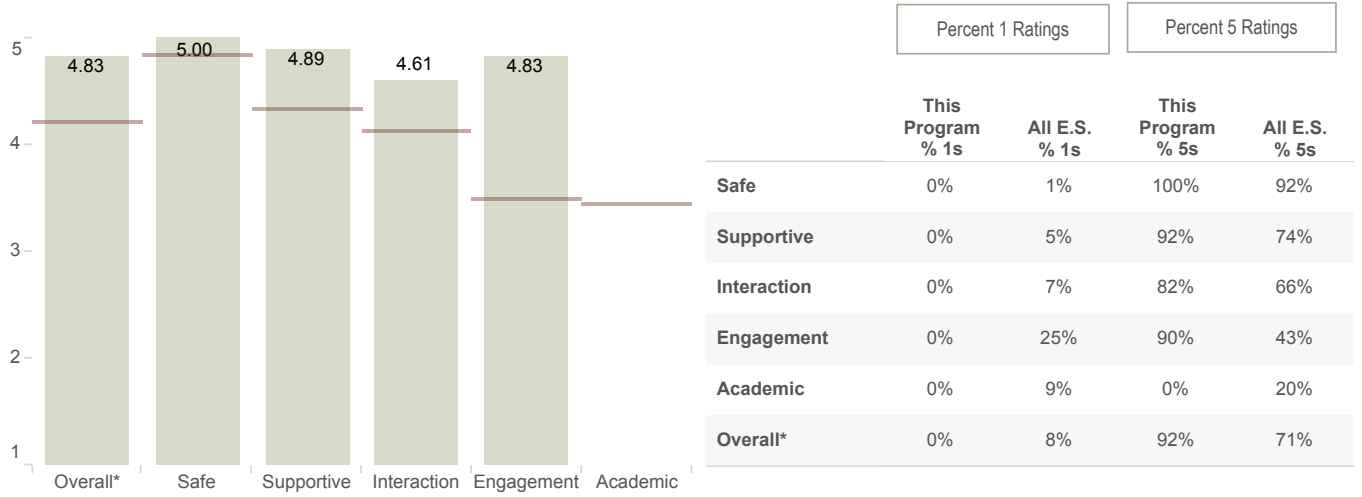
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=105; "Host School" n=288.

**Point of Service Quality**

Site Visitor: Danielle

Assessment Tool Used: SAPQA

Point of Service Quality Status: Thriving



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

**Point of Service Quality: Site Visitor's Comments**

**Program Strengths**

No comments available.

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**Areas for Improvements**

No comments available.

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## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	79%	78%
If my friends or I get bullied at this program, an adult steps in to help.	60%	72%
In this program, other kids hit or push me when they are not just playing around.	20%	16%
In this program, other kids spread mean rumors or lies about me.	18%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	45%	54%
The adults in this program listen to what I have to say.	72%	70%
There is an adult at this program who cares about me.	79%	80%

### Interaction

I feel like I belong at this program.	66%	67%
In this program, I get to help other people.	71%	69%
Since coming to this program, I am better at making friends.	58%	69%

### Engagement

I am interested in what we do in this program.	70%	69%
In this program, I get to choose what I do and how I do it.	16%	39%
In this program, I try new things.	70%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=71; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 123%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	58%	67%
This program helps me get along with kids who are different from me.	52%	68%
This program helps me get along with other people my age.	64%	70%
This program helps me try to understand how other people feel.	52%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	68%	72%
This program helps me feel like more of a leader.	67%	63%
This program helps me get better at things that I used to think were hard.	71%	70%

### Wellness Behaviors

This program helps me exercise more.	70%	70%
This program helps me say "no" to things I know are wrong.	75%	72%
This program helps me to learn how to be healthy.	64%	68%

### School Engagement

This program helps me feel excited to learn in school.	67%	63%
This program helps me feel happy to be at this school.	64%	68%
This program helps me to feel like a part of my school.	60%	69%

### College & Career Readiness

In this program, I learn more about college.	19%	45%
In this program, I learn of jobs I can have when I grow up.	41%	57%

### Academic Behaviors

This program helps me get my homework done.	77%	79%
This program helps me learn how to set goals for myself.	64%	68%
This program helps me learn ways to study (like reading directions).	53%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=71; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 123%.

## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### Greenleaf (K-8 Elementary)

**About this program:** Bay Area Community Resources provides comprehensive, high quality after school services at Greenleaf Elementary for students in grades K-5, provided at the school site, 5 days/week, every school day during the year. Students receive targeted academic assistance to address their struggles in English and Math; enrichment activities that challenge them to build skills, work in teams, challenge themselves, and gain exposure to arts, science and culture, health and fitness; and social emotional learning built into all activities so that students feel safe and connected and form caring relationships.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	123	134	124	134	Progress Towards Attendance Target (CDE)	100%	101%	88%	100%
Enrollment: % Towards Projected	112%	122%	131%	123%	Average Program Attendance Rate	89%	84%	91%	89%
Units of Service (UOS): Total	50,527	57,923	47,627	59,528	Average Program Days Attended	123	128	112	132
UOS: % Towards Projected	102%	107%	118%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=123; "All E.S. 16-17" n=6,713; "This Program 15-16" n=124; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	171	166
School Day Attendance Rate	96%	96%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=123; "Host School" n=463.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	17%	9%
Asian/Pacific Islander	4%	2%
Latino/a	73%	84%
Native American	0%	0%
White	3%	2%
Multiple/Bi-Racial	2%	1%
Missing/Decline	1%	2%

##### % by Gender

	This Program	Host School
Female	50%	50%
Male	50%	50%

##### % English Learners

	This Program	Host School
English Learners	49%	67%

##### % by Grade Level

	This Program	Host School
Kindergarten	9%	17%
1st Grade	17%	17%
2nd Grade	19%	17%
3rd Grade	14%	18%
4th Grade	26%	16%
5th Grade	16%	16%

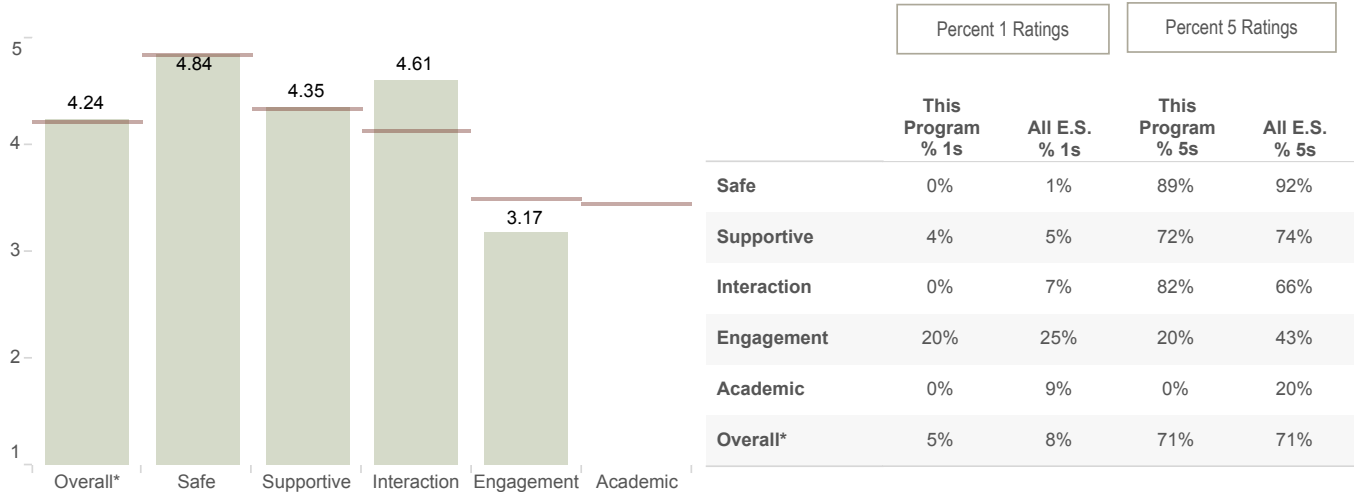
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=123; "Host School" n=463.

## Point of Service Quality

Site Visitor: Amara

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

Based on my observations at your program, I would like to highlight the quality program practices in the following areas: Safety, Session Flow, and Interaction with Adults.

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### Areas for Improvements

I encourage you and your team to note my ratings on Active Engagement (specifically Children make connections) and School-Age Planning as you make goals for future program growth.

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## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	91%	78%
If my friends or I get bullied at this program, an adult steps in to help.	93%	72%
In this program, other kids hit or push me when they are not just playing around.	9%	16%
In this program, other kids spread mean rumors or lies about me.	14%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	67%	54%
The adults in this program listen to what I have to say.	82%	70%
There is an adult at this program who cares about me.	98%	80%

### Interaction

I feel like I belong at this program.	93%	67%
In this program, I get to help other people.	82%	69%
Since coming to this program, I am better at making friends.	95%	69%

### Engagement

I am interested in what we do in this program.	93%	69%
In this program, I get to choose what I do and how I do it.	42%	39%
In this program, I try new things.	87%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=45; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 80%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	87%	67%
This program helps me get along with kids who are different from me.	86%	68%
This program helps me get along with other people my age.	86%	70%
This program helps me try to understand how other people feel.	89%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	93%	72%
This program helps me feel like more of a leader.	80%	63%
This program helps me get better at things that I used to think were hard.	98%	70%

### Wellness Behaviors

This program helps me exercise more.	89%	70%
This program helps me say "no" to things I know are wrong.	91%	72%
This program helps me to learn how to be healthy.	87%	68%

### School Engagement

This program helps me feel excited to learn in school.	84%	63%
This program helps me feel happy to be at this school.	87%	68%
This program helps me to feel like a part of my school.	96%	69%

### College & Career Readiness

In this program, I learn more about college.	32%	45%
In this program, I learn of jobs I can have when I grow up.	73%	57%

### Academic Behaviors

This program helps me get my homework done.	98%	79%
This program helps me learn how to set goals for myself.	88%	68%
This program helps me learn ways to study (like reading directions).	77%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=45; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 80%.



## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### Hoover

**About this program:** Bay Area Community Resources provides comprehensive, high quality after school services at Hoover Elementary for students in grades K-5, provided at the school site, 5 days/week, every school day during the year. Students receive targeted academic assistance to address their struggles in English and Math; enrichment activities that challenge them to build skills, work in teams, challenge themselves, and gain exposure to arts, science and culture, health and fitness; and social emotional learning built into all activities so that students feel safe and connected and form caring relationships.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	123	134	135	134	Progress Towards Attendance Target (CDE)	80%	101%	73%	100%
Enrollment: % Towards Projected	112%	122%	117%	123%	Average Program Attendance Rate	91%	84%	92%	89%
Units of Service (UOS): Total	63,708	57,923	62,881	59,528	Average Program Days Attended	152	128	141	132
UOS: % Towards Projected	122%	107%	114%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=123; "All E.S. 16-17" n=6,713; "This Program 15-16" n=135; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	167	152
School Day Attendance Rate	95%	93%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=123; "Host School" n=309.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	41%	41%
Asian/Pacific Islander	4%	5%
Latino/a	51%	40%
Native American	1%	0%
White	3%	7%
Multiple/Bi-Racial	0%	2%
Missing/Decline	0%	5%

##### % by Gender

	This Program	Host School
Female	52%	52%
Male	48%	48%

##### % English Learners

	This Program	Host School
English Learners	43%	45%

##### % by Grade Level

	This Program	Host School
Kindergarten	13%	20%
1st Grade	20%	18%
2nd Grade	15%	15%
3rd Grade	16%	15%
4th Grade	16%	15%
5th Grade	19%	18%

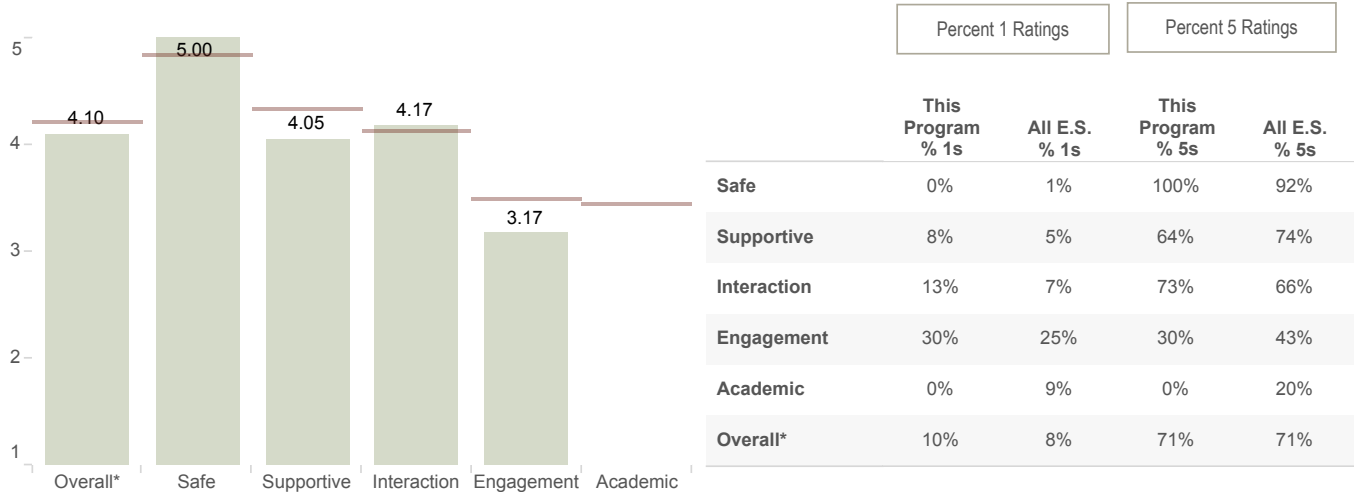
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=123; "Host School" n=309.

**Point of Service Quality**

Site Visitor: Zotunde

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

**Point of Service Quality: Site Visitor's Comments**

**Program Strengths**

No comments available.

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**Areas for Improvements**

No comments available.

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## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	82%	78%
If my friends or I get bullied at this program, an adult steps in to help.	58%	72%
In this program, other kids hit or push me when they are not just playing around.	33%	16%
In this program, other kids spread mean rumors or lies about me.	32%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	54%	54%
The adults in this program listen to what I have to say.	76%	70%
There is an adult at this program who cares about me.	81%	80%

### Interaction

I feel like I belong at this program.	74%	67%
In this program, I get to help other people.	71%	69%
Since coming to this program, I am better at making friends.	68%	69%

### Engagement

I am interested in what we do in this program.	82%	69%
In this program, I get to choose what I do and how I do it.	18%	39%
In this program, I try new things.	71%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=38; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 56%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	76%	67%
This program helps me get along with kids who are different from me.	70%	68%
This program helps me get along with other people my age.	81%	70%
This program helps me try to understand how other people feel.	65%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	78%	72%
This program helps me feel like more of a leader.	53%	63%
This program helps me get better at things that I used to think were hard.	65%	70%

### Wellness Behaviors

This program helps me exercise more.	68%	70%
This program helps me say "no" to things I know are wrong.	70%	72%
This program helps me to learn how to be healthy.	63%	68%

### School Engagement

This program helps me feel excited to learn in school.	71%	63%
This program helps me feel happy to be at this school.	71%	68%
This program helps me to feel like a part of my school.	68%	69%

### College & Career Readiness

In this program, I learn more about college.	34%	45%
In this program, I learn of jobs I can have when I grow up.	50%	57%

### Academic Behaviors

This program helps me get my homework done.	89%	79%
This program helps me learn how to set goals for myself.	68%	68%
This program helps me learn ways to study (like reading directions).	58%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=38; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 56%.

## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### Horace Mann

**About this program:** The Horace Mann Elementary Afterschool Program provides a safe, supportive afterschool program for low-income students from this high-need East Oakland neighborhood. The youth development-based program design address students' academic and enrichment needs, while promoting better attendance in school. Academic support includes literacy, homework help, academic enrichment, and support for English Language Learners, all linked to school-day programming. Enrichment activities include sports, fitness, STEM, visual/performing arts, and educational garden-based activities.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	141	134	152	134	Progress Towards Attendance Target (CDE)	96%	101%	96%	100%
Enrollment: % Towards Projected	131%	122%	127%	123%	Average Program Attendance Rate	82%	84%	85%	89%
Units of Service (UOS): Total	52,518	57,923	54,364	59,528	Average Program Days Attended	103	128	100	132
UOS: % Towards Projected	87%	107%	87%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=141; "All E.S. 16-17" n=6,713; "This Program 15-16" n=152; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	162	151
School Day Attendance Rate	94%	93%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=141; "Host School" n=429.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	27%	31%
Asian/Pacific Islander	14%	14%
Latino/a	49%	45%
Native American	1%	0%
White	4%	3%
Multiple/Bi-Racial	1%	3%
Missing/Decline	3%	3%

##### % by Gender

	This Program	Host School
Female	49%	48%
Male	51%	52%

##### % English Learners

	This Program	Host School
English Learners	50%	42%

##### % by Grade Level

	This Program	Host School
Kindergarten	14%	17%
1st Grade	17%	18%
2nd Grade	18%	15%
3rd Grade	23%	15%
4th Grade	13%	16%
5th Grade	16%	19%

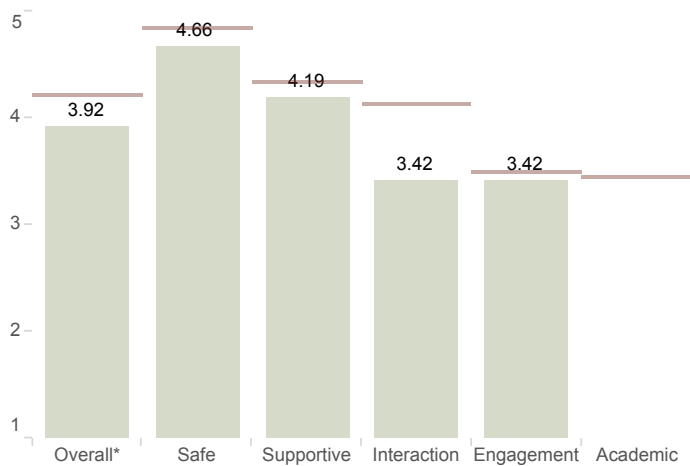
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=141; "Host School" n=429.

## Point of Service Quality

Site Visitor: Samantha

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

	Percent 1 Ratings		Percent 5 Ratings	
	This Program % 1s	All E.S. % 1s	This Program % 5s	All E.S. % 5s
Safe	0%	1%	79%	92%
Supportive	4%	5%	60%	74%
Interaction	20%	7%	47%	66%
Engagement	40%	25%	50%	43%
Academic	0%	9%	0%	20%
Overall*	12%	8%	61%	71%

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

Based on my observations, your program strengths include:

Interaction: Managing Feelings, Items 1,2 and 3.  
 Interaction: Interaction With Adults, Items 1, 2 and 4.  
 Engagement: Reflection, Items 1 and 2.

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### Areas for Improvements

I encourage you and your team to note my ratings on:  
 Engagement: School-Age Planning, Items 1, 2 and 3  
 Interaction: School-Age Leadership, Items 2 and 3.

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## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	66%	78%
If my friends or I get bullied at this program, an adult steps in to help.	79%	72%
In this program, other kids hit or push me when they are not just playing around.	28%	16%
In this program, other kids spread mean rumors or lies about me.	31%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	45%	54%
The adults in this program listen to what I have to say.	75%	70%
There is an adult at this program who cares about me.	76%	80%

### Interaction

I feel like I belong at this program.	66%	67%
In this program, I get to help other people.	68%	69%
Since coming to this program, I am better at making friends.	61%	69%

### Engagement

I am interested in what we do in this program.	68%	69%
In this program, I get to choose what I do and how I do it.	32%	39%
In this program, I try new things.	74%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=38; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 79%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	56%	67%
This program helps me get along with kids who are different from me.	68%	68%
This program helps me get along with other people my age.	66%	70%
This program helps me try to understand how other people feel.	56%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	67%	72%
This program helps me feel like more of a leader.	63%	63%
This program helps me get better at things that I used to think were hard.	59%	70%

### Wellness Behaviors

This program helps me exercise more.	57%	70%
This program helps me say "no" to things I know are wrong.	70%	72%
This program helps me to learn how to be healthy.	74%	68%

### School Engagement

This program helps me feel excited to learn in school.	64%	63%
This program helps me feel happy to be at this school.	60%	68%
This program helps me to feel like a part of my school.	59%	69%

### College & Career Readiness

In this program, I learn more about college.	45%	45%
In this program, I learn of jobs I can have when I grow up.	70%	57%

### Academic Behaviors

This program helps me get my homework done.	61%	79%
This program helps me learn how to set goals for myself.	62%	68%
This program helps me learn ways to study (like reading directions).	68%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=38; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 79%.



## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### Howard

**About this program:** Bay Area Community Resources provides comprehensive, high quality after school services at Howard Elementary for students in grades 1-5, provided at the school site, 5 days/week, every school day during the year. Students receive targeted academic assistance to address their struggles in English and Math; enrichment activities that challenge them to build skills, work in teams, challenge themselves, and gain exposure to arts, science and culture, health and fitness; and social emotional learning built into all activities so that students feel safe and connected and form caring relationships.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	113	134	114	134	Progress Towards Attendance Target (CDE)	93%	101%	107%	100%
Enrollment: % Towards Projected	103%	122%	114%	123%	Average Program Attendance Rate	79%	84%	98%	89%
Units of Service (UOS): Total	51,704	57,923	63,616	59,528	Average Program Days Attended	125	128	147	132
UOS: % Towards Projected	94%	107%	112%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=113; "All E.S. 16-17" n=6,713; "This Program 15-16" n=114; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	157	153
School Day Attendance Rate	92%	91%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=112; "Host School" n=231.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	74%	63%
Asian/Pacific Islander	4%	6%
Latino/a	15%	19%
Native American	1%	0%
White	3%	6%
Multiple/Bi-Racial	3%	4%
Missing/Decline	1%	1%

##### % by Gender

	This Program	Host School
Female	41%	38%
Male	59%	62%

##### % English Learners

	This Program	Host School
English Learners	2%	7%

##### % by Grade Level

	This Program	Host School
Kindergarten	9%	19%
1st Grade	16%	17%
2nd Grade	18%	19%
3rd Grade	14%	13%
4th Grade	23%	16%
5th Grade	20%	15%

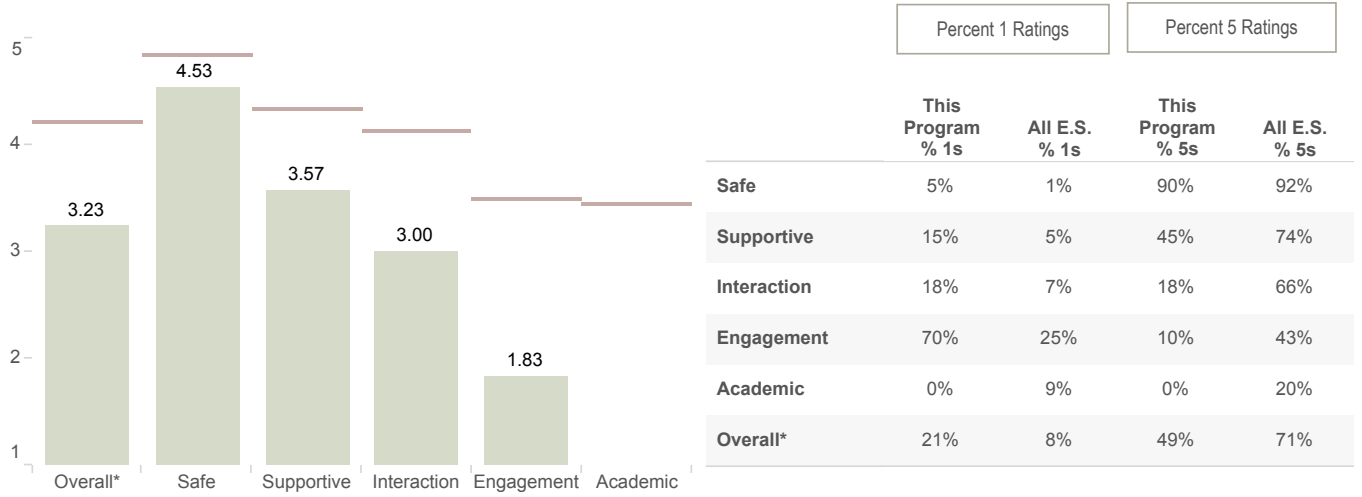
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=112; "Host School" n=231.

**Point of Service Quality**

Site Visitor: Kourtney

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

**Point of Service Quality: Site Visitor's Comments**

**Program Strengths**

No comments available.

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**Areas for Improvements**

No comments available.

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## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	53%	78%
If my friends or I get bullied at this program, an adult steps in to help.	31%	72%
In this program, other kids hit or push me when they are not just playing around.	15%	16%
In this program, other kids spread mean rumors or lies about me.	28%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	36%	54%
The adults in this program listen to what I have to say.	31%	70%
There is an adult at this program who cares about me.	74%	80%

### Interaction

I feel like I belong at this program.	41%	67%
In this program, I get to help other people.	44%	69%
Since coming to this program, I am better at making friends.	44%	69%

### Engagement

I am interested in what we do in this program.	38%	69%
In this program, I get to choose what I do and how I do it.	18%	39%
In this program, I try new things.	41%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=39; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 82%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	33%	67%
This program helps me get along with kids who are different from me.	28%	68%
This program helps me get along with other people my age.	38%	70%
This program helps me try to understand how other people feel.	33%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	36%	72%
This program helps me feel like more of a leader.	49%	63%
This program helps me get better at things that I used to think were hard.	46%	70%

### Wellness Behaviors

This program helps me exercise more.	46%	70%
This program helps me say "no" to things I know are wrong.	54%	72%
This program helps me to learn how to be healthy.	23%	68%

### School Engagement

This program helps me feel excited to learn in school.	36%	63%
This program helps me feel happy to be at this school.	31%	68%
This program helps me to feel like a part of my school.	31%	69%

### College & Career Readiness

In this program, I learn more about college.	21%	45%
In this program, I learn of jobs I can have when I grow up.	33%	57%

### Academic Behaviors

This program helps me get my homework done.	44%	79%
This program helps me learn how to set goals for myself.	38%	68%
This program helps me learn ways to study (like reading directions).	33%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=39; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 82%.

## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### International Community School

**About this program:** Oakland Leaf After-School Program at International Community School is a free program providing academic, enrichment, and recreation classes 5 days per week, August through June, for 177 days. The program serves students daily. The after-school community reflects the demographics of the school: 90% Latino, 3% African American; 95% Free Reduced Lunch; 75% English Language Learners. Oakland Leaf After School Program provides culturally relevant project-based classes with an emphasis on the arts, student identity and social justice. We provide students with limited economic resources opportunities to achieve academic success and develop into thoughtful, creative citizens.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	102	134	95	134	Progress Towards Attendance Target (CDE)	86%	101%	77%	100%
Enrollment: % Towards Projected	113%	122%	112%	123%	Average Program Attendance Rate	85%	84%	82%	89%
Units of Service (UOS): Total	42,775	57,923	32,877	59,528	Average Program Days Attended	127	128	117	132
UOS: % Towards Projected	120%	107%	142%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=102; "All E.S. 16-17" n=6,713; "This Program 15-16" n=95; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	170	166
School Day Attendance Rate	96%	96%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=102; "Host School" n=320.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	4%	1%
Asian/Pacific Islander	6%	2%
Latino/a	89%	92%
Native American	0%	0%
White	1%	2%
Multiple/Bi-Racial	0%	1%
Missing/Decline	1%	2%

##### % by Gender

	This Program	Host School
Female	50%	45%
Male	50%	55%

##### % English Learners

	This Program	Host School
English Learners	75%	75%

##### % by Grade Level

	This Program	Host School
Kindergarten	2%	15%
1st Grade	17%	17%
2nd Grade	11%	13%
3rd Grade	22%	17%
4th Grade	24%	20%
5th Grade	24%	17%

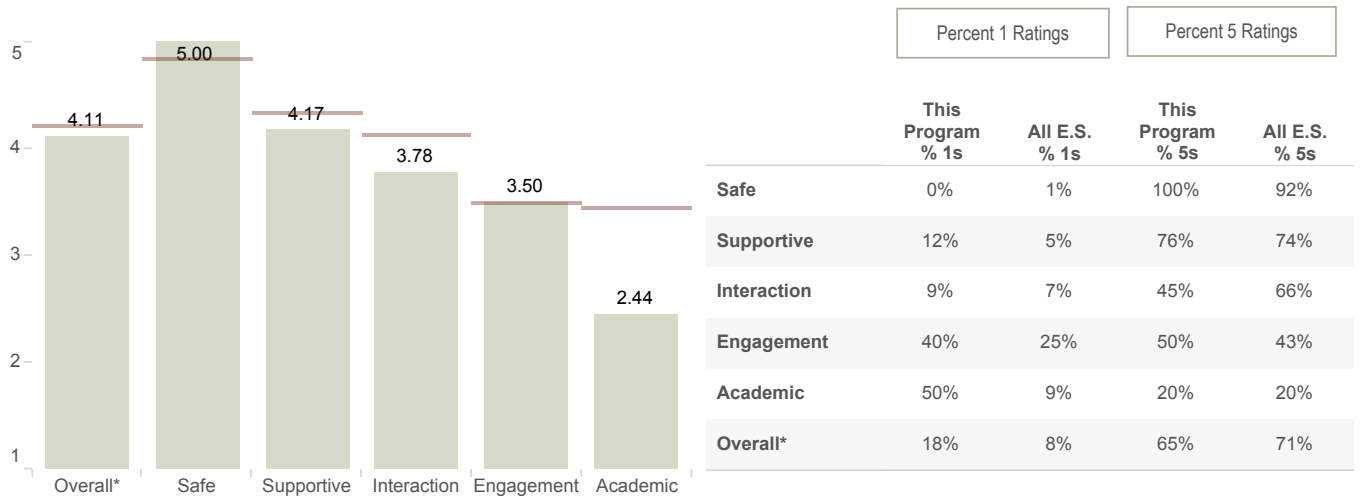
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=102; "Host School" n=320.

## Point of Service Quality

Site Visitor: Sam

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

- 1) Program does a good job of clearly defining the learning focus/targets and classroom agreements. Both were clearly displayed on poster board and referenced during activities.
- 2) Program did a good job of providing opportunities for youth to help other youth, and for youth to take the lead in an activity.
- 3) Program activities do a good job of allowing youth to make authentic and open ended choices about what to do and how to do it.

### Areas for Improvements

- 1) Many groups seemed to jump straight into the 'doing' part of most activities. These activities should try and incorporate more 'planning' opportunities for youth to think about, talk about, write/draw, etc. before taking action.
- 2) Program should try to incorporate more get-to-know-you opportunities for youth (and staff) to connect with others - icebreakers, cooperative small group work, etc.
- 3) Instructors could improve by modeling activities for youth before youth start on their own. Showing their own drawing, reading an example of a journal entry, etc.

## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	66%	78%
If my friends or I get bullied at this program, an adult steps in to help.	62%	72%
In this program, other kids hit or push me when they are not just playing around.	18%	16%
In this program, other kids spread mean rumors or lies about me.	23%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	39%	54%
The adults in this program listen to what I have to say.	57%	70%
There is an adult at this program who cares about me.	76%	80%

### Interaction

I feel like I belong at this program.	69%	67%
In this program, I get to help other people.	51%	69%
Since coming to this program, I am better at making friends.	62%	69%

### Engagement

I am interested in what we do in this program.	63%	69%
In this program, I get to choose what I do and how I do it.	22%	39%
In this program, I try new things.	57%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=51; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 107%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	53%	67%
This program helps me get along with kids who are different from me.	64%	68%
This program helps me get along with other people my age.	72%	70%
This program helps me try to understand how other people feel.	60%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	68%	72%
This program helps me feel like more of a leader.	54%	63%
This program helps me get better at things that I used to think were hard.	68%	70%

### Wellness Behaviors

This program helps me exercise more.	67%	70%
This program helps me say "no" to things I know are wrong.	67%	72%
This program helps me to learn how to be healthy.	64%	68%

### School Engagement

This program helps me feel excited to learn in school.	66%	63%
This program helps me feel happy to be at this school.	66%	68%
This program helps me to feel like a part of my school.	66%	69%

### College & Career Readiness

In this program, I learn more about college.	25%	45%
In this program, I learn of jobs I can have when I grow up.	53%	57%

### Academic Behaviors

This program helps me get my homework done.	68%	79%
This program helps me learn how to set goals for myself.	55%	68%
This program helps me learn ways to study (like reading directions).	59%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=51; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 107%.



## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### La Escuelita (K-8)

**About this program:** La Escuelita is an after-school learning program dedicated to fostering a college-going culture with all students and their families. La Escuelita serves students who attend La Escuelita. This program operates 177 days a year, three hours each day, and provides all students with a number of learning activities, including academic support, educational enrichment, and engages parents.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	117	134	86	134	Progress Towards Attendance Target (CDE)	117%	101%	90%	100%
Enrollment: % Towards Projected	138%	122%	115%	123%	Average Program Attendance Rate	97%	84%	98%	89%
Units of Service (UOS): Total	58,629	57,923	46,033	59,528	Average Program Days Attended	151	128	165	132
UOS: % Towards Projected	119%	107%	103%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=117; "All E.S. 16-17" n=6,713; "This Program 15-16" n=86; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	169	163
School Day Attendance Rate	96%	95%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=117; "Host School" n=430.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	13%	13%
Asian/Pacific Islander	16%	22%
Latino/a	65%	59%
Native American	0%	0%
White	3%	3%
Multiple/Bi-Racial	1%	1%
Missing/Decline	2%	2%

##### % by Gender

	This Program	Host School
Female	45%	48%
Male	55%	52%

##### % English Learners

	This Program	Host School
English Learners	48%	53%

##### % by Grade Level

	This Program	Host School
Kindergarten	0%	15%
1st Grade	8%	15%
2nd Grade	12%	11%
3rd Grade	21%	14%
4th Grade	18%	11%
5th Grade	18%	13%

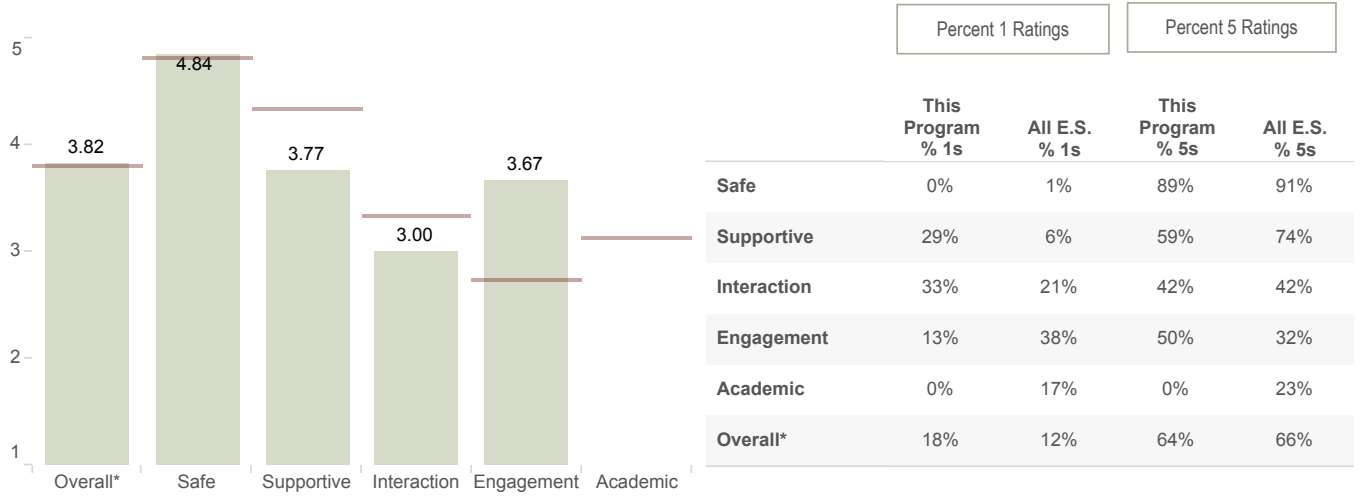
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=117; "Host School" n=430.

## Point of Service Quality

Site Visitor: Johanna

Assessment Tool Used: YPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

No comments available.

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### Areas for Improvements

No comments available.

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## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	64%	78%
If my friends or I get bullied at this program, an adult steps in to help.	56%	72%
In this program, other kids hit or push me when they are not just playing around.	7%	16%
In this program, other kids spread mean rumors or lies about me.	23%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	39%	54%
The adults in this program listen to what I have to say.	51%	70%
There is an adult at this program who cares about me.	61%	80%

### Interaction

I feel like I belong at this program.	38%	67%
In this program, I get to help other people.	54%	69%
Since coming to this program, I am better at making friends.	49%	69%

### Engagement

I am interested in what we do in this program.	50%	69%
In this program, I get to choose what I do and how I do it.	25%	39%
In this program, I try new things.	64%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=56; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 90%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	55%	67%
This program helps me get along with kids who are different from me.	49%	68%
This program helps me get along with other people my age.	57%	70%
This program helps me try to understand how other people feel.	56%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	50%	72%
This program helps me feel like more of a leader.	31%	63%
This program helps me get better at things that I used to think were hard.	52%	70%

### Wellness Behaviors

This program helps me exercise more.	58%	70%
This program helps me say "no" to things I know are wrong.	55%	72%
This program helps me to learn how to be healthy.	44%	68%

### School Engagement

This program helps me feel excited to learn in school.	42%	63%
This program helps me feel happy to be at this school.	40%	68%
This program helps me to feel like a part of my school.	48%	69%

### College & Career Readiness

In this program, I learn more about college.	40%	45%
In this program, I learn of jobs I can have when I grow up.	42%	57%

### Academic Behaviors

This program helps me get my homework done.	69%	79%
This program helps me learn how to set goals for myself.	56%	68%
This program helps me learn ways to study (like reading directions).	45%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=56; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 90%.

## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### Lafayette

**About this program:** Bay Area Community Resources provides comprehensive, high quality after school services at Lafayette Elementary for students each in grades K-5, provided at the school site, 5 days/week, every school day during the year. Students receive targeted academic assistance to address their struggles in English and Math; enrichment activities that challenge them to build skills, work in teams, challenge themselves, and gain exposure to arts, science and culture, health and fitness; and social emotional learning built into all activities so that students feel safe and connected and form caring relationships.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	145	134	171	134	Progress Towards Attendance Target (CDE)	77%	101%	90%	100%
Enrollment: % Towards Projected	132%	122%	143%	123%	Average Program Attendance Rate	97%	84%	97%	89%
Units of Service (UOS): Total	70,390	57,923	106,699	59,528	Average Program Days Attended	159	128	163	132
UOS: % Towards Projected	129%	107%	160%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=145; "All E.S. 16-17" n=6,713; "This Program 15-16" n=171; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	148	144
School Day Attendance Rate	91%	89%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=141; "Host School" n=226.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	74%	63%
Asian/Pacific Islander	4%	7%
Latino/a	16%	20%
Native American	0%	0%
White	1%	5%
Multiple/Bi-Racial	2%	2%
Missing/Decline	3%	3%

##### % English Learners

	This Program	Host School
English Learners	17%	26%

##### % by Grade Level

	This Program	Host School
Kindergarten	8%	11%
1st Grade	11%	13%
2nd Grade	19%	19%
3rd Grade	21%	22%
4th Grade	19%	17%
5th Grade	21%	18%

##### % by Gender

	This Program	Host School
Female	49%	49%
Male	51%	51%

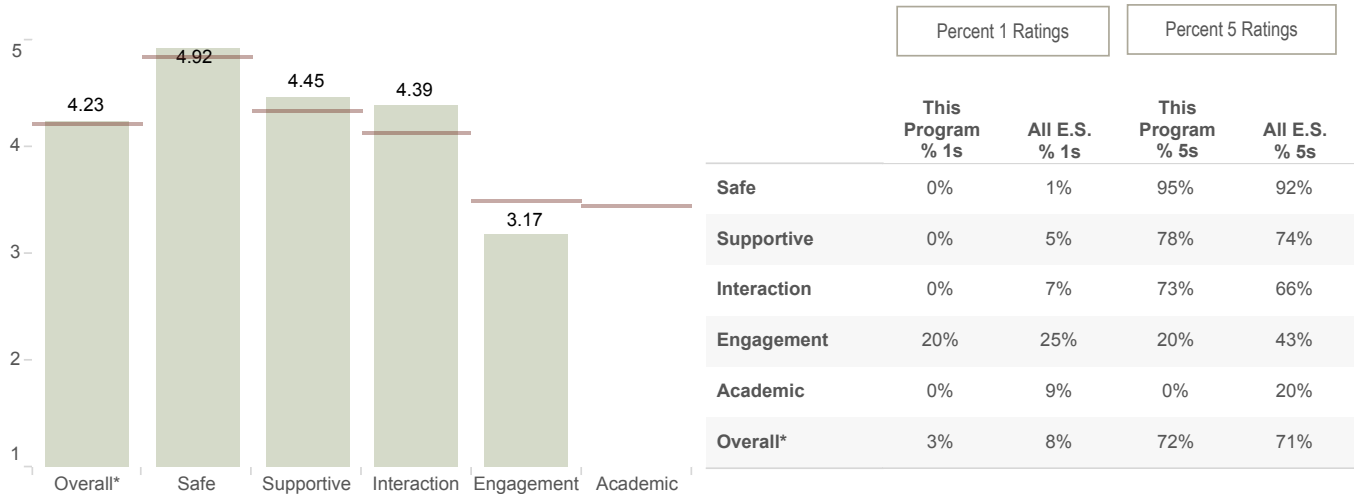
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=141; "Host School" n=226.

## Point of Service Quality

Site Visitor: Reka

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

	Percent 1 Ratings		Percent 5 Ratings	
	This Program % 1s	All E.S. % 1s	This Program % 5s	All E.S. % 5s
Safe	0%	1%	95%	92%
Supportive	0%	5%	78%	74%
Interaction	0%	7%	73%	66%
Engagement	20%	25%	20%	43%
Academic	0%	9%	0%	20%
Overall*	3%	8%	72%	71%

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

Based on my observations at your program, it was evident that all of your staff really cared for the students. The adult interactions with the students were very positive and staff were prepared for their classes. It was also evident that the students identified with the program. I especially liked hearing all of their chants! More specifically under Interaction Domain: "structured opportunities to lead" each of your classes showed a unique way of allowing students to be leaders.

--

### Areas for Improvements

I encourage you and your team to note my ratings on the Engagement Domain and more specifically under the Planning indicator. Planning was not evident in all classes and when planning was seen there was only one planning strategy used and there was no sharing of the plans in any tangible way.

--

## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	100%	78%
If my friends or I get bullied at this program, an adult steps in to help.	97%	72%
In this program, other kids hit or push me when they are not just playing around.	12%	16%
In this program, other kids spread mean rumors or lies about me.	14%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	100%	54%
The adults in this program listen to what I have to say.	100%	70%
There is an adult at this program who cares about me.	100%	80%

### Interaction

I feel like I belong at this program.	100%	67%
In this program, I get to help other people.	100%	69%
Since coming to this program, I am better at making friends.	100%	69%

### Engagement

I am interested in what we do in this program.	100%	69%
In this program, I get to choose what I do and how I do it.	99%	39%
In this program, I try new things.	99%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=73; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 106%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	100%	67%
This program helps me get along with kids who are different from me.	100%	68%
This program helps me get along with other people my age.	100%	70%
This program helps me try to understand how other people feel.	100%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	100%	72%
This program helps me feel like more of a leader.	100%	63%
This program helps me get better at things that I used to think were hard.	100%	70%

### Wellness Behaviors

This program helps me exercise more.	100%	70%
This program helps me say "no" to things I know are wrong.	99%	72%
This program helps me to learn how to be healthy.	100%	68%

### School Engagement

This program helps me feel excited to learn in school.	100%	63%
This program helps me feel happy to be at this school.	100%	68%
This program helps me to feel like a part of my school.	100%	69%

### College & Career Readiness

In this program, I learn more about college.	96%	45%
In this program, I learn of jobs I can have when I grow up.	100%	57%

### Academic Behaviors

This program helps me get my homework done.	100%	79%
This program helps me learn how to set goals for myself.	100%	68%
This program helps me learn ways to study (like reading directions).	100%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=73; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 106%.



## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### Laurel

**About this program:** Safe Passages serves as the Lead Agency at Laurel Elementary and implements a comprehensive program serving 2nd grade through 5th grade students daily with small-group academic support aligned with in-school learning objectives and a diverse menu of skill-building enrichment activities. Staff uses some elements of the positive youth development research-based model of National Learning for Life to implement the program using an asset-based approach. The inclusive program leadership team includes the site coordinator, principal, academic liaison and agency director.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	93	134	101	134	Progress Towards Attendance Target (CDE)	91%	101%	89%	100%
Enrollment: % Towards Projected	111%	122%	120%	123%	Average Program Attendance Rate	93%	84%	95%	89%
Units of Service (UOS): Total	48,286	57,923	51,562	59,528	Average Program Days Attended	148	128	137	132
UOS: % Towards Projected	88%	107%	95%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=93; "All E.S. 16-17" n=6,713; "This Program 15-16" n=101; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	171	163
School Day Attendance Rate	97%	95%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=93; "Host School" n=540.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	41%	37%
Asian/Pacific Islander	33%	30%
Latino/a	16%	23%
Native American	0%	0%
White	6%	5%
Multiple/Bi-Racial	1%	3%
Missing/Decline	2%	2%

##### % by Gender

	This Program	Host School
Female	53%	49%
Male	47%	51%

##### % English Learners

	This Program	Host School
English Learners	20%	26%

##### % by Grade Level

	This Program	Host School
Kindergarten	0%	15%
1st Grade	0%	17%
2nd Grade	27%	13%
3rd Grade	25%	20%
4th Grade	25%	17%
5th Grade	24%	17%

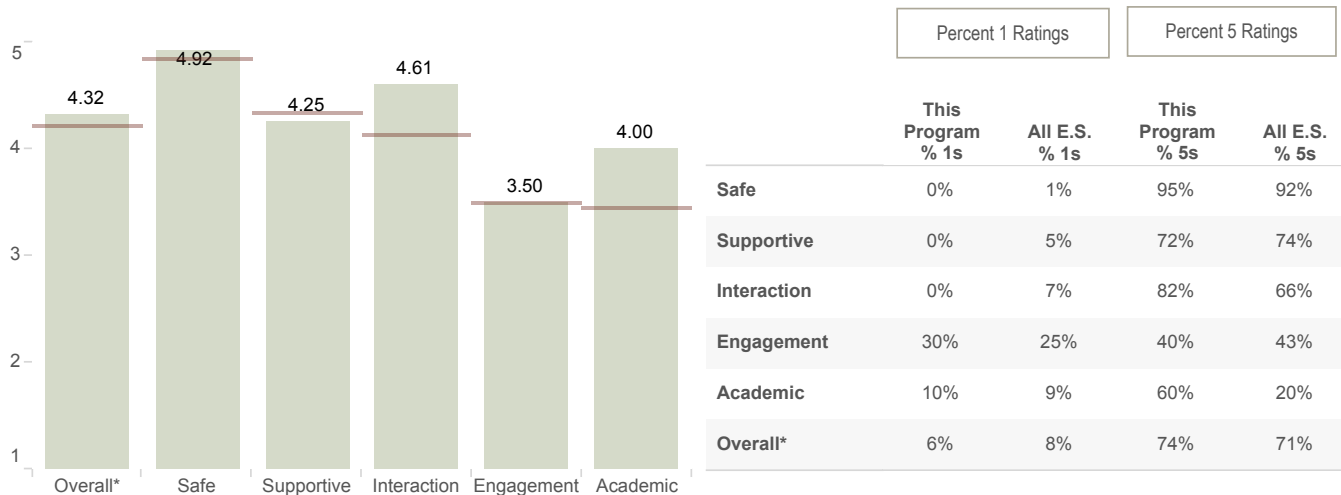
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=93; "Host School" n=540.

## Point of Service Quality

Site Visitor: Jhumpa Bhattacharya

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

This is a great program with many strengths. A few to highlight are how well the staff have integrated school-aged leadership into their programming. Almost every session observed had at least 1 or 2 activities completely lead by students. Creative Expressions and Project-Based Art were especially great at this. The program also does a great job at ensuring students are actively engaged. There was a great mix of concrete and abstract learning. Lastly the program did a wonderful job at providing meaningful roles of responsibility for it's students.

--

### Areas for Improvements

There were a few areas the program can look to improve upon. The first is adding in reflection into each session. On the day of observation, reflection was not observed. Asking youth their opinion of how an activity went or what they learned at the end of a session is a great way to bring in reflection into programming. Staff can also do better in using open ended questions. On the day of observation, the use of open ended questions was very limited. Lastly, providing a warm welcome to all children was not observed on the day of observation. Staff greeted children individually but did not provide an overall welcome at the start of each session as best practice suggests. Saying something like, "Welcome everyone! In this session we will..." is a great way to ensure all children receive a warm welcome at the start of each session.

--

## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	78%	78%
If my friends or I get bullied at this program, an adult steps in to help.	73%	72%
In this program, other kids hit or push me when they are not just playing around.	2%	16%
In this program, other kids spread mean rumors or lies about me.	7%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	58%	54%
The adults in this program listen to what I have to say.	77%	70%
There is an adult at this program who cares about me.	83%	80%

### Interaction

I feel like I belong at this program.	60%	67%
In this program, I get to help other people.	70%	69%
Since coming to this program, I am better at making friends.	58%	69%

### Engagement

I am interested in what we do in this program.	75%	69%
In this program, I get to choose what I do and how I do it.	21%	39%
In this program, I try new things.	59%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=49; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 97%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	54%	67%
This program helps me get along with kids who are different from me.	69%	68%
This program helps me get along with other people my age.	67%	70%
This program helps me try to understand how other people feel.	61%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	70%	72%
This program helps me feel like more of a leader.	63%	63%
This program helps me get better at things that I used to think were hard.	68%	70%

### Wellness Behaviors

This program helps me exercise more.	61%	70%
This program helps me say "no" to things I know are wrong.	66%	72%
This program helps me to learn how to be healthy.	66%	68%

### School Engagement

This program helps me feel excited to learn in school.	39%	63%
This program helps me feel happy to be at this school.	59%	68%
This program helps me to feel like a part of my school.	71%	69%

### College & Career Readiness

In this program, I learn more about college.	23%	45%
In this program, I learn of jobs I can have when I grow up.	39%	57%

### Academic Behaviors

This program helps me get my homework done.	74%	79%
This program helps me learn how to set goals for myself.	58%	68%
This program helps me learn ways to study (like reading directions).	45%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=49; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 97%.

## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### Learning Without Limits

**About this program:** Oakland Leaf After-School Program at Learning Without Limits provides academic, enrichment, and recreation classes 5 days per week, August through June, for 177 days. The program serves students daily. The program reflects the demographics of the school: 65% Latino, 17% African American, 11% Asian; 94% Free Reduced Lunch; 55% English Language Learners. Oakland Leaf After School Program provides culturally relevant project-based classes with an emphasis on the arts, student identity and social justice. We provide students with limited economic resources opportunities to achieve academic success and develop into thoughtful, creative citizens.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16
Enrollment: Number of Youth Served	109	134	94	134	Progress Towards Attendance Target (CDE)			
Enrollment: % Towards Projected	128%	122%	111%	123%	101%			
Units of Service (UOS): Total	54,530	57,923	42,984	59,528	Average Program Attendance Rate			
UOS: % Towards Projected	112%	107%	99%	113%	90%			
					Average Program Days Attended			
					137			
					128			
					128			
					132			

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=109; "All E.S. 16-17" n=6,713; "This Program 15-16" n=94; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended		
School Day Attendance Rate		

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=None; "Host School" n=None.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	19%	18%
Asian/Pacific Islander	5%	9%
Latino/a	61%	71%
Native American	2%	0%
White	1%	1%
Multiple/Bi-Racial	12%	1%
Missing/Decline	1%	0%

##### % by Gender

	This Program	Host School
Female	52%	52%
Male	48%	48%

##### % English Learners

	This Program	Host School
English Learners		44%

##### % by Grade Level

	This Program	Host School
Kindergarten		16%
1st Grade		17%
2nd Grade		17%
3rd Grade		15%
4th Grade		17%
5th Grade		17%

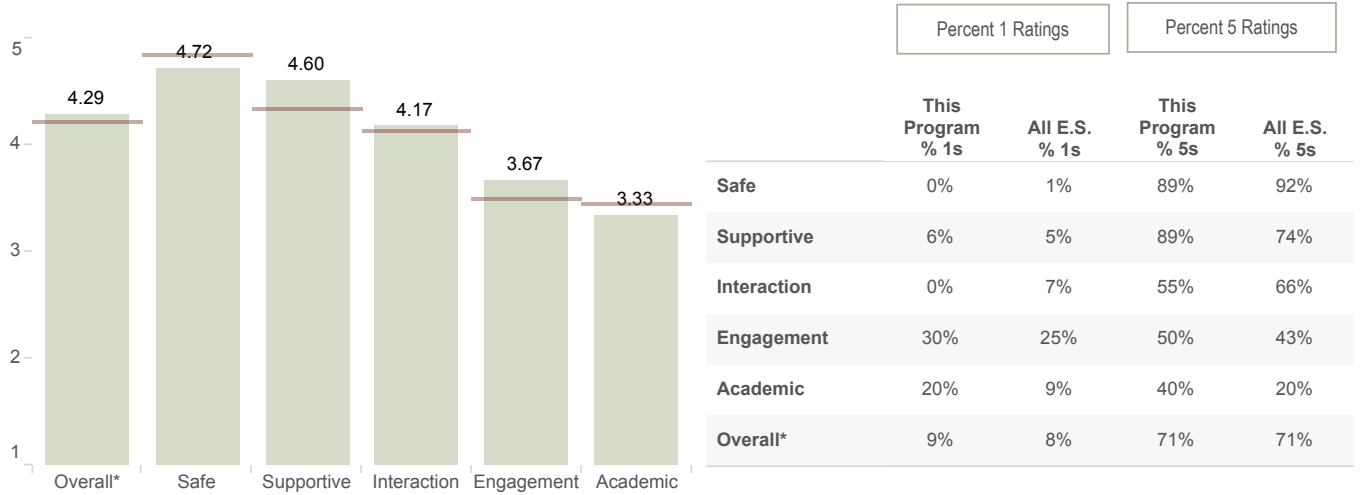
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=None; "Host School" n=None.

## Point of Service Quality

Site Visitor: Sam Adams

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

1. Program did a great job of providing youth with leadership opportunities. This was observed through extended group-processing opportunities, and a built-in structure of in-class youth leadership that provided mentoring and role modeling.
2. Staff did a great job of allowing for youth choice within activities. Choice was present both in what the youth could do at different times, as well as how the youth were able to go about an activity. One example of this came when several youth joked about it being 'opposite day'. The staff person easily adjusted the approach to allow for the youth to participate in a fun, meaningful way to them.
3. Staff did a good job of engaging youth in intentional reflection. This happened during different iterations of an activity, as well as at the end as a wrap-up.

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### Areas for Improvements

1. During the visit, the visitor did not note any occurrences of staff explicitly helping youth make connections to previous experiences.
2. The program could improve by utilizing more structured small group activities. All small groups observed during the visit were formed informally.
3. During the visit, no opportunities for youth to plan were observed. Program could improve by working in short planning session before an activity begins, ideally in two different forms (i.e. pair-share, journaling, etc.)

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## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	94%	78%
If my friends or I get bullied at this program, an adult steps in to help.	90%	72%
In this program, other kids hit or push me when they are not just playing around.	6%	16%
In this program, other kids spread mean rumors or lies about me.	7%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	79%	54%
The adults in this program listen to what I have to say.	95%	70%
There is an adult at this program who cares about me.	95%	80%

### Interaction

I feel like I belong at this program.	87%	67%
In this program, I get to help other people.	91%	69%
Since coming to this program, I am better at making friends.	84%	69%

### Engagement

I am interested in what we do in this program.	75%	69%
In this program, I get to choose what I do and how I do it.	79%	39%
In this program, I try new things.	86%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=77; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 140%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	86%	67%
This program helps me get along with kids who are different from me.	88%	68%
This program helps me get along with other people my age.	77%	70%
This program helps me try to understand how other people feel.	90%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	84%	72%
This program helps me feel like more of a leader.	91%	63%
This program helps me get better at things that I used to think were hard.	79%	70%

### Wellness Behaviors

This program helps me exercise more.	78%	70%
This program helps me say "no" to things I know are wrong.	86%	72%
This program helps me to learn how to be healthy.	77%	68%

### School Engagement

This program helps me feel excited to learn in school.	77%	63%
This program helps me feel happy to be at this school.	71%	68%
This program helps me to feel like a part of my school.	78%	69%

### College & Career Readiness

In this program, I learn more about college.	55%	45%
In this program, I learn of jobs I can have when I grow up.	62%	57%

### Academic Behaviors

This program helps me get my homework done.	87%	79%
This program helps me learn how to set goals for myself.	83%	68%
This program helps me learn ways to study (like reading directions).	74%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=77; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 140%.



## Oakland School-Based After School Programs 2016-17 Program Profile (Middle Schools)

### Life Academy (Middle School)

**About this program:** LIFE's Academy Middle School After School Program provides diverse supports and opportunities for middle schoolers to increase their connection to school, one another, and to caring adults, while strengthening their social-emotional skills, leadership capacity, and academic outcomes. Developed in alignment with the school's community school vision and building upon 12 years of collaboration between Alternatives in Action and Life Academy Middle School, the program focuses on: Academic Support, Project-Based Learning & Enrichment, Cascading Leadership, College & Career Readiness, Health & Wellness, and Family Engagement.

#### Program Attendance and Enrollment

	This Program 16-17	All M.S. 16-17	This Program 15-16	All M.S. 15-16	This Program 16-17	All M.S. 16-17	This Program 15-16	All M.S. 15-16
Enrollment: Number of Youth Served	195	211	199	231	Progress Towards Attendance Target (CDE)			
Enrollment: % Towards Projected	101%	134%		170%	89%	71%	75%	
Units of Service (UOS): Total	62,729	68,952		53,119	Average Program Attendance Rate	86%	73%	86%
UOS: % Towards Projected	90%	108%		108%	Average Program Days Attended	149	104	145
								91

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=195; "All M.S. 16-17" n=4,746; "This Program 15-16" n=199; "All M.S. 15-16" n=4,935.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	175	174
School Day Attendance Rate	98%	98%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=195; "Host School" n=195.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	8%	8%
Asian/Pacific Islander	6%	6%
Latino/a	83%	83%
Native American	0%	0%
White	1%	1%
Multiple/Bi-Racial	1%	1%
Missing/Decline	2%	2%

##### % English Learners

	This Program	Host School
English Learners	25%	25%

##### % by Grade Level

	This Program	Host School
6th Grade	34%	34%
7th Grade	34%	33%
8th Grade	33%	33%

##### % by Gender

	This Program	Host School
Female	55%	55%
Male	45%	45%

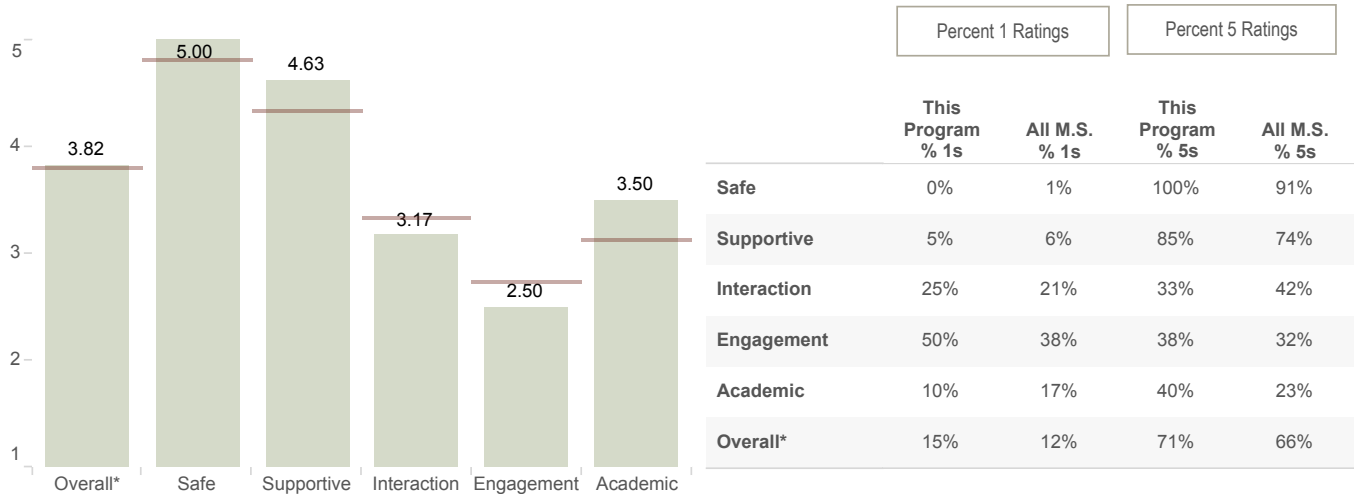
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=195; "Host School" n=195.

## Point of Service Quality

Site Visitor: Jimena Quiroga Hopkins

Assessment Tool Used: YPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

The program does a good job providing structured and informal opportunities for youth to get to know each other. For example, in Art class students shared about themselves through a check in and in Real Talk students shared vision boards they created with images that depicted characteristics about who they are. In all the sessions observed, youth engaged with materials and ideas and had discussions about them. Lastly, staff does a great job making sure they incorporate reflection time during the sessions.

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### Areas for Improvements

Students would benefit from having concrete planning time in sessions and to also have time for them to share their plans. Although students were observed having opportunities for choice in terms on content, it would also be good to include opportunities for youth to have more choices when it comes to process. Additionally, it would be beneficial for all youth to be able to lead a group.

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## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	M.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	59%	67%
If someone bullies my friends or me at this program, an adult steps in to help.	51%	61%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around.	18%	20%
When I am in this program, I have had mean rumors or lies spread about me.	17%	21%

### Supportive Environment

In this program, I tell other youth when they do a good job or contribute to the group.	32%	47%
The adults in this program listen to what I have to say.	49%	60%
There is an adult at this program who really cares about me.	67%	67%

### Interaction

I feel like I belong at this program.	43%	56%
In this program, I get to help other people.	47%	58%
Since coming to this program, I am better at making friends.	44%	56%

### Engagement

I am interested in what we do in this program.	42%	57%
In this program, I get to choose what I do and how I do it.	26%	41%
In this program, I try new things.	47%	55%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=94; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 76%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	M.S. Overall 16-17
Since coming to this program, I get along better with other people my age.	52%	55%
This program helps me get along better with adults.	49%	53%
This program helps me get along with people my age who are different from me.	47%	55%
This program helps me try to understand how other people feel.	38%	50%

### Sense of Mastery

This program helps me feel like more of a leader.	29%	50%
This program helps me get better at things that I used to think were hard.	45%	55%
This program helps me to feel more confident about what I can do.	48%	58%

### Wellness Behaviors

Since coming to this program, I am better at saying "no" to things I know are wrong.	42%	58%
This program helps me exercise more.	44%	57%
This program helps me to learn how to be healthy.	37%	49%

### School Engagement

This program helps me feel happy to be at this school.	41%	51%
This program helps me feel more motivated to learn in school.	40%	55%
This program helps me to feel like a part of my school.	41%	55%

### College & Career Readiness

In this program, I learn about the kinds of jobs I'd like to have in the future.	33%	47%
This program helps me feel more confident about going to college.	39%	54%
This program helps me feel ready to go to high school.	43%	56%

### Academic Behaviors

Because of this program, I am better at getting my homework done.	46%	60%
Since coming to this program, I am better at setting goals for myself.	33%	51%
This program helps me to learn good study skills (like reading directions, taking tests).	36%	47%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=94; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 76%.

## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### Lighthouse Community Charter (K-8 Elementary)

**About this program:** The Safe Harbor After School Program at the Lighthouse Community Charter School will offer about 60,000 units of service to unduplicated K - 8 students, ages 5 - 14, and their families through a comprehensive, school-based after school program offered free of charge in East Oakland. In alignment with the school's mission to prepare students for college and a career of choice, the program was developed in partnership by school administration and after school staff with student input and is squarely aimed at optimizing students' academic, social, emotional and physical growth and health.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16
Enrollment: Number of Youth Served	208	134	218	134	Progress Towards Attendance Target (CDE)			
Enrollment: % Towards Projected	104%	122%	109%	123%	101%			
Units of Service (UOS): Total	67,301	57,923	64,625	59,528	Average Program Attendance Rate			
UOS: % Towards Projected	103%	107%	107%	113%	87%			
					Average Program Days Attended			
					139			
					128			
					126			
					132			

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=208; "All E.S. 16-17" n=6,713; "This Program 15-16" n=218; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended		
School Day Attendance Rate		

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=None; "Host School" n=None.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	12%	9%
Asian/Pacific Islander	3%	2%
Latino/a	76%	84%
Native American	0%	0%
White	2%	3%
Multiple/Bi-Racial	4%	1%
Missing/Decline	2%	0%

##### % by Gender

	This Program	Host School
Female	52%	48%
Male	48%	52%

##### % English Learners

	This Program	Host School
English Learners		45%

##### % by Grade Level

	This Program	Host School
Kindergarten		10%
1st Grade		10%
2nd Grade		10%
3rd Grade		10%
4th Grade		10%
5th Grade		12%

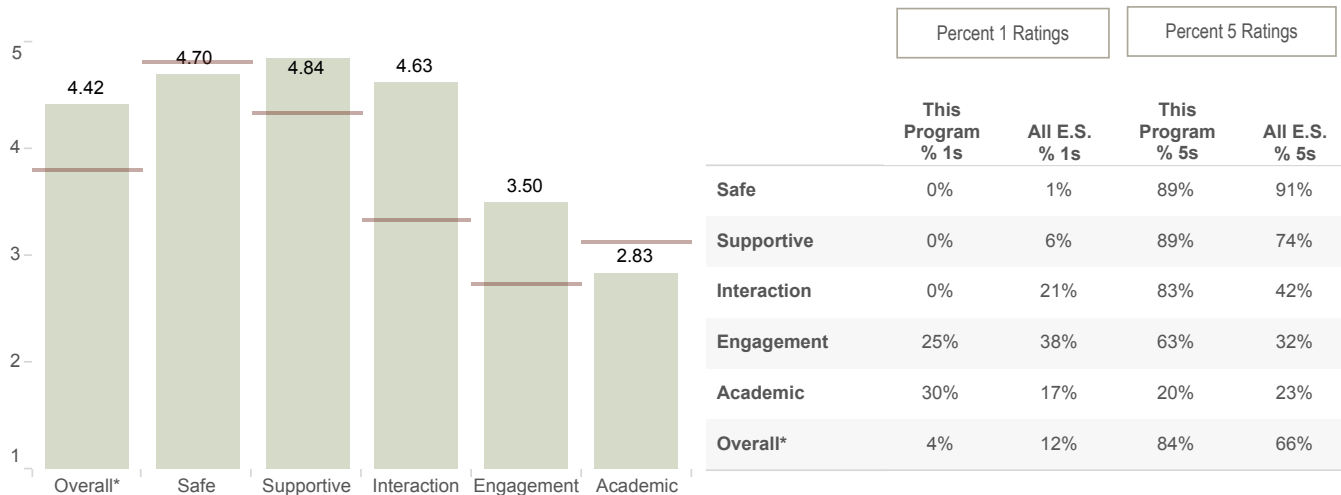
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=None; "Host School" n=None.

## Point of Service Quality

Site Visitor: Sam Adams

Assessment Tool Used: YPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

1. Program did a great job of providing youth with leadership opportunities. This was observed through extended group-processing opportunities, and a built-in structure of in-class youth leadership that provided mentoring and role modeling.
2. Staff interacted with youth in a positive manner. Staff did a good job of providing non-evaluative feedback, using open-ended questions, and staying actively involved in the activities.
3. Staff did a great job of engaging youth in intentional reflection. This happened during different iterations of an activity, as well as at the end as a wrap-up.

### Areas for Improvements

1. During the visit, no opportunities for youth to plan were observed. Program could improve by working in short planning session before an activity begins, ideally in two different forms (i.e. pair-share, journaling, etc.)
2. Program could improve by providing more opportunities for youth to get to know one another on a personal level. Icebreakers (they don't have to only be in the beginning of an activity, but could also be used as a transition) are a good way of doing this. Also additional, structured small group time would allow for this as well.
3. Overall, the emotional climate was positive, but there were several rude/mean remarks between youth that were loud enough for a staffer to hear, yet were not addressed.

## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	76%	78%
If my friends or I get bullied at this program, an adult steps in to help.	72%	72%
In this program, other kids hit or push me when they are not just playing around.	18%	16%
In this program, other kids spread mean rumors or lies about me.	23%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	55%	54%
The adults in this program listen to what I have to say.	76%	70%
There is an adult at this program who cares about me.	81%	80%

### Interaction

I feel like I belong at this program.	71%	67%
In this program, I get to help other people.	71%	69%
Since coming to this program, I am better at making friends.	60%	69%

### Engagement

I am interested in what we do in this program.	79%	69%
In this program, I get to choose what I do and how I do it.	42%	39%
In this program, I try new things.	69%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=52; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 49%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	69%	67%
This program helps me get along with kids who are different from me.	67%	68%
This program helps me get along with other people my age.	71%	70%
This program helps me try to understand how other people feel.	57%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	78%	72%
This program helps me feel like more of a leader.	48%	63%
This program helps me get better at things that I used to think were hard.	70%	70%

### Wellness Behaviors

This program helps me exercise more.	80%	70%
This program helps me say "no" to things I know are wrong.	69%	72%
This program helps me to learn how to be healthy.	69%	68%

### School Engagement

This program helps me feel excited to learn in school.	66%	63%
This program helps me feel happy to be at this school.	78%	68%
This program helps me to feel like a part of my school.	66%	69%

### College & Career Readiness

In this program, I learn more about college.	42%	45%
In this program, I learn of jobs I can have when I grow up.	50%	57%

### Academic Behaviors

This program helps me get my homework done.	88%	79%
This program helps me learn how to set goals for myself.	47%	68%
This program helps me learn ways to study (like reading directions).	61%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=52; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 49%.



## Oakland School-Based After School Programs 2016-17 Program Profile (Middle Schools)

### Lighthouse Community Charter (K-8 Middle)

**About this program:** The Safe Harbor After School Program at the Lighthouse Community Charter School will offer about 60,000 units of service to unduplicated K - 8 students, ages 5 - 14, and their families through a comprehensive, school-based after school program offered free of charge in East Oakland. In alignment with the school's mission to prepare students for college and a career of choice, the program was developed in partnership by school administration and after school staff with student input and is squarely aimed at optimizing students' academic, social, emotional and physical growth and health.

#### Program Attendance and Enrollment

	This Program 16-17	All M.S. 16-17	This Program 15-16	All M.S. 15-16	This Program 16-17	All M.S. 16-17	This Program 15-16	All M.S. 15-16	
Enrollment: Number of Youth Served	208	211	218	231	Progress Towards Attendance Target (CDE)		89%	75%	
Enrollment: % Towards Projected	104%	134%	109%	170%	Average Program Attendance Rate	87%	73%	87%	72%
Units of Service (UOS): Total	67,301	68,952	64,625	53,119	Average Program Days Attended	139	104	126	91
UOS: % Towards Projected	103%	108%	107%	108%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=208; "All M.S. 16-17" n=4,746; "This Program 15-16" n=218; "All M.S. 15-16" n=4,935.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended		
School Day Attendance Rate		

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=None; "Host School" n=None.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	12%	9%
Asian/Pacific Islander	3%	2%
Latino/a	76%	84%
Native American	0%	0%
White	2%	3%
Multiple/Bi-Racial	4%	1%
Missing/Decline	2%	0%

##### % English Learners

	This Program	Host School
English Learners		45%

##### % by Grade Level

	This Program	Host School
6th Grade		11%
7th Grade		14%
8th Grade		14%

##### % by Gender

	This Program	Host School
Female	52%	48%
Male	48%	52%

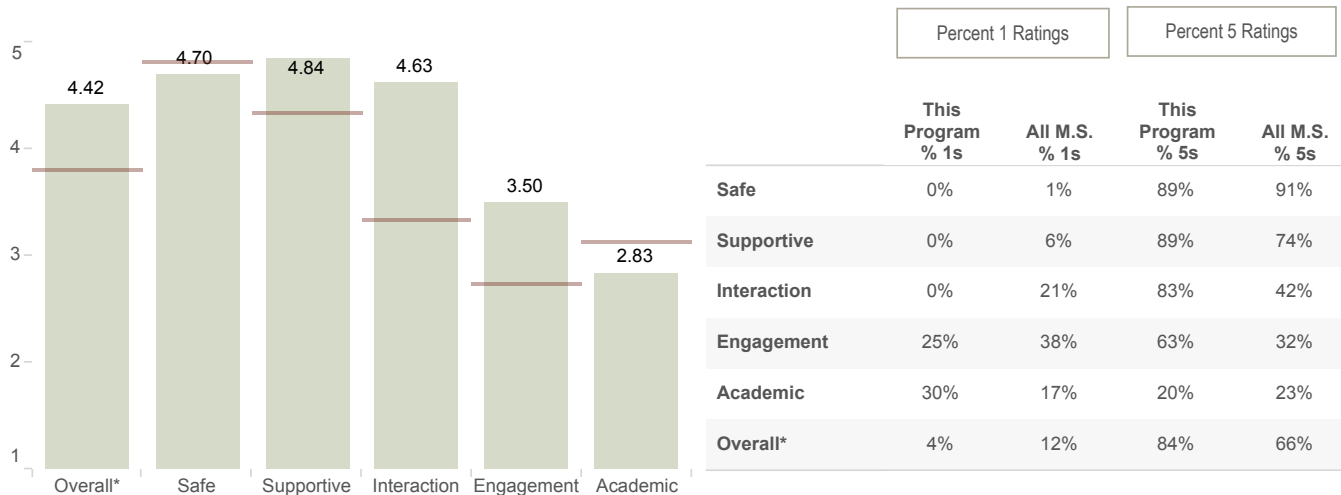
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=None; "Host School" n=None.

## Point of Service Quality

Site Visitor: Sam Adams

Assessment Tool Used: YPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

1. Program did a great job of providing youth with leadership opportunities. This was observed through extended group-processing opportunities, and a built-in structure of in-class youth leadership that provided mentoring and role modeling.
2. Staff interacted with youth in a positive manner. Staff did a good job of providing non-evaluative feedback, using open-ended questions, and staying actively involved in the activities.
3. Staff did a great job of engaging youth in intentional reflection. This happened during different iterations of an activity, as well as at the end as a wrap-up.

### Areas for Improvements

1. During the visit, no opportunities for youth to plan were observed. Program could improve by working in short planning session before an activity begins, ideally in two different forms (i.e. pair-share, journaling, etc.)
2. Program could improve by providing more opportunities for youth to get to know one another on a personal level. Icebreakers (they don't have to only be in the beginning of an activity, but could also be used as a transition) are a good way of doing this. Also additional, structured small group time would allow for this as well.
3. Overall, the emotional climate was positive, but there were several rude/mean remarks between youth that were loud enough for a staffer to hear, yet were not addressed.

## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	M.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	68%	67%
If someone bullies my friends or me at this program, an adult steps in to help.	56%	61%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around.	28%	20%
When I am in this program, I have had mean rumors or lies spread about me.	47%	21%

### Supportive Environment

In this program, I tell other youth when they do a good job or contribute to the group.	32%	47%
The adults in this program listen to what I have to say.	56%	60%
There is an adult at this program who really cares about me.	59%	67%

### Interaction

I feel like I belong at this program.	65%	56%
In this program, I get to help other people.	49%	58%
Since coming to this program, I am better at making friends.	46%	56%

### Engagement

I am interested in what we do in this program.	55%	57%
In this program, I get to choose what I do and how I do it.	26%	41%
In this program, I try new things.	49%	55%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=50; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 47%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	M.S. Overall 16-17
Since coming to this program, I get along better with other people my age.	42%	55%
This program helps me get along better with adults.	41%	53%
This program helps me get along with people my age who are different from me.	42%	55%
This program helps me try to understand how other people feel.	44%	50%

### Sense of Mastery

This program helps me feel like more of a leader.	34%	50%
This program helps me get better at things that I used to think were hard.	49%	55%
This program helps me to feel more confident about what I can do.	49%	58%

### Wellness Behaviors

Since coming to this program, I am better at saying "no" to things I know are wrong.	51%	58%
This program helps me exercise more.	48%	57%
This program helps me to learn how to be healthy.	29%	49%

### School Engagement

This program helps me feel happy to be at this school.	46%	51%
This program helps me feel more motivated to learn in school.	40%	55%
This program helps me to feel like a part of my school.	48%	55%

### College & Career Readiness

In this program, I learn about the kinds of jobs I'd like to have in the future.	30%	47%
This program helps me feel more confident about going to college.	39%	54%
This program helps me feel ready to go to high school.	39%	56%

### Academic Behaviors

Because of this program, I am better at getting my homework done.	52%	60%
Since coming to this program, I am better at setting goals for myself.	26%	51%
This program helps me to learn good study skills (like reading directions, taking tests).	25%	47%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=50; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 47%.

## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### Lincoln

**About this program:** Lincoln is an after-school learning program dedicated to fostering a college-going culture with all students and their families. Lincoln serves students who attend Lincoln. This program operates 177 days a year, three hours each day, and provides all students with a number of learning activities, including academic support, educational enrichment, and engages parents.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	153	134	165	134	Progress Towards Attendance Target (CDE)	93%	101%	97%	100%
Enrollment: % Towards Projected	118%	122%	138%	123%	Average Program Attendance Rate	96%	84%	97%	89%
Units of Service (UOS): Total	83,481	57,923	87,967	59,528	Average Program Days Attended	164	128	164	132
UOS: % Towards Projected	111%	107%	124%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=153; "All E.S. 16-17" n=6,713; "This Program 15-16" n=165; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	177	173
School Day Attendance Rate	99%	98%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=153; "Host School" n=757.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	7%	7%
Asian/Pacific Islander	85%	81%
Latino/a	3%	4%
Native American	0%	0%
White	3%	3%
Multiple/Bi-Racial	3%	4%
Missing/Decline	0%	1%

##### % English Learners

	This Program	Host School
English Learners	30%	43%

##### % by Grade Level

	This Program	Host School
Kindergarten	0%	17%
1st Grade	0%	14%
2nd Grade	13%	16%
3rd Grade	29%	18%
4th Grade	29%	18%
5th Grade	29%	17%

##### % by Gender

	This Program	Host School
Female	43%	50%
Male	57%	50%

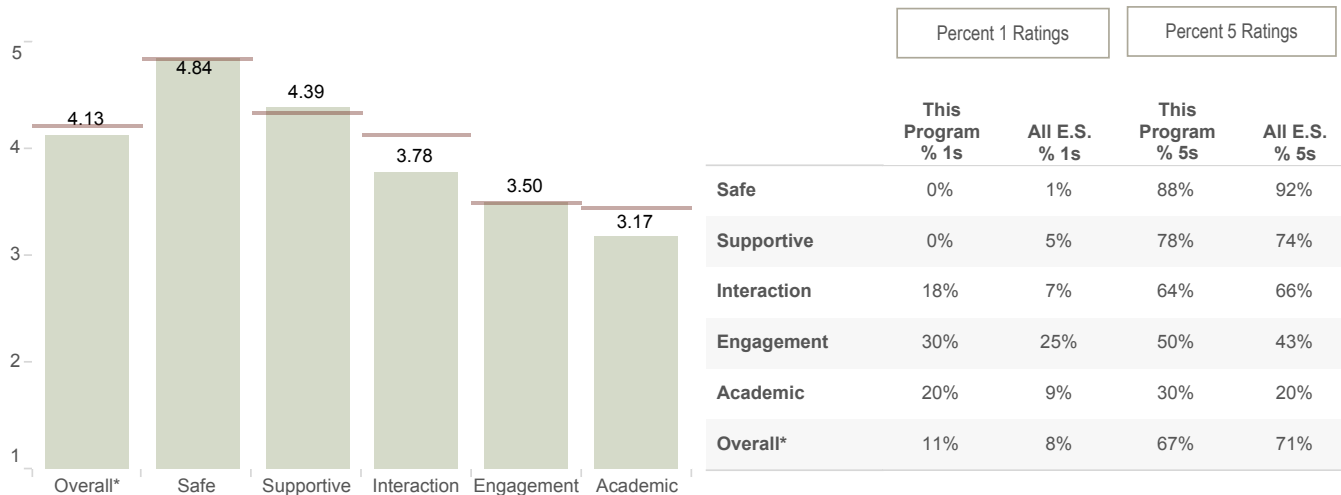
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=153; "Host School" n=757.

## Point of Service Quality

Site Visitor: Jocelyn Michelsen

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

1. Reflection: Staff led youth in a multi-question reflection, which provided them opportunities to say what they learned, what they liked and what they didn't like, as well as to share how they would change the activity. Youth also got multiple ways to reflect, including pair-share, large group share, and thumb voting. 2. Opportunities for youth to get to know each other: The BIC games that I observed were an excellent way to help youth keep getting to know each other at the beginning of the year. I observed the ABC game and the name game; the youth visibly enjoyed the variety and the challenge of each game. Staff played alongside the youth and fostered the group's teamwork and camaraderie. 3. Opportunities for children to have responsibility: Children got meaningful tasks in most of the observed activities, including distributing materials, helping staff to model the activity, and cleaning up. Staff did not take over the task from the youth, instead letting youth perform the tasks and then offering feedback once the tasks had been completed (such as letting youth know where in the room was not clean enough after youth had cleaned up from the sushi making activity).

### Areas for Improvements

1. Use of non-evaluative language: Staff interacted with youth very positively and praised youth's contributions, but no instances of non-evaluative language were observed in the 3 sessions attended. Moving beyond praise to being specific about acknowledging the contributions youth make to the session will be a great way for Lincoln staff to continue their super-positive relationship building with youth this year. 2. Planning: While children will get to make plans later on (as they think about that and how they want to contribute to the winter showcase and other performance-oriented events), staff should also think of small ways within each session to include opportunities for youth to make plans; this can include things like youth doing small group work getting to plan how they will carry out the activity, and then reporting back to the large group on their reasoning. It can also include youth making goals (such as how many bear climbers to do in break dancing, or how fast to shake their ice cream mixture to completion in STEM). 3. Youth leadership & helping other children: No instances of youth leading a group or of a child having the opportunity to help another child were observed. Staff should try to set up structured times in each lesson plan for youth to lead part of the group and for more skilled children to be paired with children struggling with a task to help them complete it.

## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	77%	78%
If my friends or I get bullied at this program, an adult steps in to help.	58%	72%
In this program, other kids hit or push me when they are not just playing around.	2%	16%
In this program, other kids spread mean rumors or lies about me.	4%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	45%	54%
The adults in this program listen to what I have to say.	58%	70%
There is an adult at this program who cares about me.	75%	80%

### Interaction

I feel like I belong at this program.	58%	67%
In this program, I get to help other people.	63%	69%
Since coming to this program, I am better at making friends.	70%	69%

### Engagement

I am interested in what we do in this program.	62%	69%
In this program, I get to choose what I do and how I do it.	38%	39%
In this program, I try new things.	63%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=93; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 113%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	54%	67%
This program helps me get along with kids who are different from me.	43%	68%
This program helps me get along with other people my age.	64%	70%
This program helps me try to understand how other people feel.	53%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	67%	72%
This program helps me feel like more of a leader.	41%	63%
This program helps me get better at things that I used to think were hard.	65%	70%

### Wellness Behaviors

This program helps me exercise more.	73%	70%
This program helps me say "no" to things I know are wrong.	71%	72%
This program helps me to learn how to be healthy.	68%	68%

### School Engagement

This program helps me feel excited to learn in school.	52%	63%
This program helps me feel happy to be at this school.	58%	68%
This program helps me to feel like a part of my school.	51%	69%

### College & Career Readiness

In this program, I learn more about college.	73%	45%
In this program, I learn of jobs I can have when I grow up.	74%	57%

### Academic Behaviors

This program helps me get my homework done.	86%	79%
This program helps me learn how to set goals for myself.	65%	68%
This program helps me learn ways to study (like reading directions).	49%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=93; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 113%.



## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### Madison Park Lower

**About this program:** Higher Ground Neighborhood Development Corp's comprehensive after school program provides academic support, enrichment opportunities in the areas of Visual and Performing Arts, Health and Wellness, and Community Service/Service Learning. The program also offers monthly family engagement activities as well as field trips. The program operates every day from the close of school to at least 6:00 pm for at least 180 days and serves at least 100 unduplicated K-5th grade students.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16
Enrollment: Number of Youth Served	124	134	99	134	96%	101%	89%	100%
Enrollment: % Towards Projected	124%	122%	99%	123%	Average Program Attendance Rate	87%	84%	92%
Units of Service (UOS): Total	52,846	57,923	51,856	59,528	Average Program Days Attended	122	128	148
UOS: % Towards Projected	111%	107%	105%	113%				

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=124; "All E.S. 16-17" n=6,713; "This Program 15-16" n=99; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	165	157
School Day Attendance Rate	94%	94%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=121; "Host School" n=309.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	46%	32%
Asian/Pacific Islander	3%	2%
Latino/a	46%	61%
Native American	2%	1%
White	1%	2%
Multiple/Bi-Racial	2%	1%
Missing/Decline	0%	1%

##### % by Gender

	This Program	Host School
Female	49%	48%
Male	51%	52%

##### % English Learners

	This Program	Host School
English Learners	39%	51%

##### % by Grade Level

	This Program	Host School
Kindergarten	13%	18%
1st Grade	16%	16%
2nd Grade	25%	23%
3rd Grade	17%	13%
4th Grade	18%	18%
5th Grade	11%	13%

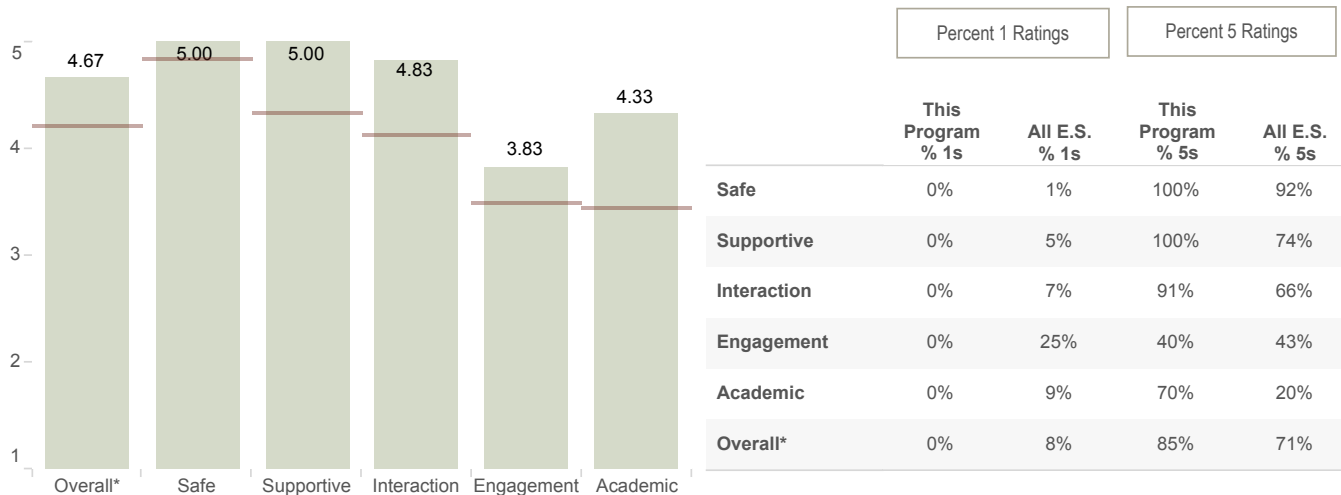
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=121; "Host School" n=309.

## Point of Service Quality

Site Visitor: Jimena Quiroga Hopkins

Assessment Tool Used: SAPQA

Point of Service Quality Status: Thriving



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

The program does a great job at providing children leadership opportunities. One way the program ensures that all children have a chance to lead something is by using "equity sticks." This is a way for staff to randomly choose students to lead or participate during an activity. Students have a chance to have roles such as "speaker of the house." Also, staff interacts very positively with children and circulates to help students frequently. Lastly, it is clear that children identify with the program in a positive way. There were multiple times during the observation when students sang program songs or a program chant/call and response and all students knew the songs and sang them with excitement.

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### Areas for Improvements

Although most sessions observed included either informal or structured opportunities for students to get to know each other, it would be good to more consistently offer structured opportunities for students to get to know each other. Although staff did a good job at incorporating some level of reflection in all the sessions, opportunities for students to provide feedback were inconsistent. Additionally, opportunities for students to create plans and share their plans were also inconsistent. Students would benefit from having opportunities to create plans and share their plans across program offerings.

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## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	71%	78%
If my friends or I get bullied at this program, an adult steps in to help.	67%	72%
In this program, other kids hit or push me when they are not just playing around.	26%	16%
In this program, other kids spread mean rumors or lies about me.	20%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	41%	54%
The adults in this program listen to what I have to say.	65%	70%
There is an adult at this program who cares about me.	71%	80%

### Interaction

I feel like I belong at this program.	76%	67%
In this program, I get to help other people.	67%	69%
Since coming to this program, I am better at making friends.	56%	69%

### Engagement

I am interested in what we do in this program.	57%	69%
In this program, I get to choose what I do and how I do it.	24%	39%
In this program, I try new things.	59%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=43; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 84%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	67%	67%
This program helps me get along with kids who are different from me.	61%	68%
This program helps me get along with other people my age.	74%	70%
This program helps me try to understand how other people feel.	53%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	63%	72%
This program helps me feel like more of a leader.	65%	63%
This program helps me get better at things that I used to think were hard.	66%	70%

### Wellness Behaviors

This program helps me exercise more.	73%	70%
This program helps me say "no" to things I know are wrong.	65%	72%
This program helps me to learn how to be healthy.	62%	68%

### School Engagement

This program helps me feel excited to learn in school.	67%	63%
This program helps me feel happy to be at this school.	69%	68%
This program helps me to feel like a part of my school.	71%	69%

### College & Career Readiness

In this program, I learn more about college.	60%	45%
In this program, I learn of jobs I can have when I grow up.	65%	57%

### Academic Behaviors

This program helps me get my homework done.	71%	79%
This program helps me learn how to set goals for myself.	63%	68%
This program helps me learn ways to study (like reading directions).	70%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=43; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 84%.

## Oakland School-Based After School Programs 2016-17 Program Profile (Middle Schools)

### Madison Park Upper

**About this program:** Bay Area Community Resources provides comprehensive, high quality after school services at Madison Park Academy for students in grades 6 through 9, provided at the school site, 5 days/week, every school day during the year. Students receive targeted academic assistance to address their struggles in English and Math; enrichment activities that challenge them to build skills, work in teams, challenge themselves, and gain exposure to arts, science and culture, health and fitness; and social emotional learning built into all activities so that students feel safe and connected and form caring relationships.

#### Program Attendance and Enrollment

	This Program 16-17	All M.S. 16-17	This Program 15-16	All M.S. 15-16	This Program 16-17	All M.S. 16-17	This Program 15-16	All M.S. 15-16	
Enrollment: Number of Youth Served	249	211	325	231	Progress Towards Attendance Target (CDE)	74%	89%	90%	75%
Enrollment: % Towards Projected	69%	134%	116%	170%	Average Program Attendance Rate	66%	73%	67%	72%
Units of Service (UOS): Total	50,976	68,952	61,628	53,119	Average Program Days Attended	94	104	97	91
UOS: % Towards Projected	87%	108%	100%	108%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=249; "All M.S. 16-17" n=4,746; "This Program 15-16" n=325; "All M.S. 15-16" n=4,935.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	167	162
School Day Attendance Rate	96%	95%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=249; "Host School" n=798.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	18%	14%
Asian/Pacific Islander	3%	3%
Latino/a	74%	81%
Native American	0%	0%
White	3%	1%
Multiple/Bi-Racial	1%	0%
Missing/Decline	1%	1%

##### % English Learners

	This Program	Host School
English Learners	36%	28%

##### % by Grade Level

	This Program	Host School
6th Grade	31%	17%
7th Grade	34%	16%
8th Grade	31%	15%

##### % by Gender

	This Program	Host School
Female	48%	47%
Male	52%	53%

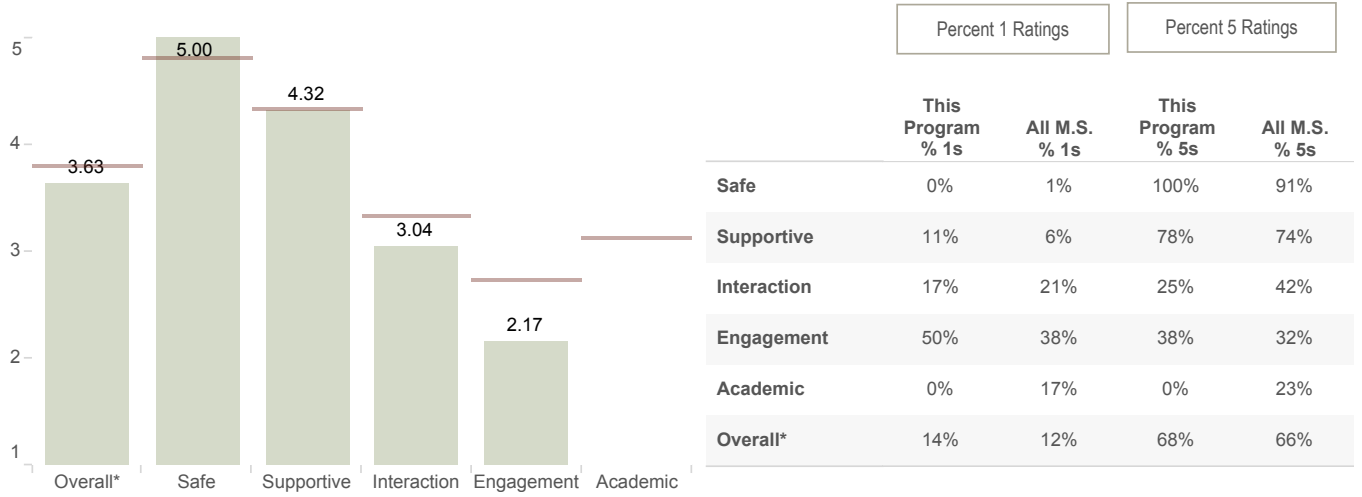
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=249; "Host School" n=798.

## Point of Service Quality

Site Visitor: Kenya

Assessment Tool Used: YPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

No comments available.

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### Areas for Improvements

No comments available.

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## Youth Survey Results by Point of Service Quality Domains

Safe Environment	This Program 16-17	M.S. Overall 16-17
I feel safe in this program.	67%	67%
If someone bullies my friends or me at this program, an adult steps in to help.	67%	61%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around.	19%	20%
When I am in this program, I have had mean rumors or lies spread about me.	17%	21%

### Supportive Environment

In this program, I tell other youth when they do a good job or contribute to the group.	34%	47%
The adults in this program listen to what I have to say.	55%	60%
There is an adult at this program who really cares about me.	69%	67%

### Interaction

I feel like I belong at this program.	49%	56%
In this program, I get to help other people.	55%	58%
Since coming to this program, I am better at making friends.	55%	56%

### Engagement

I am interested in what we do in this program.	51%	57%
In this program, I get to choose what I do and how I do it.	29%	41%
In this program, I try new things.	46%	55%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=122; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 118%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	M.S. Overall 16-17
Since coming to this program, I get along better with other people my age.	55%	55%
This program helps me get along better with adults.	54%	53%
This program helps me get along with people my age who are different from me.	62%	55%
This program helps me try to understand how other people feel.	48%	50%

### Sense of Mastery

This program helps me feel like more of a leader.	45%	50%
This program helps me get better at things that I used to think were hard.	54%	55%
This program helps me to feel more confident about what I can do.	59%	58%

### Wellness Behaviors

Since coming to this program, I am better at saying "no" to things I know are wrong.	54%	58%
This program helps me exercise more.	61%	57%
This program helps me to learn how to be healthy.	59%	49%

### School Engagement

This program helps me feel happy to be at this school.	50%	51%
This program helps me feel more motivated to learn in school.	57%	55%
This program helps me to feel like a part of my school.	57%	55%

### College & Career Readiness

In this program, I learn about the kinds of jobs I'd like to have in the future.	48%	47%
This program helps me feel more confident about going to college.	55%	54%
This program helps me feel ready to go to high school.	57%	56%

### Academic Behaviors

Because of this program, I am better at getting my homework done.	48%	60%
Since coming to this program, I am better at setting goals for myself.	50%	51%
This program helps me to learn good study skills (like reading directions, taking tests).	49%	47%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=122; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 118%.



## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### Manzanita Community

**About this program:** Manzanita is an after-school learning program dedicated to fostering a college-going culture with all students and their families. Manzanita serves students who attend Manzanita. This program operates 177 days a year, three hours each day, and provides all students with a number of learning activities, including academic support, educational enrichment, and engages parents.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	130	134	104	134	Progress Towards Attendance Target (CDE)	106%	101%	89%	100%
Enrollment: % Towards Projected	173%	122%	139%	123%	Average Program Attendance Rate	74%	84%	91%	89%
Units of Service (UOS): Total	53,757	57,923	44,862	59,528	Average Program Days Attended	124	128	134	132
UOS: % Towards Projected	123%	107%	103%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=130; "All E.S. 16-17" n=6,713; "This Program 15-16" n=104; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	156	152
School Day Attendance Rate	94%	93%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=129; "Host School" n=493.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	28%	30%
Asian/Pacific Islander	17%	18%
Latino/a	52%	44%
Native American	0%	0%
White	0%	2%
Multiple/Bi-Racial	2%	3%
Missing/Decline	2%	2%

##### % by Gender

	This Program	Host School
Female	50%	51%
Male	50%	49%

##### % English Learners

	This Program	Host School
English Learners	46%	42%

##### % by Grade Level

	This Program	Host School
Kindergarten	0%	17%
1st Grade	5%	19%
2nd Grade	22%	18%
3rd Grade	25%	17%
4th Grade	24%	15%
5th Grade	25%	15%

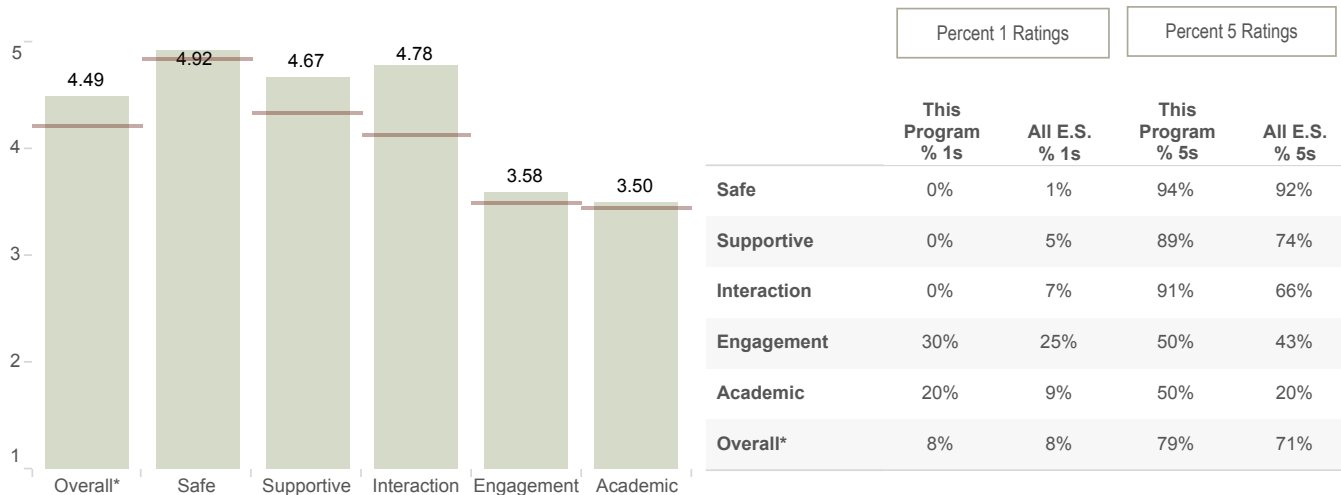
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=129; "Host School" n=493.

## Point of Service Quality

Site Visitor: Sam Adams

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

- 1) Staff in program did a great job of providing a learning focus before starting a new activity. Science in particular talked briefly about precision and accuracy then started building mini catapult to examine these ideas.
- 2) Staff did a good job of empowering youth to take leadership roles. In dance, several youth were asked to help lead smaller groups during the practice session. These youth were able to teach and mentor the others on how to perform the routine in the best way possible.
- 3) Reflection was also prevalent. At the end of the computer lab activity, staff lead youth in a reflection and feedback session that asked the youth to think and talk about their day in after school. Staff encouraged, and was receptive towards, feedback around activities such as the Bee Bot.

### Areas for Improvements

Overall the program was quite strong in many areas, but could continue to improve by working on several items:

- 1) The visitor did not observe many (or any) instance of staff explicitly asking youth to make connections to previous sessions/knowledge, the school day, or personal experiences. There were times when the staff mentioned the fact that the group had previously worked on a certain topic. Staff should try and provided opportunities and questions for youth to help make these connections on their own.
- 2) Another area that the program could improve on is the planning category. Throughout the visit, there were no observed opportunities for youth to plan. While it may be the case that youth will plan at a later time (for a presentation or showcase perhaps), the staff should try and work in smaller opportunities within each session for youth to make a plan or set a goal for the upcoming activity (brainstorm, pair-share, others).
- 3) Finally, staff should try and incorporate more open-ended questions in to their activities. Most, if not all, questions observed were close ended with discrete choices for answers (many times questions were Y/N, or simple checks for understanding).

## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	72%	78%
If my friends or I get bullied at this program, an adult steps in to help.	70%	72%
In this program, other kids hit or push me when they are not just playing around.	28%	16%
In this program, other kids spread mean rumors or lies about me.	53%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	52%	54%
The adults in this program listen to what I have to say.	60%	70%
There is an adult at this program who cares about me.	73%	80%

### Interaction

I feel like I belong at this program.	59%	67%
In this program, I get to help other people.	61%	69%
Since coming to this program, I am better at making friends.	72%	69%

### Engagement

I am interested in what we do in this program.	64%	69%
In this program, I get to choose what I do and how I do it.	23%	39%
In this program, I try new things.	65%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=66; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 122%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	58%	67%
This program helps me get along with kids who are different from me.	53%	68%
This program helps me get along with other people my age.	63%	70%
This program helps me try to understand how other people feel.	60%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	66%	72%
This program helps me feel like more of a leader.	58%	63%
This program helps me get better at things that I used to think were hard.	63%	70%

### Wellness Behaviors

This program helps me exercise more.	53%	70%
This program helps me say "no" to things I know are wrong.	61%	72%
This program helps me to learn how to be healthy.	54%	68%

### School Engagement

This program helps me feel excited to learn in school.	59%	63%
This program helps me feel happy to be at this school.	57%	68%
This program helps me to feel like a part of my school.	56%	69%

### College & Career Readiness

In this program, I learn more about college.	38%	45%
In this program, I learn of jobs I can have when I grow up.	51%	57%

### Academic Behaviors

This program helps me get my homework done.	72%	79%
This program helps me learn how to set goals for myself.	60%	68%
This program helps me learn ways to study (like reading directions).	50%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=66; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 122%.

## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### Manzanita SEED

**About this program:** Manzanita SEED is an after-school learning program dedicated to fostering a college-going culture with all students and their families. Manzanita SEED serves students who attend Manzanita SEED. This program operates 177 days a year, three hours each day, and provides all students with a number of learning activities, including academic support, educational enrichment, and engages parents.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	170	134	190	134	Progress Towards Attendance Target (CDE)	154%	101%	164%	100%
Enrollment: % Towards Projected	113%	122%	158%	123%	Average Program Attendance Rate	81%	84%	87%	89%
Units of Service (UOS): Total	82,724	57,923	90,604	59,528	Average Program Days Attended	137	128	135	132
UOS: % Towards Projected	103%	107%	112%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=170; "All E.S. 16-17" n=6,713; "This Program 15-16" n=190; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	167	165
School Day Attendance Rate	95%	95%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=168; "Host School" n=439.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	16%	11%
Asian/Pacific Islander	5%	5%
Latino/a	58%	69%
Native American	0%	0%
White	16%	12%
Multiple/Bi-Racial	4%	2%
Missing/Decline	1%	1%

##### % by Gender

	This Program	Host School
Female	48%	49%
Male	52%	51%

##### % English Learners

	This Program	Host School
English Learners	32%	45%

##### % by Grade Level

	This Program	Host School
Kindergarten	10%	20%
1st Grade	14%	17%
2nd Grade	14%	15%
3rd Grade	13%	15%
4th Grade	25%	17%
5th Grade	25%	17%

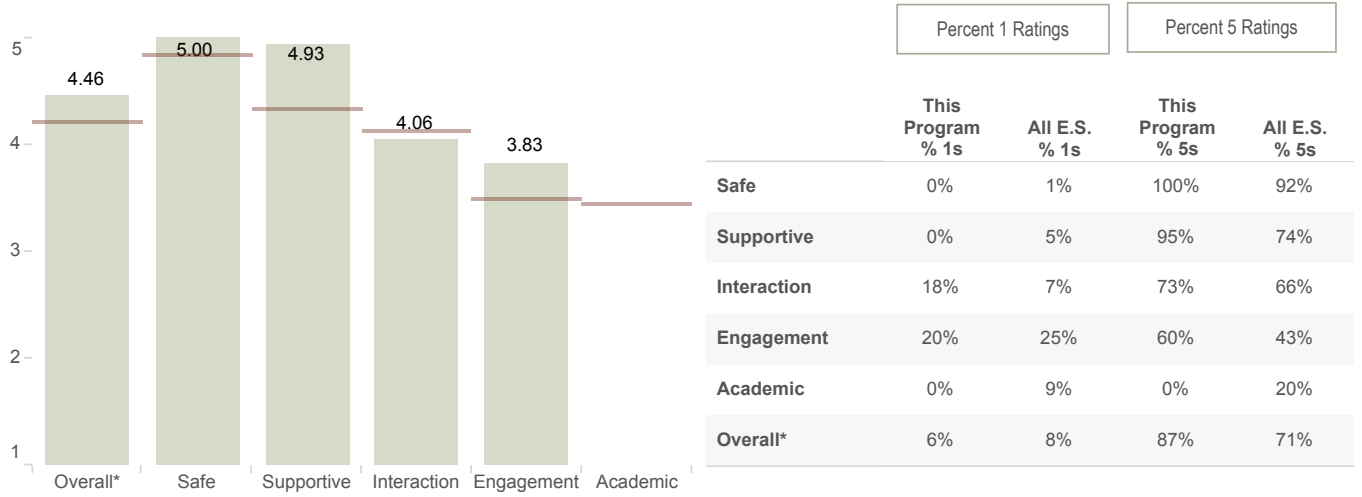
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=168; "Host School" n=439.

**Point of Service Quality**

Site Visitor: Moses

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

**Point of Service Quality: Site Visitor's Comments**

**Program Strengths**

No comments available.

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**Areas for Improvements**

No comments available.

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## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	82%	78%
If my friends or I get bullied at this program, an adult steps in to help.	73%	72%
In this program, other kids hit or push me when they are not just playing around.	7%	16%
In this program, other kids spread mean rumors or lies about me.	13%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	59%	54%
The adults in this program listen to what I have to say.	72%	70%
There is an adult at this program who cares about me.	84%	80%

### Interaction

I feel like I belong at this program.	74%	67%
In this program, I get to help other people.	72%	69%
Since coming to this program, I am better at making friends.	74%	69%

### Engagement

I am interested in what we do in this program.	74%	69%
In this program, I get to choose what I do and how I do it.	39%	39%
In this program, I try new things.	65%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=97; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 111%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	71%	67%
This program helps me get along with kids who are different from me.	76%	68%
This program helps me get along with other people my age.	79%	70%
This program helps me try to understand how other people feel.	78%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	73%	72%
This program helps me feel like more of a leader.	66%	63%
This program helps me get better at things that I used to think were hard.	69%	70%

### Wellness Behaviors

This program helps me exercise more.	72%	70%
This program helps me say "no" to things I know are wrong.	71%	72%
This program helps me to learn how to be healthy.	69%	68%

### School Engagement

This program helps me feel excited to learn in school.	66%	63%
This program helps me feel happy to be at this school.	77%	68%
This program helps me to feel like a part of my school.	75%	69%

### College & Career Readiness

In this program, I learn more about college.	25%	45%
In this program, I learn of jobs I can have when I grow up.	34%	57%

### Academic Behaviors

This program helps me get my homework done.	85%	79%
This program helps me learn how to set goals for myself.	70%	68%
This program helps me learn ways to study (like reading directions).	63%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=97; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 111%.



## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### Markham

**About this program:** Bay Area Community Resources provides comprehensive, high quality after school services at Markham Elementary for students in grades K-5, provided at the school site, 5 days/week, every school day during the year. Students receive targeted academic assistance to address their struggles in English and Math; enrichment activities that challenge them to build skills, work in teams, challenge themselves, and gain exposure to arts, science and culture, health and fitness; and social emotional learning built into all activities so that students feel safe and connected and form caring relationships.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	138	134	110	134	Progress Towards Attendance Target (CDE)	105%	101%	85%	100%
Enrollment: % Towards Projected	138%	122%	122%	123%	Average Program Attendance Rate	76%	84%	84%	89%
Units of Service (UOS): Total	60,372	57,923	46,547	59,528	Average Program Days Attended	115	128	119	132
UOS: % Towards Projected	128%	107%	128%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=138; "All E.S. 16-17" n=6,713; "This Program 15-16" n=110; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	161	152
School Day Attendance Rate	93%	92%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=138; "Host School" n=414.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	48%	32%
Asian/Pacific Islander	3%	1%
Latino/a	46%	63%
Native American	1%	0%
White	1%	1%
Multiple/Bi-Racial	1%	2%
Missing/Decline	1%	1%

##### % by Gender

	This Program	Host School
Female	47%	46%
Male	53%	54%

##### % English Learners

	This Program	Host School
English Learners	34%	51%

##### % by Grade Level

	This Program	Host School
Kindergarten	5%	16%
1st Grade	10%	18%
2nd Grade	21%	20%
3rd Grade	20%	17%
4th Grade	19%	13%
5th Grade	24%	16%

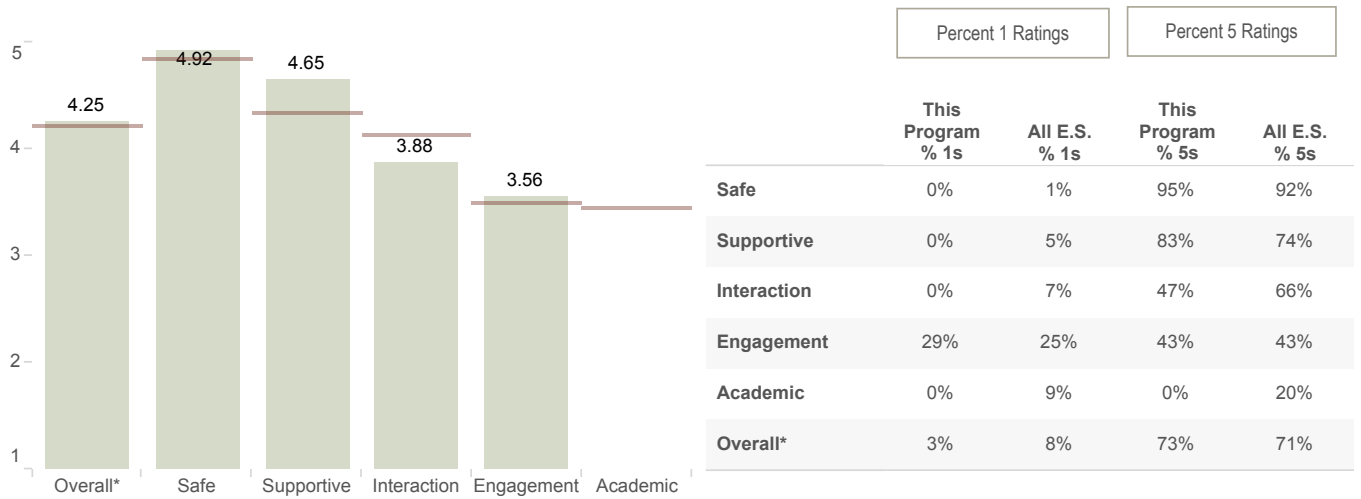
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=138; "Host School" n=414.

## Point of Service Quality

Site Visitor: Jamie

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

All staff observed asked several open-ended questions throughout the activities. The quality and types of questions prompted students to evoke prior knowledge, make predictions, make connections with other students' responses and their own lived knowledge. Students were encouraged to think critically throughout the entire lesson.

The manner with which staff interacted with students was high-energy, warm and responsive to needs and accomplishments. Students who struggled were quickly identified and supported by staff who got on eye-level, asked questions and gave an appropriate response to the student's needs. During exercise and snack, all staff were engaged and interacting with students.

--

### Areas for Improvements

The use of multiple planning strategies and having students share plans is an area to explore in lesson plan design for both Chess and Literacy. In Chess, a few ideas include: have students plan particular roles for the day within each group (Pawn "Coach", Bishop and Rook "Coach", Strategist, Time Keeper, etc) or after introducing a new play or move, have students plan how to demonstrate the move to another group.

Expanding leadership structures within an enrichment is another area to explore. Informal leadership took place in the classes observed, however, introducing more formal opportunities for students to help each other, lead groups and allow for group processing would be helpful. A few ideas include: in chess, each group has a leader of the week who will set up and close the chess board or a Chess Master is selected to support other groups; in literacy, a rotating Literacy Leader can help other students or give the instructions or objectives for the day, etc.

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## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	82%	78%
If my friends or I get bullied at this program, an adult steps in to help.	76%	72%
In this program, other kids hit or push me when they are not just playing around.	23%	16%
In this program, other kids spread mean rumors or lies about me.	35%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	29%	54%
The adults in this program listen to what I have to say.	70%	70%
There is an adult at this program who cares about me.	79%	80%

### Interaction

I feel like I belong at this program.	68%	67%
In this program, I get to help other people.	73%	69%
Since coming to this program, I am better at making friends.	75%	69%

### Engagement

I am interested in what we do in this program.	74%	69%
In this program, I get to choose what I do and how I do it.	12%	39%
In this program, I try new things.	59%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=53; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 86%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	67%	67%
This program helps me get along with kids who are different from me.	61%	68%
This program helps me get along with other people my age.	69%	70%
This program helps me try to understand how other people feel.	68%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	77%	72%
This program helps me feel like more of a leader.	67%	63%
This program helps me get better at things that I used to think were hard.	71%	70%

### Wellness Behaviors

This program helps me exercise more.	73%	70%
This program helps me say "no" to things I know are wrong.	76%	72%
This program helps me to learn how to be healthy.	78%	68%

### School Engagement

This program helps me feel excited to learn in school.	71%	63%
This program helps me feel happy to be at this school.	73%	68%
This program helps me to feel like a part of my school.	71%	69%

### College & Career Readiness

In this program, I learn more about college.	42%	45%
In this program, I learn of jobs I can have when I grow up.	50%	57%

### Academic Behaviors

This program helps me get my homework done.	85%	79%
This program helps me learn how to set goals for myself.	61%	68%
This program helps me learn ways to study (like reading directions).	65%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=53; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 86%.

## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### M.L. King, Jr.

**About this program:** Bay Area Community Resources provides comprehensive, high quality after school services at Martin Luther King, Jr Elementary for students each in grades K-5, provided at the school site, 5 days/week, every school day during the year. Students receive targeted academic assistance to address their struggles in English and Math; enrichment activities that challenge them to build skills, work in teams, challenge themselves, and gain exposure to arts, science and culture, health and fitness; and social emotional learning built into all activities so that students feel safe and connected and form caring relationships.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	175	134	170	134	Progress Towards Attendance Target (CDE)	71%	101%	76%	100%
Enrollment: % Towards Projected	159%	122%	102%	123%	Average Program Attendance Rate	74%	84%	87%	89%
Units of Service (UOS): Total	185,613	57,923	80,173	59,528	Average Program Days Attended	109	128	137	132
UOS: % Towards Projected	155%	107%	128%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=175; "All E.S. 16-17" n=6,713; "This Program 15-16" n=170; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	157	148
School Day Attendance Rate	92%	90%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=175; "Host School" n=365.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	66%	56%
Asian/Pacific Islander	13%	15%
Latino/a	5%	9%
Native American	0%	0%
White	7%	11%
Multiple/Bi-Racial	5%	5%
Missing/Decline	4%	5%

##### % by Gender

	This Program	Host School
Female	46%	48%
Male	54%	52%

##### % English Learners

	This Program	Host School
English Learners	18%	27%

##### % by Grade Level

	This Program	Host School
Kindergarten	15%	19%
1st Grade	18%	17%
2nd Grade	16%	17%
3rd Grade	17%	16%
4th Grade	18%	18%
5th Grade	16%	14%

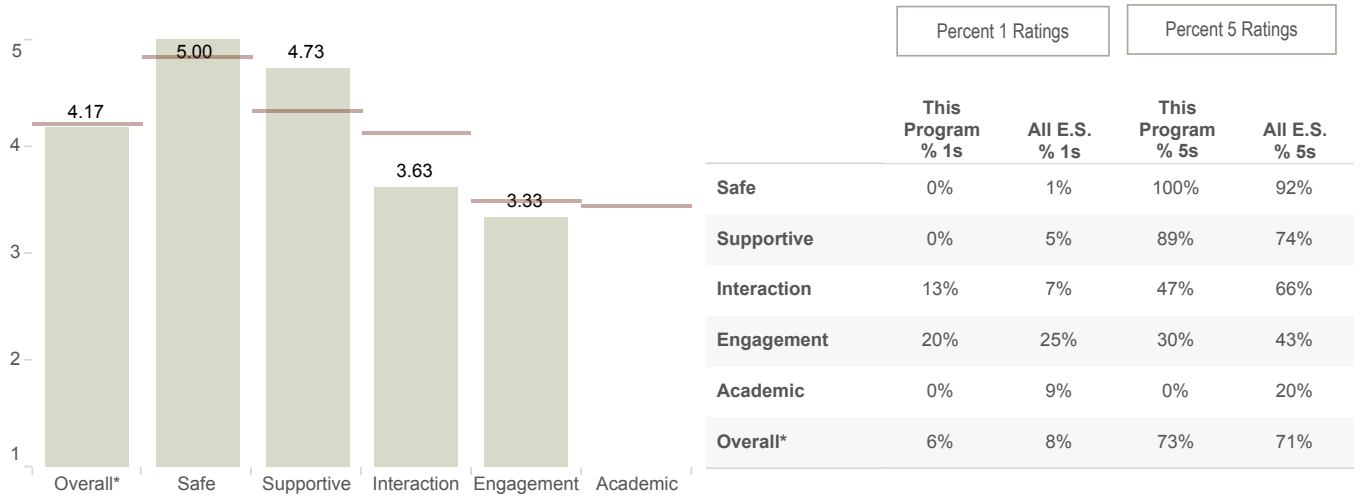
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=175; "Host School" n=365.

## Point of Service Quality

Site Visitor: Amara

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

Based on my observations at your program, I would like to highlight the quality program practices in the following areas: Active Engagement, Skill-Building, and Encouragement.

--

### Areas for Improvements

I encourage you and your team to note my ratings on Belonging (specifically Opportunities for children to get to know each other) and School-Age Leadership (specifically Structured opportunity to lead the group) as you make goals for future program growth.

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## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	62%	78%
If my friends or I get bullied at this program, an adult steps in to help.	61%	72%
In this program, other kids hit or push me when they are not just playing around.	26%	16%
In this program, other kids spread mean rumors or lies about me.	21%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	51%	54%
The adults in this program listen to what I have to say.	49%	70%
There is an adult at this program who cares about me.	60%	80%

### Interaction

I feel like I belong at this program.	54%	67%
In this program, I get to help other people.	47%	69%
Since coming to this program, I am better at making friends.	65%	69%

### Engagement

I am interested in what we do in this program.	52%	69%
In this program, I get to choose what I do and how I do it.	26%	39%
In this program, I try new things.	60%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=65; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 95%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	55%	67%
This program helps me get along with kids who are different from me.	50%	68%
This program helps me get along with other people my age.	53%	70%
This program helps me try to understand how other people feel.	44%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	51%	72%
This program helps me feel like more of a leader.	59%	63%
This program helps me get better at things that I used to think were hard.	49%	70%

### Wellness Behaviors

This program helps me exercise more.	39%	70%
This program helps me say "no" to things I know are wrong.	60%	72%
This program helps me to learn how to be healthy.	62%	68%

### School Engagement

This program helps me feel excited to learn in school.	48%	63%
This program helps me feel happy to be at this school.	50%	68%
This program helps me to feel like a part of my school.	58%	69%

### College & Career Readiness

In this program, I learn more about college.	31%	45%
In this program, I learn of jobs I can have when I grow up.	42%	57%

### Academic Behaviors

This program helps me get my homework done.	66%	79%
This program helps me learn how to set goals for myself.	56%	68%
This program helps me learn ways to study (like reading directions).	65%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=65; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 95%.



## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### New Highland Academy

**About this program:** Higher Ground Neighborhood Development Corp provides at least 180 days of daily, high quality, comprehensive after school and family programming from the end of the school day through at least 6:00 pm. The program supports mastery of skills such as critical thinking and problem solving in both language arts and mathematics and offers robust enrichment programming in the areas of visual and performing arts, health and wellness, community service and service learning classes.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	108	134	93	134	Progress Towards Attendance Target (CDE)	99%	101%	82%	100%
Enrollment: % Towards Projected	108%	122%	93%	123%	Average Program Attendance Rate	89%	84%	87%	89%
Units of Service (UOS): Total	57,246	57,923	45,583	59,528	Average Program Days Attended	141	128	138	132
UOS: % Towards Projected	115%	107%	92%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=108; "All E.S. 16-17" n=6,713; "This Program 15-16" n=93; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	163	158
School Day Attendance Rate	95%	94%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=108; "Host School" n=392.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	15%	14%
Asian/Pacific Islander	4%	3%
Latino/a	78%	81%
Native American	0%	0%
White	0%	0%
Multiple/Bi-Racial	1%	0%
Missing/Decline	2%	1%

##### % English Learners

	This Program	Host School
English Learners	59%	64%

##### % by Grade Level

	This Program	Host School
Kindergarten	7%	16%
1st Grade	17%	19%
2nd Grade	22%	17%
3rd Grade	22%	18%
4th Grade	20%	14%
5th Grade	13%	16%

##### % by Gender

	This Program	Host School
Female	50%	51%
Male	50%	49%

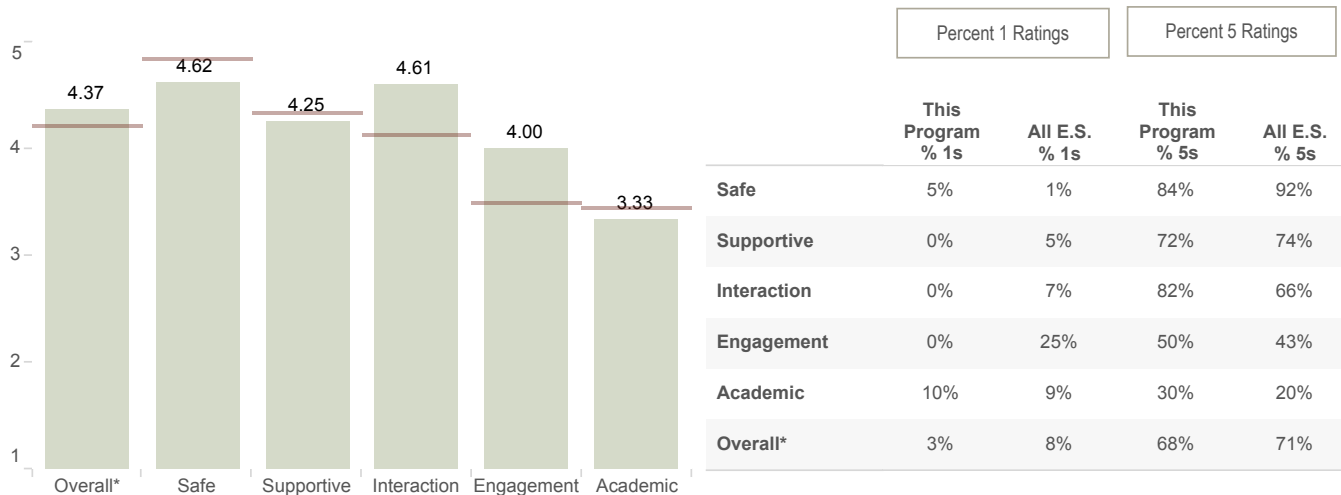
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=108; "Host School" n=392.

## Point of Service Quality

Site Visitor: Jhumpa Bhattacharya

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

This program has many strengths. A few to highlight are how warm and friendly each staff member is. It was clear that the staff and youth have deep respect and genuine love for one another. Staff also do a great job at breaking down and explaining tasks to students. All staff observed made a distinct effort to ensure youth understood each activity well. Lastly, the program did a great job at providing a warm welcome at the start of each session.

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### Areas for Improvements

There were a few areas that the program can focus on to further improve their quality. The first is to ensure that all staff are encouraging youth to try new skills or attempt higher levels of performance in the skills they already know. This can be done by asking students to try a new approach to something they often do, or when staff are seeing that students are easily getting the activity at hand, introducing a higher level of the skill being taught. For example, during physical activity time, asking youth to do more jumping jacks than they've done in the past or trying a new stretch. Staff can also do a better job at making connections with what is being taught during the school day. During the day of observation, staff did not make any connections to school day learning. Lastly, staff can improve the use of open ended questions. Some staff did this better than others, but as a whole, the program can do better at engaging with youth with open ended questions in every activity. Asking how and why questions are a good way to do this.

--

## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	91%	78%
If my friends or I get bullied at this program, an adult steps in to help.	84%	72%
In this program, other kids hit or push me when they are not just playing around.	9%	16%
In this program, other kids spread mean rumors or lies about me.	11%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	73%	54%
The adults in this program listen to what I have to say.	83%	70%
There is an adult at this program who cares about me.	92%	80%

### Interaction

I feel like I belong at this program.	85%	67%
In this program, I get to help other people.	84%	69%
Since coming to this program, I am better at making friends.	90%	69%

### Engagement

I am interested in what we do in this program.	85%	69%
In this program, I get to choose what I do and how I do it.	78%	39%
In this program, I try new things.	81%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=55; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 106%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	87%	67%
This program helps me get along with kids who are different from me.	85%	68%
This program helps me get along with other people my age.	89%	70%
This program helps me try to understand how other people feel.	83%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	91%	72%
This program helps me feel like more of a leader.	81%	63%
This program helps me get better at things that I used to think were hard.	85%	70%

### Wellness Behaviors

This program helps me exercise more.	83%	70%
This program helps me say "no" to things I know are wrong.	89%	72%
This program helps me to learn how to be healthy.	82%	68%

### School Engagement

This program helps me feel excited to learn in school.	83%	63%
This program helps me feel happy to be at this school.	80%	68%
This program helps me to feel like a part of my school.	87%	69%

### College & Career Readiness

In this program, I learn more about college.	78%	45%
In this program, I learn of jobs I can have when I grow up.	72%	57%

### Academic Behaviors

This program helps me get my homework done.	98%	79%
This program helps me learn how to set goals for myself.	88%	68%
This program helps me learn ways to study (like reading directions).	82%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=55; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 106%.

## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### Parker (K-8 Elementary)

**About this program:** Higher Ground Neighborhood Development Corp's comprehensive elementary and middle school program provides targeted academic support in the areas of literacy and mathematics. The after school program offers visual and performing arts programming, health and wellness activities that include general recreation, organized and competitive sports, gardening, cooking and nutrition classes and community service and service learning projects. There are also monthly family activities and field trips. The program operates every day from the close of the school day to at least 6:00 pm for at least 180 days.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	137	134	140	134	Progress Towards Attendance Target (CDE)	104%	101%	99%	100%
Enrollment: % Towards Projected	110%	122%	140%	123%	Average Program Attendance Rate	87%	84%	81%	89%
Units of Service (UOS): Total	60,430	57,923	55,371	59,528	Average Program Days Attended	120	128	110	132
UOS: % Towards Projected	104%	107%	87%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=137; "All E.S. 16-17" n=6,713; "This Program 15-16" n=140; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	165	138
School Day Attendance Rate	95%	93%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=136; "Host School" n=413.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	64%	68%
Asian/Pacific Islander	8%	7%
Latino/a	21%	21%
Native American	0%	0%
White	1%	1%
Multiple/Bi-Racial	2%	1%
Missing/Decline	3%	1%

##### % by Gender

	This Program	Host School
Female	54%	51%
Male	46%	49%

##### % English Learners

	This Program	Host School
English Learners	14%	13%

##### % by Grade Level

	This Program	Host School
Kindergarten	8%	18%
1st Grade	12%	15%
2nd Grade	16%	11%
3rd Grade	16%	10%
4th Grade	13%	11%
5th Grade	12%	10%

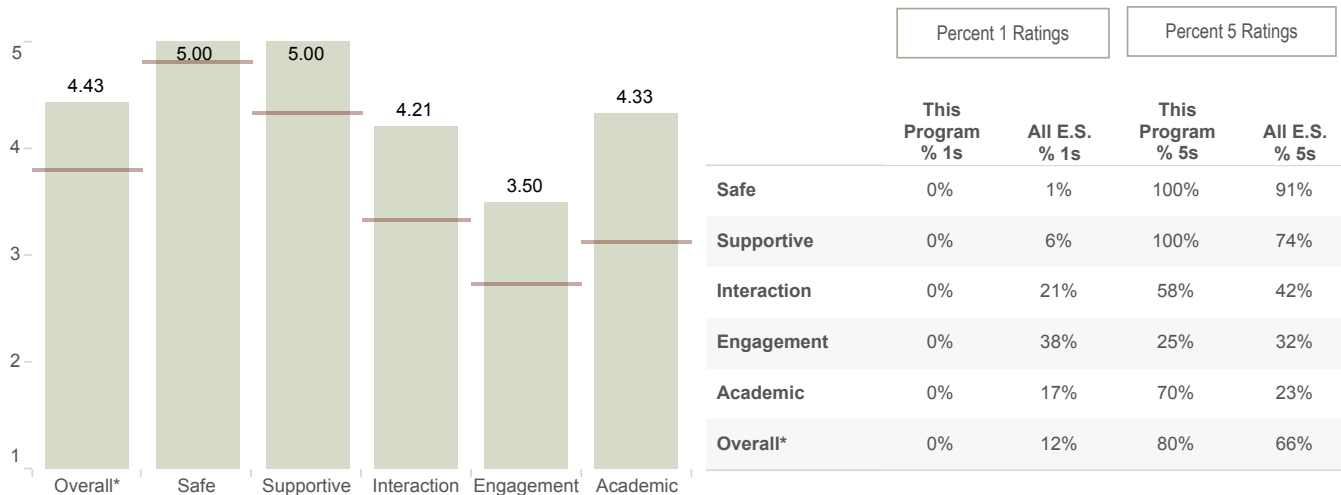
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=136; "Host School" n=413.

## Point of Service Quality

Site Visitor: Jimena Quiroga Hopkins

Assessment Tool Used: YPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

The program does a good job of engaging youth with materials and ideas. For example in art class students were learning about working with clay, including relevant vocabulary words. Youth in that class had an opportunity to physically work with the clay and create a box. In all of the sessions observed, staff engaged youth by asking open-ended questions and using non-evaluative language frequently. Additionally, staff also does a great job explaining all tasks and breaking them down into steps when needed. Staff used multiple methods to ensure explanations were clear, including writing steps for an activity on chart paper, repeating instructions, and asking students to help explain.

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### Areas for Improvements

In one of the sessions observed, students were working on a shared goal of putting together an event for "Lights On Afterschool" and they had interdependent roles for this session. It would be good to incorporate more interdependent roles and opportunities to work toward a shared goal across the program offerings. Also, although there were opportunities for youth to take on leadership roles, it would be good to provide more opportunities for all youth to lead a group. Lastly, there were structured opportunities for reflection observed in some of the sessions, but not all of the sessions. Students would benefit from having opportunities for reflection during and/or at the end of all program sessions.

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## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	48%	78%
If my friends or I get bullied at this program, an adult steps in to help.	59%	72%
In this program, other kids hit or push me when they are not just playing around.	33%	16%
In this program, other kids spread mean rumors or lies about me.	37%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	31%	54%
The adults in this program listen to what I have to say.	44%	70%
There is an adult at this program who cares about me.	48%	80%

### Interaction

I feel like I belong at this program.	45%	67%
In this program, I get to help other people.	48%	69%
Since coming to this program, I am better at making friends.	52%	69%

### Engagement

I am interested in what we do in this program.	45%	69%
In this program, I get to choose what I do and how I do it.	27%	39%
In this program, I try new things.	62%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=34; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 59%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	47%	67%
This program helps me get along with kids who are different from me.	58%	68%
This program helps me get along with other people my age.	61%	70%
This program helps me try to understand how other people feel.	60%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	66%	72%
This program helps me feel like more of a leader.	63%	63%
This program helps me get better at things that I used to think were hard.	52%	70%

### Wellness Behaviors

This program helps me exercise more.	65%	70%
This program helps me say "no" to things I know are wrong.	48%	72%
This program helps me to learn how to be healthy.	55%	68%

### School Engagement

This program helps me feel excited to learn in school.	53%	63%
This program helps me feel happy to be at this school.	50%	68%
This program helps me to feel like a part of my school.	52%	69%

### College & Career Readiness

In this program, I learn more about college.	36%	45%
In this program, I learn of jobs I can have when I grow up.	41%	57%

### Academic Behaviors

This program helps me get my homework done.	67%	79%
This program helps me learn how to set goals for myself.	42%	68%
This program helps me learn ways to study (like reading directions).	47%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=34; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 59%.



## Oakland School-Based After School Programs 2016-17 Program Profile (Middle Schools)

### Parker (K-8 Middle)

**About this program:** Higher Ground Neighborhood Development Corp's comprehensive elementary and middle school program provides targeted academic support in the areas of literacy and mathematics. The after school program offers visual and performing arts programming, health and wellness activities that include general recreation, organized and competitive sports, gardening, cooking and nutrition classes and community service and service learning projects. There are also monthly family activities and field trips. The program operates every day from the close of the school day to at least 6:00 pm for at least 180 days.

#### Program Attendance and Enrollment

	This Program 16-17	All M.S. 16-17	This Program 15-16	All M.S. 15-16	This Program 16-17	All M.S. 16-17	This Program 15-16	All M.S. 15-16
Enrollment: Number of Youth Served	137	211		231	Progress Towards Attendance Target (CDE)	104%	89%	75%
Enrollment: % Towards Projected	110%	134%		170%	Average Program Attendance Rate	87%	73%	72%
Units of Service (UOS): Total	60,430	68,952		53,119	Average Program Days Attended	120	104	91
UOS: % Towards Projected	104%	108%		108%				

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=137; "All M.S. 16-17" n=4,746; "This Program 15-16" n=140; "All M.S. 15-16" n=4,935.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	165	138
School Day Attendance Rate	95%	93%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=136; "Host School" n=413.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	64%	68%
Asian/Pacific Islander	8%	7%
Latino/a	21%	21%
Native American	0%	0%
White	1%	1%
Multiple/Bi-Racial	2%	1%
Missing/Decline	3%	1%

##### % English Learners

	This Program	Host School
English Learners	14%	13%

##### % by Grade Level

	This Program	Host School
6th Grade	13%	13%
7th Grade	7%	8%
8th Grade	3%	2%

##### % by Gender

	This Program	Host School
Female	54%	51%
Male	46%	49%

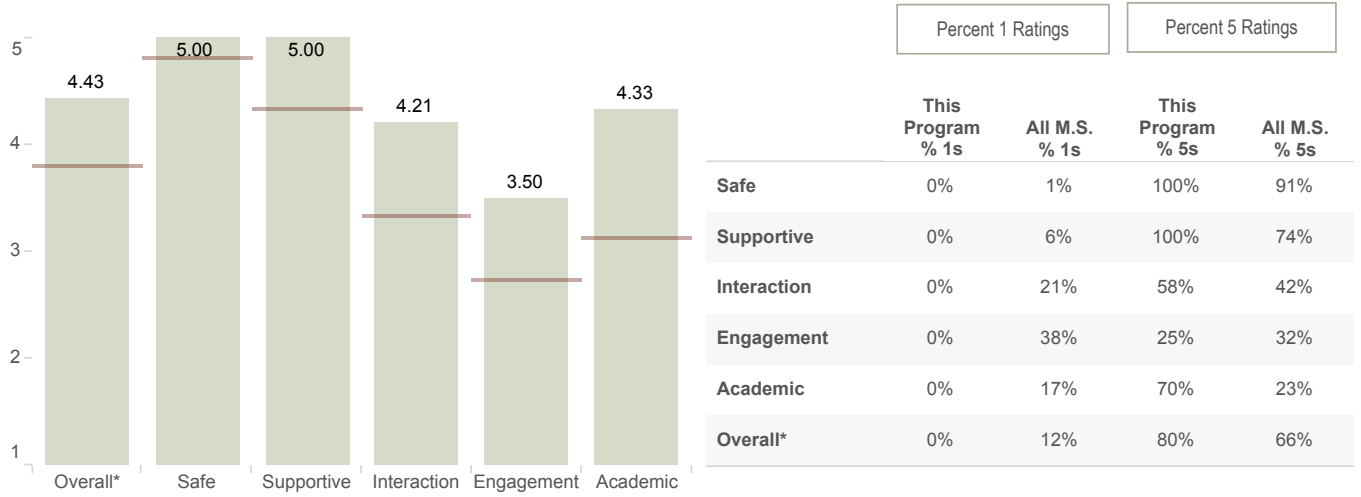
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=136; "Host School" n=413.

## Point of Service Quality

Site Visitor: Jimena Quiroga Hopkins

Assessment Tool Used: YPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

The program does a good job of engaging youth with materials and ideas. For example in art class students were learning about working with clay, including relevant vocabulary words. Youth in that class had an opportunity to physically work with the clay and create a box. In all of the sessions observed, staff engaged youth by asking open-ended questions and using non-evaluative language frequently. Additionally, staff also does a great job explaining all tasks and breaking them down into steps when needed. Staff used multiple methods to ensure explanations were clear, including writing steps for an activity on chart paper, repeating instructions, and asking students to help explain.

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### Areas for Improvements

In one of the sessions observed, students were working on a shared goal of putting together an event for "Lights On Afterschool" and they had interdependent roles for this session. It would be good to incorporate more interdependent roles and opportunities to work toward a shared goal across the program offerings. Also, although there were opportunities for youth to take on leadership roles, it would be good to provide more opportunities for all youth to lead a group. Lastly, there were structured opportunities for reflection observed in some of the sessions, but not all of the sessions. Students would benefit from having opportunities for reflection during and/or at the end of all program sessions.

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## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	M.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	66%	67%
If someone bullies my friends or me at this program, an adult steps in to help.	56%	61%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around.	33%	20%
When I am in this program, I have had mean rumors or lies spread about me.	37%	21%

### Supportive Environment

In this program, I tell other youth when they do a good job or contribute to the group.	51%	47%
The adults in this program listen to what I have to say.	54%	60%
There is an adult at this program who really cares about me.	63%	67%

### Interaction

I feel like I belong at this program.	57%	56%
In this program, I get to help other people.	68%	58%
Since coming to this program, I am better at making friends.	57%	56%

### Engagement

I am interested in what we do in this program.	63%	57%
In this program, I get to choose what I do and how I do it.	35%	41%
In this program, I try new things.	56%	55%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=73; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 127%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	M.S. Overall 16-17
Since coming to this program, I get along better with other people my age.	56%	55%
This program helps me get along better with adults.	59%	53%
This program helps me get along with people my age who are different from me.	58%	55%
This program helps me try to understand how other people feel.	52%	50%

### Sense of Mastery

This program helps me feel like more of a leader.	57%	50%
This program helps me get better at things that I used to think were hard.	55%	55%
This program helps me to feel more confident about what I can do.	61%	58%

### Wellness Behaviors

Since coming to this program, I am better at saying "no" to things I know are wrong.	57%	58%
This program helps me exercise more.	54%	57%
This program helps me to learn how to be healthy.	48%	49%

### School Engagement

This program helps me feel happy to be at this school.	52%	51%
This program helps me feel more motivated to learn in school.	57%	55%
This program helps me to feel like a part of my school.	54%	55%

### College & Career Readiness

In this program, I learn about the kinds of jobs I'd like to have in the future.	57%	47%
This program helps me feel more confident about going to college.	54%	54%
This program helps me feel ready to go to high school.	55%	56%

### Academic Behaviors

Because of this program, I am better at getting my homework done.	55%	60%
Since coming to this program, I am better at setting goals for myself.	49%	51%
This program helps me to learn good study skills (like reading directions, taking tests).	45%	47%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=73; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 127%.

## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### Piedmont Avenue

**About this program:** The Piedmont After School Program engages students in a daily menu of enriching learning experiences that both support the school's priorities for student academic and social-emotional learning and utilizes the YMCA's STREAMS (Science Technology Reading Engineering Art Math & Sports) program model as a vehicle for place based learning. The program combines daily academic support with a variety of hands-on enrichment and youth leadership development activities.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16
Enrollment: Number of Youth Served	91	134	111	134	81%	101%	100%	100%
Enrollment: % Towards Projected	79%	122%	106%	123%	87%	84%	90%	89%
Units of Service (UOS): Total	37,666	57,923	46,176	59,528	134	128	140	132
UOS: % Towards Projected	49%	107%	80%	113%				

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=91; "All E.S. 16-17" n=6,713; "This Program 15-16" n=111; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	163	155
School Day Attendance Rate	96%	94%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=91; "Host School" n=368.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	70%	55%
Asian/Pacific Islander	5%	8%
Latino/a	18%	20%
Native American	1%	1%
White	2%	7%
Multiple/Bi-Racial	2%	7%
Missing/Decline	1%	2%

##### % by Gender

	This Program	Host School
Female	45%	47%
Male	55%	53%

##### % English Learners

	This Program	Host School
English Learners	25%	20%

##### % by Grade Level

	This Program	Host School
Kindergarten	0%	16%
1st Grade	8%	16%
2nd Grade	20%	15%
3rd Grade	23%	17%
4th Grade	26%	19%
5th Grade	24%	17%

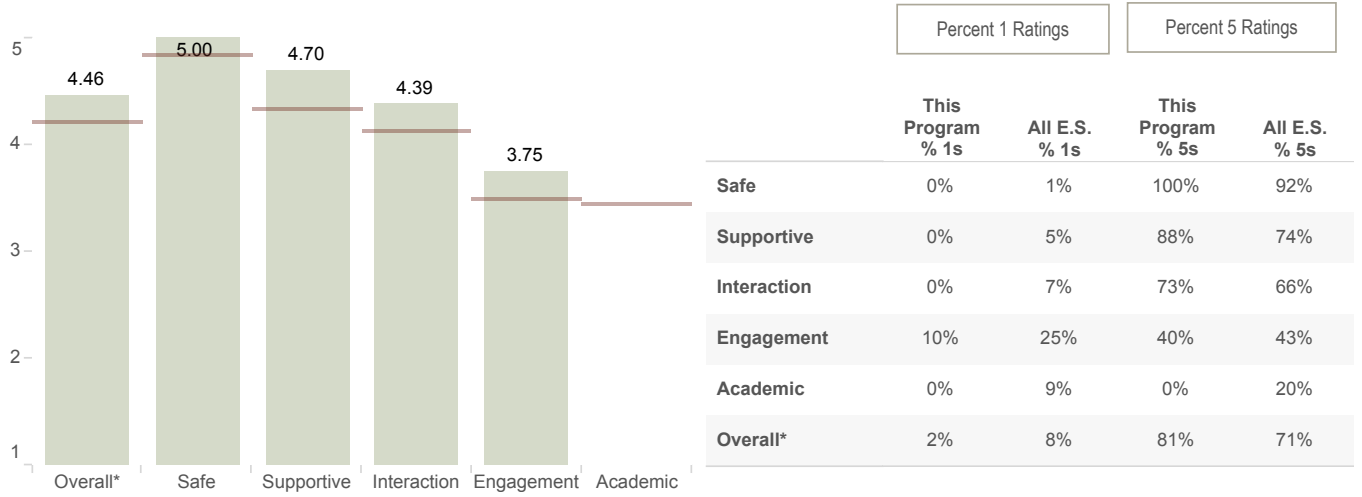
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=91; "Host School" n=368.

**Point of Service Quality**

Site Visitor: Danielle

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

**Point of Service Quality: Site Visitor's Comments**

**Program Strengths**

No comments available.

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**Areas for Improvements**

No comments available.

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## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	80%	78%
If my friends or I get bullied at this program, an adult steps in to help.	56%	72%
In this program, other kids hit or push me when they are not just playing around.	26%	16%
In this program, other kids spread mean rumors or lies about me.	29%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	30%	54%
The adults in this program listen to what I have to say.	56%	70%
There is an adult at this program who cares about me.	81%	80%

### Interaction

I feel like I belong at this program.	67%	67%
In this program, I get to help other people.	60%	69%
Since coming to this program, I am better at making friends.	57%	69%

### Engagement

I am interested in what we do in this program.	72%	69%
In this program, I get to choose what I do and how I do it.	15%	39%
In this program, I try new things.	72%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=54; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 139%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	69%	67%
This program helps me get along with kids who are different from me.	62%	68%
This program helps me get along with other people my age.	61%	70%
This program helps me try to understand how other people feel.	52%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	71%	72%
This program helps me feel like more of a leader.	62%	63%
This program helps me get better at things that I used to think were hard.	75%	70%

### Wellness Behaviors

This program helps me exercise more.	72%	70%
This program helps me say "no" to things I know are wrong.	73%	72%
This program helps me to learn how to be healthy.	61%	68%

### School Engagement

This program helps me feel excited to learn in school.	58%	63%
This program helps me feel happy to be at this school.	57%	68%
This program helps me to feel like a part of my school.	57%	69%

### College & Career Readiness

In this program, I learn more about college.	40%	45%
In this program, I learn of jobs I can have when I grow up.	44%	57%

### Academic Behaviors

This program helps me get my homework done.	89%	79%
This program helps me learn how to set goals for myself.	79%	68%
This program helps me learn ways to study (like reading directions).	58%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=54; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 139%.



## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### PLACE@Prescott

**About this program:** Bay Area Community Resources provides comprehensive, high quality after school services at P.L.A.C.E at Prescott for students in grades K-5, provided at the school site, 5 days/week, every school day during the year. Students receive targeted academic assistance to address their struggles in English and Math; enrichment activities that challenge them to build skills, work in teams, challenge themselves, and gain exposure to arts, science and culture, health and fitness; and social emotional learning built into all activities so that students feel safe and connected and form caring relationships.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	133	134	150	134	Progress Towards Attendance Target (CDE)	84%	101%	90%	100%
Enrollment: % Towards Projected	121%	122%	120%	123%	Average Program Attendance Rate	86%	84%	87%	89%
Units of Service (UOS): Total	72,160	57,923	54,881	59,528	Average Program Days Attended	153	128	134	132
UOS: % Towards Projected	112%	107%	97%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=133; "All E.S. 16-17" n=6,713; "This Program 15-16" n=150; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	156	145
School Day Attendance Rate	92%	91%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=133; "Host School" n=246.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	74%	58%
Asian/Pacific Islander	2%	4%
Latino/a	15%	30%
Native American	0%	0%
White	4%	4%
Multiple/Bi-Racial	5%	4%
Missing/Decline	0%	0%

##### % by Gender

	This Program	Host School
Female	50%	49%
Male	50%	51%

##### % English Learners

	This Program	Host School
English Learners	14%	23%

##### % by Grade Level

	This Program	Host School
Kindergarten	15%	18%
1st Grade	19%	17%
2nd Grade	17%	19%
3rd Grade	15%	13%
4th Grade	19%	20%
5th Grade	15%	13%

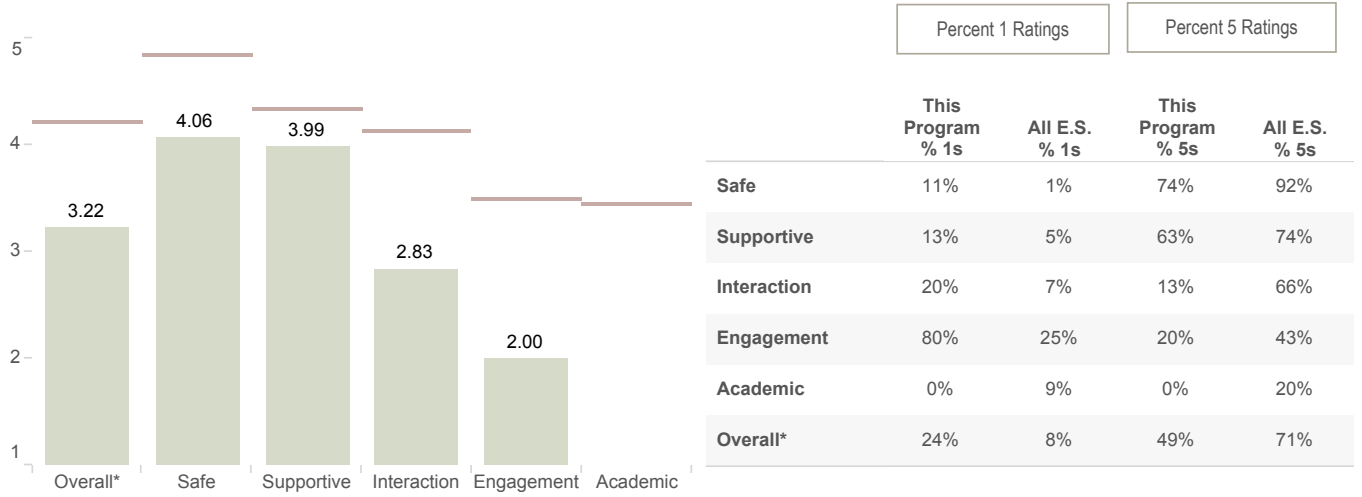
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=133; "Host School" n=246.

## Point of Service Quality

Site Visitor: Raul

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

	Percent 1 Ratings		Percent 5 Ratings	
	This Program % 1s	All E.S. % 1s	This Program % 5s	All E.S. % 5s
Safe	11%	1%	74%	92%
Supportive	13%	5%	63%	74%
Interaction	20%	7%	13%	66%
Engagement	80%	25%	20%	43%
Academic	0%	9%	0%	20%
Overall*	24%	8%	49%	71%

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

No comments available.

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### Areas for Improvements

No comments available.

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## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	67%	78%
If my friends or I get bullied at this program, an adult steps in to help.	80%	72%
In this program, other kids hit or push me when they are not just playing around.	32%	16%
In this program, other kids spread mean rumors or lies about me.	34%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	54%	54%
The adults in this program listen to what I have to say.	69%	70%
There is an adult at this program who cares about me.	85%	80%

### Interaction

I feel like I belong at this program.	73%	67%
In this program, I get to help other people.	68%	69%
Since coming to this program, I am better at making friends.	65%	69%

### Engagement

I am interested in what we do in this program.	69%	69%
In this program, I get to choose what I do and how I do it.	49%	39%
In this program, I try new things.	63%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=63; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 93%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	64%	67%
This program helps me get along with kids who are different from me.	55%	68%
This program helps me get along with other people my age.	64%	70%
This program helps me try to understand how other people feel.	58%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	73%	72%
This program helps me feel like more of a leader.	58%	63%
This program helps me get better at things that I used to think were hard.	67%	70%

### Wellness Behaviors

This program helps me exercise more.	63%	70%
This program helps me say "no" to things I know are wrong.	68%	72%
This program helps me to learn how to be healthy.	53%	68%

### School Engagement

This program helps me feel excited to learn in school.	61%	63%
This program helps me feel happy to be at this school.	62%	68%
This program helps me to feel like a part of my school.	60%	69%

### College & Career Readiness

In this program, I learn more about college.	48%	45%
In this program, I learn of jobs I can have when I grow up.	60%	57%

### Academic Behaviors

This program helps me get my homework done.	78%	79%
This program helps me learn how to set goals for myself.	59%	68%
This program helps me learn ways to study (like reading directions).	52%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=63; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 93%.

## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### Reach Academy

**About this program:** The Reach Elementary Afterschool Program provides a safe, supportive afterschool program for low-income students from this high-need East Oakland neighborhood. The youth development-based program design address students' academic and enrichment needs, while promoting better attendance in school. Academic support includes literacy, homework help, academic enrichment, and support for English Language Learners, all linked to school-day programming. Enrichment activities include sports, fitness, STEM, visual/performing arts, and educational garden-based activities.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	132	134	173	134	Progress Towards Attendance Target (CDE)	99%	101%	124%	100%
Enrollment: % Towards Projected	122%	122%	208%	123%	Average Program Attendance Rate	79%	84%	81%	89%
Units of Service (UOS): Total	59,851	57,923	67,483	59,528	Average Program Days Attended	113	128	112	132
UOS: % Towards Projected	102%	107%	131%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=132; "All E.S. 16-17" n=6,713; "This Program 15-16" n=173; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	158	142
School Day Attendance Rate	94%	91%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=132; "Host School" n=453.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	62%	42%
Asian/Pacific Islander	5%	8%
Latino/a	28%	45%
Native American	1%	0%
White	1%	1%
Multiple/Bi-Racial	3%	4%
Missing/Decline	0%	1%

##### % by Gender

	This Program	Host School
Female	51%	53%
Male	49%	47%

##### % English Learners

	This Program	Host School
English Learners	24%	39%

##### % by Grade Level

	This Program	Host School
Kindergarten	15%	17%
1st Grade	16%	17%
2nd Grade	17%	17%
3rd Grade	17%	18%
4th Grade	15%	16%
5th Grade	20%	16%

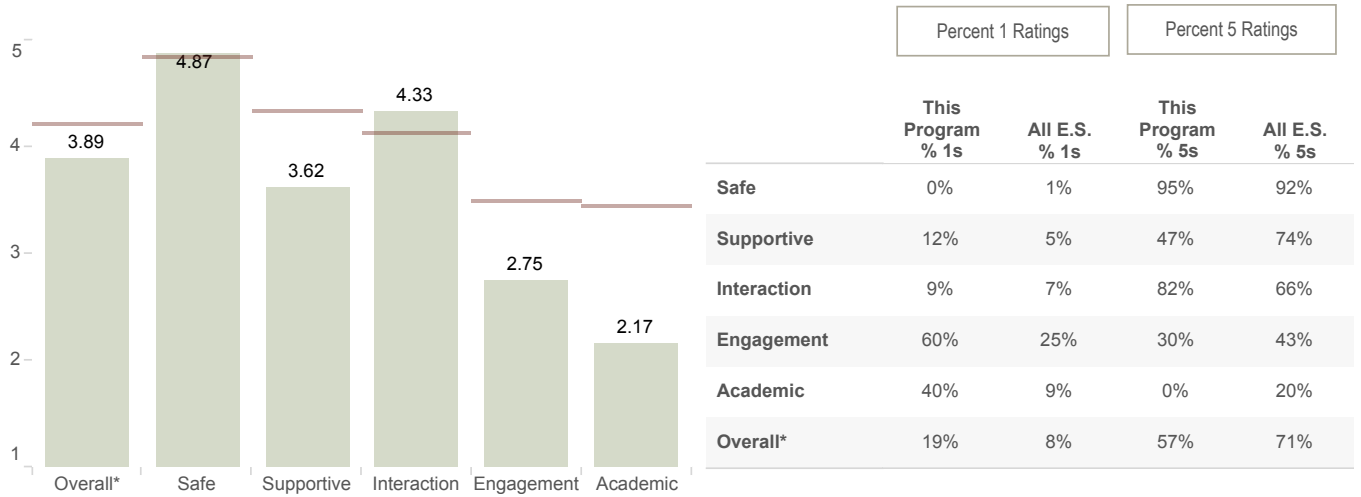
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=132; "Host School" n=453.

## Point of Service Quality

Site Visitor: Amy

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

- A) Staff provided children a welcoming atmosphere by using positive body language, smiling, and making eye contact with them. B) Staff used structured opportunities in all sessions for children to get to know each other. For example, in the K-1 Boys group, children were asked to introduce themselves and talk about a new food that they tried.
- C) Staff gave children multiple opportunities for children to practice group-process skills. Staff encouraged children to listen to their peers without interrupting and raise their hands in a large group.
- 

### Areas for Improvements

- A) Activities were not started at the time according to the schedule. The visitor missed key components of activities due to the misalignment with the schedule and actual start and end times.
- B) Provide opportunities for children to reflect on what they done during the program session. During the observation, no reflections were observed in any of the sessions. By including opportunities for children to reflect, children will be able to process what they learned in the activity and provide feedback to the staff.
- C) Staff can further support children in building skills by modeling skills for all children and encouraging all children to try new skills. During the observation, the visitor only witnessed staff doing these for some children when staff circulated around.
-

## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	70%	78%
If my friends or I get bullied at this program, an adult steps in to help.	76%	72%
In this program, other kids hit or push me when they are not just playing around.	15%	16%
In this program, other kids spread mean rumors or lies about me.	21%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	57%	54%
The adults in this program listen to what I have to say.	71%	70%
There is an adult at this program who cares about me.	81%	80%

### Interaction

I feel like I belong at this program.	73%	67%
In this program, I get to help other people.	75%	69%
Since coming to this program, I am better at making friends.	73%	69%

### Engagement

I am interested in what we do in this program.	70%	69%
In this program, I get to choose what I do and how I do it.	45%	39%
In this program, I try new things.	70%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=56; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 105%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	77%	67%
This program helps me get along with kids who are different from me.	75%	68%
This program helps me get along with other people my age.	76%	70%
This program helps me try to understand how other people feel.	73%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	67%	72%
This program helps me feel like more of a leader.	76%	63%
This program helps me get better at things that I used to think were hard.	69%	70%

### Wellness Behaviors

This program helps me exercise more.	70%	70%
This program helps me say "no" to things I know are wrong.	78%	72%
This program helps me to learn how to be healthy.	72%	68%

### School Engagement

This program helps me feel excited to learn in school.	63%	63%
This program helps me feel happy to be at this school.	69%	68%
This program helps me to feel like a part of my school.	67%	69%

### College & Career Readiness

In this program, I learn more about college.	65%	45%
In this program, I learn of jobs I can have when I grow up.	60%	57%

### Academic Behaviors

This program helps me get my homework done.	72%	79%
This program helps me learn how to set goals for myself.	73%	68%
This program helps me learn ways to study (like reading directions).	69%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=56; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 105%.



## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### Rise Community

**About this program:** East Bay Agency for Children is the be the new lead agency at RISE Community School's Afterschool Program beginning in the 2016-17 school year, serving children. East Bay Agency for Children's strength is providing academic and enrichment opportunities through quality youth development programming that promotes the developmental experiences children need to thrive and grow into healthy adulthood.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	122	134	94	134	Progress Towards Attendance Target (CDE)	82%	101%	68%	100%
Enrollment: % Towards Projected	122%	122%	94%	123%	Average Program Attendance Rate	70%	84%	86%	89%
Units of Service (UOS): Total	44,601	57,923	38,667	59,528	Average Program Days Attended	101	128	114	132
UOS: % Towards Projected	84%	107%	79%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=122; "All E.S. 16-17" n=6,713; "This Program 15-16" n=94; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	160	154
School Day Attendance Rate	94%	93%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=122; "Host School" n=280.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	40%	30%
Asian/Pacific Islander	0%	4%
Latino/a	58%	63%
Native American	0%	0%
White	2%	1%
Multiple/Bi-Racial	0%	2%
Missing/Decline	0%	0%

##### % by Gender

	This Program	Host School
Female	52%	51%
Male	48%	49%

##### % English Learners

	This Program	Host School
English Learners	43%	51%

##### % by Grade Level

	This Program	Host School
Kindergarten	5%	16%
1st Grade	23%	19%
2nd Grade	16%	17%
3rd Grade	21%	17%
4th Grade	17%	13%
5th Grade	17%	18%

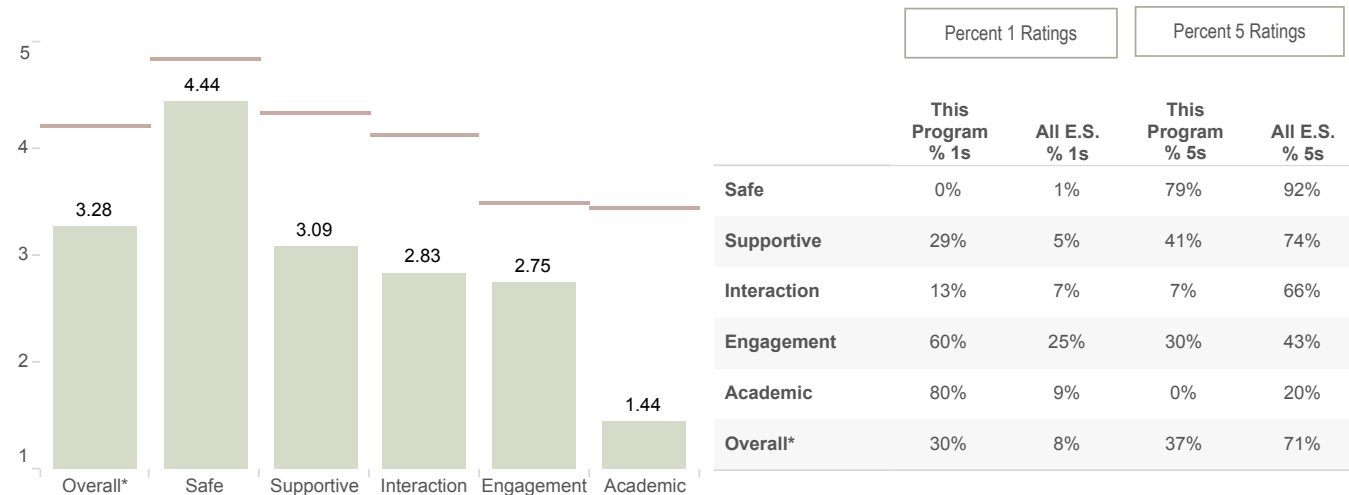
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=122; "Host School" n=280.

## Point of Service Quality

Site Visitor: Julie Lo

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

The caring staff at RISE after school program were actively engaged and attentive to the children in the program. Each class had posted group agreements that staff consistently went back to when reminding youth of behavior guidelines. The Recreation activity included an extensive community building activity ("Photographs") where youth got a chance to get to know each other. During the icebreaker, staff intervened when children were initially hesitant to mix up their partners with people that were not their friends; staff was proactive about making the group's community agreement of being inclusive an explicit expectation.

### Areas for Improvements

On a whole, staff struggled with spending much of the sessions doing behavior management. For example, the Visual Arts class (2nd) was never able to get started on the planned icebreaker or puzzle activity. Similarly, the Recreation activity moved slower than planned due to constant pauses due to behavior issues. On some occasions, staff appeared overwhelmed and may consider different strategies for gaining control of their activities, rather than repeating themselves with ineffective methods. Moreover, the procedures of how to handle youth-to-youth and staff-to-youth conflict did not appear consistent and may be an area that needs to be addressed. For example, some youth-to-youth conflicts were not acknowledged, while others were partially addressed by staff.

Staff may also consider clearly stating the learning targets for the activities and supporting youths' skill building by providing clear instructions, modelling steps, providing encouragement, and using open-ended questions. Youth could benefit from more meaningful opportunities for voice and choice and opportunities to plan and review their work.

## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	91%	78%
If my friends or I get bullied at this program, an adult steps in to help.	98%	72%
In this program, other kids hit or push me when they are not just playing around.	11%	16%
In this program, other kids spread mean rumors or lies about me.	11%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	86%	54%
The adults in this program listen to what I have to say.	93%	70%
There is an adult at this program who cares about me.	100%	80%

### Interaction

I feel like I belong at this program.	91%	67%
In this program, I get to help other people.	95%	69%
Since coming to this program, I am better at making friends.	69%	69%

### Engagement

I am interested in what we do in this program.	91%	69%
In this program, I get to choose what I do and how I do it.	70%	39%
In this program, I try new things.	95%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=47; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 118%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	91%	67%
This program helps me get along with kids who are different from me.	98%	68%
This program helps me get along with other people my age.	93%	70%
This program helps me try to understand how other people feel.	87%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	98%	72%
This program helps me feel like more of a leader.	82%	63%
This program helps me get better at things that I used to think were hard.	87%	70%

### Wellness Behaviors

This program helps me exercise more.	98%	70%
This program helps me say "no" to things I know are wrong.	95%	72%
This program helps me to learn how to be healthy.	100%	68%

### School Engagement

This program helps me feel excited to learn in school.	74%	63%
This program helps me feel happy to be at this school.	87%	68%
This program helps me to feel like a part of my school.	96%	69%

### College & Career Readiness

In this program, I learn more about college.	57%	45%
In this program, I learn of jobs I can have when I grow up.	86%	57%

### Academic Behaviors

This program helps me get my homework done.	96%	79%
This program helps me learn how to set goals for myself.	96%	68%
This program helps me learn ways to study (like reading directions).	100%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=47; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 118%.

## Oakland School-Based After School Programs 2016-17 Program Profile (Middle Schools)

### Roosevelt

**About this program:** Expanded Learning at Roosevelt is an after-school learning program dedicated to fostering a college-going culture with all students and their families. Expanded Learning at Roosevelt serves students who attend Roosevelt Middle School. This program operates 177 days a year, 3 hours each day, and provides all students a diverse menu of learning activities, including academic support, enrichment education, college-going culture activities, and parent engagement.

#### Program Attendance and Enrollment

	This Program 16-17	All M.S. 16-17	This Program 15-16	All M.S. 15-16	This Program 16-17	All M.S. 16-17	This Program 15-16	All M.S. 15-16	
Enrollment: Number of Youth Served	343	211	326	231	Progress Towards Attendance Target (CDE)	95%	89%	91%	75%
Enrollment: % Towards Projected	135%	134%	204%	170%	Average Program Attendance Rate	90%	73%	93%	72%
Units of Service (UOS): Total	168,034	68,952	176,008	53,119	Average Program Days Attended	148	104	154	91
UOS: % Towards Projected	114%	108%	176%	108%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=343; "All M.S. 16-17" n=4,746; "This Program 15-16" n=326; "All M.S. 15-16" n=4,935.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	168	164
School Day Attendance Rate	97%	96%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=343; "Host School" n=571.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	16%	18%
Asian/Pacific Islander	52%	43%
Latino/a	27%	33%
Native American	0%	0%
White	1%	2%
Multiple/Bi-Racial	2%	1%
Missing/Decline	2%	2%

##### % English Learners

	This Program	Host School
English Learners	31%	32%

##### % by Grade Level

	This Program	Host School
6th Grade	33%	34%
7th Grade	32%	33%
8th Grade	35%	33%

##### % by Gender

	This Program	Host School
Female	42%	44%
Male	58%	56%

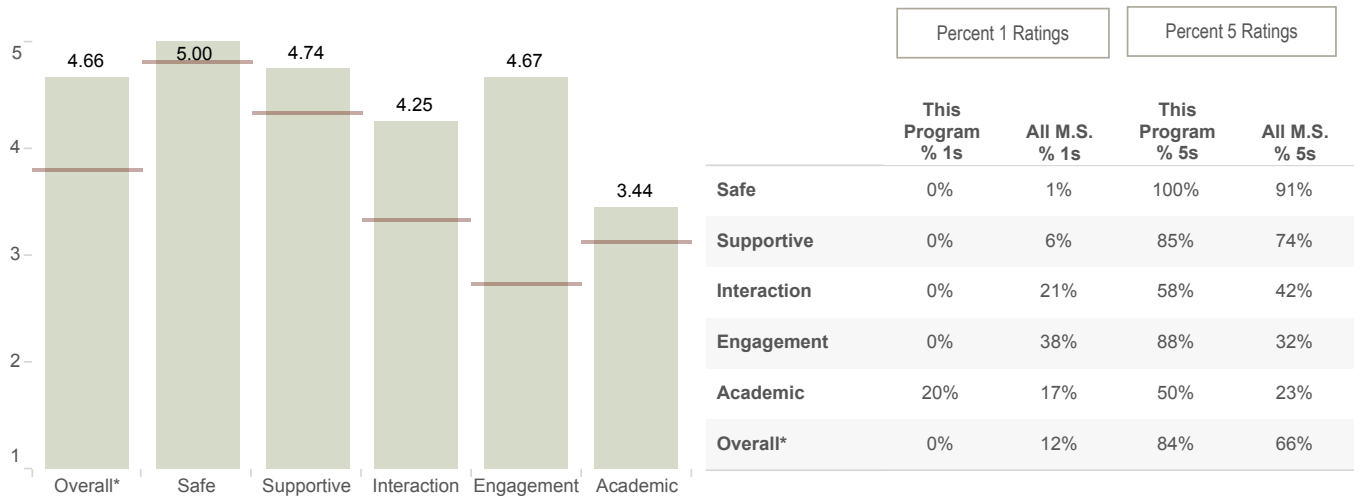
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=343; "Host School" n=571.

## Point of Service Quality

Site Visitor: Sam Adams

Assessment Tool Used: YPQA

Point of Service Quality Status: Thriving



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

- 1) Program has done a great job of building in reflection and feedback opportunities. Staff members were observed utilizing the 'fist to five' check-in regularly. The prompts staff used varied greatly, and covered everything from how the youth were feeling before starting an activity, asking about engagement with activities, and asking for feedback about what youth liked and didn't like about an activity
- 2) Program also did very well in the Academic Climate section II - support for individual learners. Staff were observed engaging back-and-forth with youth during activities, presenting activities using a mix of verbal and visual modes, and breaking down tasks as needed. This section also highlights the fact that all activities were appropriately challenging for nearly all of the youth involved.
- 3) Program staff does a great job of asking open-ended questions and encouraging youth to share. This builds upon the 'fist to five' practice, as staff were observed asking the entire class a 'fist to five' prompt then following up with engaging questions. The discussions this created also supported group processing opportunities, even for the youth that didn't share verbally.

### Areas for Improvements

- 1) Although planning opportunities is a program strength, planning strategies could be improved by encouraging different styles of planning. The only observed planning strategy was verbal brainstorming. Program should try and mix in at least one other strategy, these might include: drawing, storyboarding, pair-share planning, writing/outlining, etc.
- 2) Youth leadership/adults sharing control is another area the program did ok, but has room to grow. As program continues to build culture and trust, staff should look to empower youth to take on more leadership during activities. As youth lead more, staff can more easily share control during activities. One easy way of providing leadership opportunities for all youth is to split an activity in to small groups, then have a leadership role rotate within the group.
- 3) Under the Academic Climate section III - linking academic content to youths' prior knowledge, program could improve by explicitly helping youth make these connections. This happened briefly during academic advising, when the staff checked-in with some youth regarding school-day performance (report cards had just been released). But in activities like STEM, staff might consider working in questions that explicitly ask youth about their knowledge from a previous after school session, school-day learning, and/or personal experiences. This will help youth build upon these previous experiences and improve understanding.

## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	M.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	100%	67%
If someone bullies my friends or me at this program, an adult steps in to help.	100%	61%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around.	4%	20%
When I am in this program, I have had mean rumors or lies spread about me.	6%	21%

### Supportive Environment

In this program, I tell other youth when they do a good job or contribute to the group.	94%	47%
The adults in this program listen to what I have to say.	99%	60%
There is an adult at this program who really cares about me.	98%	67%

### Interaction

I feel like I belong at this program.	99%	56%
In this program, I get to help other people.	94%	58%
Since coming to this program, I am better at making friends.	97%	56%

### Engagement

I am interested in what we do in this program.	95%	57%
In this program, I get to choose what I do and how I do it.	93%	41%
In this program, I try new things.	93%	55%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=206; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 103%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	M.S. Overall 16-17
Since coming to this program, I get along better with other people my age.	96%	55%
This program helps me get along better with adults.	91%	53%
This program helps me get along with people my age who are different from me.	95%	55%
This program helps me try to understand how other people feel.	95%	50%

### Sense of Mastery

This program helps me feel like more of a leader.	96%	50%
This program helps me get better at things that I used to think were hard.	98%	55%
This program helps me to feel more confident about what I can do.	98%	58%

### Wellness Behaviors

Since coming to this program, I am better at saying "no" to things I know are wrong.	95%	58%
This program helps me exercise more.	88%	57%
This program helps me to learn how to be healthy.	83%	49%

### School Engagement

This program helps me feel happy to be at this school.	99%	51%
This program helps me feel more motivated to learn in school.	99%	55%
This program helps me to feel like a part of my school.	100%	55%

### College & Career Readiness

In this program, I learn about the kinds of jobs I'd like to have in the future.	87%	47%
This program helps me feel more confident about going to college.	89%	54%
This program helps me feel ready to go to high school.	94%	56%

### Academic Behaviors

Because of this program, I am better at getting my homework done.	97%	60%
Since coming to this program, I am better at setting goals for myself.	92%	51%
This program helps me to learn good study skills (like reading directions, taking tests).	89%	47%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=206; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 103%.



## Oakland School-Based After School Programs 2016-17 Program Profile (Middle Schools)

### Roots International Academy

**About this program:** Citizen Schools at Roots serves students grades 6-8. The program enrolls all interested students regardless of gender, socioeconomic status (no fee), Special Education status (recommended by school), and specifically supports English Language Learners and newcomers. Citizen School at Roots provides an extended day program (10 staff push in during the day to support site faculty) and intensive academic, social-emotional, and experiential learning opportunities after school (3 hours, 5 days per week). Program is held both on campus as well as off-site (at community partner facilities, e.g. Google campus) as appropriate for the linked learning activity.

#### Program Attendance and Enrollment

	This Program 16-17	All M.S. 16-17	This Program 15-16	All M.S. 15-16	This Program 16-17	All M.S. 16-17	This Program 15-16	All M.S. 15-16	
Enrollment: Number of Youth Served	223	211	216	231	Progress Towards Attendance Target (CDE)	74%	89%	56%	75%
Enrollment: % Towards Projected	172%	134%	180%	170%	Average Program Attendance Rate	59%	73%	41%	72%
Units of Service (UOS): Total	42,017	68,952	33,815	53,119	Average Program Days Attended	61	104	54	91
UOS: % Towards Projected	86%	108%	80%	108%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=223; "All M.S. 16-17" n=4,746; "This Program 15-16" n=216; "All M.S. 15-16" n=4,935.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	165	160
School Day Attendance Rate	94%	93%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=223; "Host School" n=349.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	27%	27%
Asian/Pacific Islander	7%	7%
Latino/a	58%	58%
Native American	0%	0%
White	4%	4%
Multiple/Bi-Racial	1%	1%
Missing/Decline	3%	3%

##### % English Learners

	This Program	Host School
English Learners	39%	38%

##### % by Grade Level

	This Program	Host School
6th Grade	45%	38%
7th Grade	30%	31%
8th Grade	25%	31%

##### % by Gender

	This Program	Host School
Female	48%	47%
Male	52%	53%

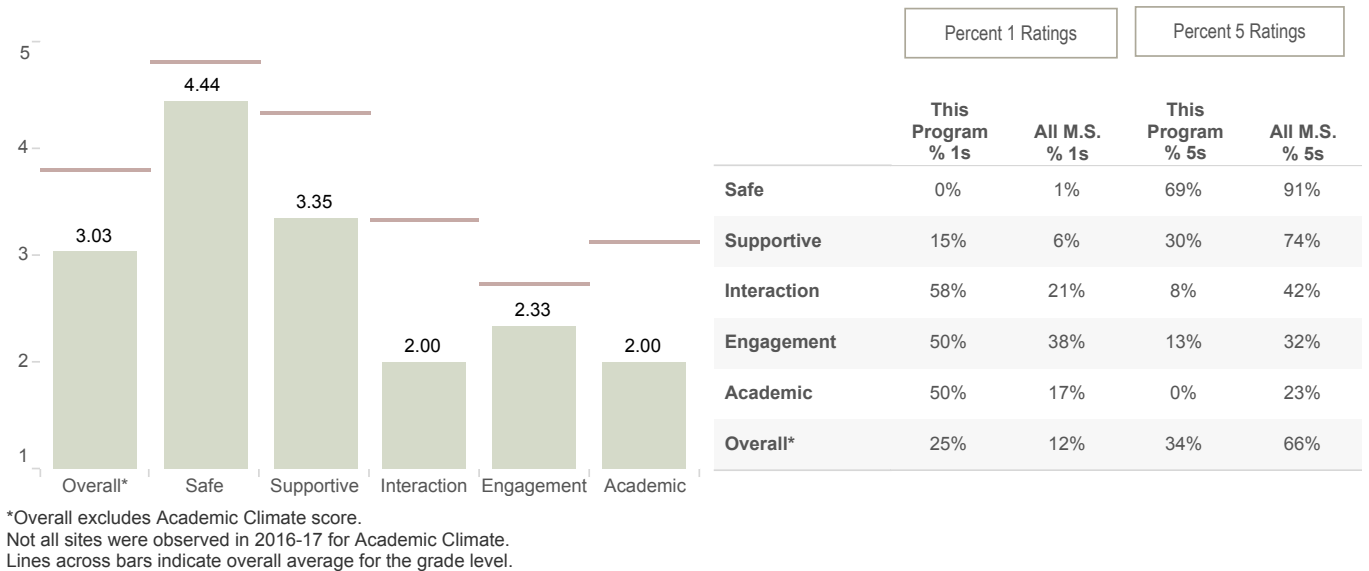
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=223; "Host School" n=349.

## Point of Service Quality

Site Visitor: Sam Adams

Assessment Tool Used: YPQA

Point of Service Quality Status: Performing



## Point of Service Quality: Site Visitor's Comments

### Program Strengths

- 1) Program provided good opportunities for youth to work towards shared goals. In Carbon Footprint the sessions goal was working toward a group expo that all of the youth would participate in. In Champions of Change youth were working on different aspects of a crowd funding campaign.
- 2) Staff did a good job of encouraging youth to try new and different skills, and to try perform at a higher level. In Survival Guide, during ad hoc activities staff encouraged youth to work at public speaking and literacy skill, and pushed youth to speak longer or think of new/different words to describe something.
- 3) Staff also provided good non-evaluative feedback. In Carbon Footprint staff acknowledged youths' contributions during a brainstorming activity by making a follow-up comment that affirmed the input from the youth. In Ambition Musician staff provided positive, specific feedback about youth trying out new dance moves

### Areas for Improvements

- 1) Throughout the visit, the visitor did not document many (or any) open-ended questions from the staff to the youth. Most question had a discrete set of answers, or were simply Y/N or checks of understanding. Staff should incorporate more open-ended questions to help drive engagement among youth.
- 2) Program activities would benefit from more small group opportunities, or opportunities for extended large group interactions. Some activities did utilize small groups, but did so inconsistently, and therefore some youth missed out on the benefits of these groups. In both Champions if Change and Survival Guide this was the case. More group opportunities would have a trickle down effect into several items including leadership (next recommendation)
- 3) Throughout the program observation, there were no opportunities for youth to take an explicit leadership role. Leadership opportunities for all youth can be difficult to provide in big groups, or lecture formats, but much easier in small groups. One example would be to organize youth in small groups (3-5) for an activity, then have a defined leadership role rotate to each group member during the course of the activity. This role could be the facilitator of the group discussion (rotating with each different prompt), or the role could involve helping making a decision at different steps of a craft/construction project. Providing leadership opportunities would likely also help improve opportunities for youth to take on mentorship roles with one another.

## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	M.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	56%	67%
If someone bullies my friends or me at this program, an adult steps in to help.	43%	61%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around.	29%	20%
When I am in this program, I have had mean rumors or lies spread about me.	39%	21%

### Supportive Environment

In this program, I tell other youth when they do a good job or contribute to the group.	31%	47%
The adults in this program listen to what I have to say.	48%	60%
There is an adult at this program who really cares about me.	58%	67%

### Interaction

I feel like I belong at this program.	41%	56%
In this program, I get to help other people.	44%	58%
Since coming to this program, I am better at making friends.	46%	56%

### Engagement

I am interested in what we do in this program.	47%	57%
In this program, I get to choose what I do and how I do it.	28%	41%
In this program, I try new things.	56%	55%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=59; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 96%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	M.S. Overall 16-17
Since coming to this program, I get along better with other people my age.	41%	55%
This program helps me get along better with adults.	41%	53%
This program helps me get along with people my age who are different from me.	40%	55%
This program helps me try to understand how other people feel.	37%	50%

### Sense of Mastery

This program helps me feel like more of a leader.	41%	50%
This program helps me get better at things that I used to think were hard.	41%	55%
This program helps me to feel more confident about what I can do.	42%	58%

### Wellness Behaviors

Since coming to this program, I am better at saying "no" to things I know are wrong.	41%	58%
This program helps me exercise more.	46%	57%
This program helps me to learn how to be healthy.	47%	49%

### School Engagement

This program helps me feel happy to be at this school.	41%	51%
This program helps me feel more motivated to learn in school.	49%	55%
This program helps me to feel like a part of my school.	41%	55%

### College & Career Readiness

In this program, I learn about the kinds of jobs I'd like to have in the future.	36%	47%
This program helps me feel more confident about going to college.	48%	54%
This program helps me feel ready to go to high school.	45%	56%

### Academic Behaviors

Because of this program, I am better at getting my homework done.	47%	60%
Since coming to this program, I am better at setting goals for myself.	36%	51%
This program helps me to learn good study skills (like reading directions, taking tests).	38%	47%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=59; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 96%.

## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### Sankofa Academy (K-8 Elementary)

**About this program:** Bay Area Community Resources provides comprehensive, high quality after school services at Sankofa Academy for students in grades K-5, provided at the school site, 5 days/week, every school day during the year. Students receive targeted academic assistance to address their struggles in English and Math; enrichment activities that challenge them to build skills, work in teams, challenge themselves, and gain exposure to arts, science and culture, health and fitness; and social emotional learning built into all activities so that students feel safe and connected and form caring relationships.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	241	134	252	134	Progress Towards Attendance Target (CDE)	85%	101%	84%	100%
Enrollment: % Towards Projected	121%	122%	120%	123%	Average Program Attendance Rate	76%	84%	80%	89%
Units of Service (UOS): Total	96,472	57,923	78,978	59,528	Average Program Days Attended	117	128	119	132
UOS: % Towards Projected	165%	107%	121%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=241; "All E.S. 16-17" n=6,713; "This Program 15-16" n=252; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	151	145
School Day Attendance Rate	91%	89%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=241; "Host School" n=349.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	80%	71%
Asian/Pacific Islander	1%	5%
Latino/a	12%	14%
Native American	0%	0%
White	3%	5%
Multiple/Bi-Racial	3%	4%
Missing/Decline	0%	1%

##### % English Learners

	This Program	Host School
English Learners	5%	8%

##### % by Grade Level

	This Program	Host School
Kindergarten	12%	16%
1st Grade	14%	14%
2nd Grade	10%	11%
3rd Grade	13%	14%
4th Grade	13%	12%
5th Grade	12%	10%

##### % by Gender

	This Program	Host School
Female	51%	49%
Male	49%	51%

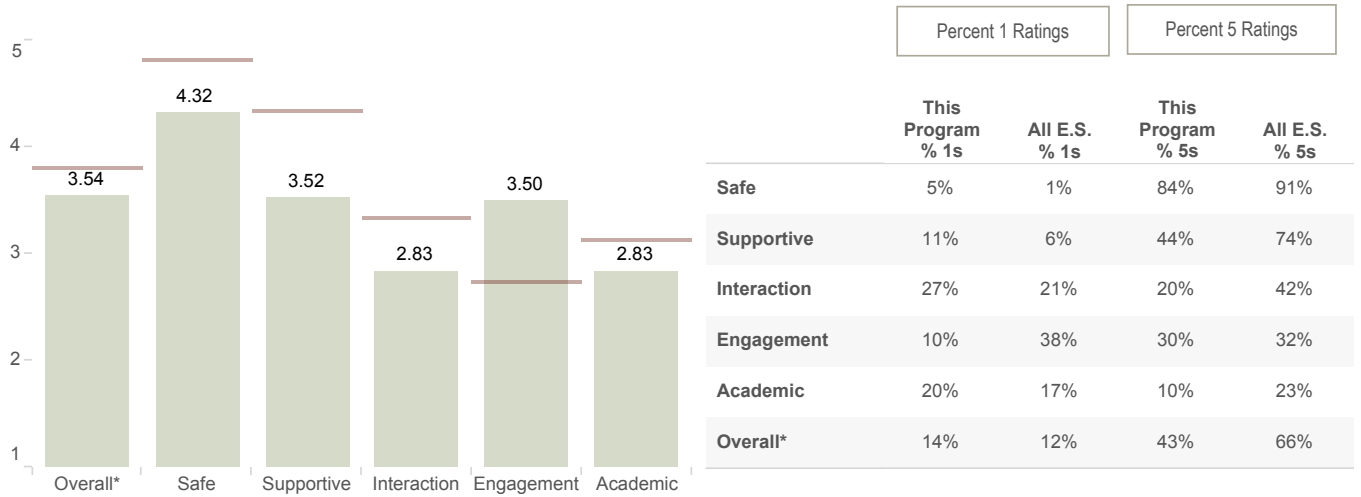
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=241; "Host School" n=349.

## Point of Service Quality

Site Visitor: Jhumpa Bhattacharya

Assessment Tool Used: YPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

It is obvious that staff work really hard at this site and are committed to the students that they serve. A few strengths to highlight are that the program provides a healthy and safe environment for the participants. Staff also did a wonderful job at working alongside students, and engaging in activities with them as partners. Lastly, staff did a good job at providing support for struggling youth when needed.

### Areas for Improvements

There are some areas where the program can focus to improve their overall quality. The first is to intentionally incorporate the use of more small groups, especially for the elementary age students. On the day of observation, the elementary age sessions were all done in one large group rather than splitting youth up into smaller groups of 3-4 to do a task. Often breaking down into smaller groups helps students engage better with the material. Next, staff can improve the way they manage feelings when conflict arises between students. Acknowledging the feelings of children involved in the conflict, asking children to explain the situation, and asking children for their ideas on possible solutions are best practice strategies in managing conflict between students. Lastly, on the day of observation, staff spent a majority of their time on behavior management. Finding ways to engage more with the students outside of behavior management could be something this program can focus on improving.

## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	62%	78%
If my friends or I get bullied at this program, an adult steps in to help.	75%	72%
In this program, other kids hit or push me when they are not just playing around.	37%	16%
In this program, other kids spread mean rumors or lies about me.	36%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	54%	54%
The adults in this program listen to what I have to say.	65%	70%
There is an adult at this program who cares about me.	73%	80%

### Interaction

I feel like I belong at this program.	52%	67%
In this program, I get to help other people.	74%	69%
Since coming to this program, I am better at making friends.	65%	69%

### Engagement

I am interested in what we do in this program.	57%	69%
In this program, I get to choose what I do and how I do it.	29%	39%
In this program, I try new things.	55%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=70; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 57%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	53%	67%
This program helps me get along with kids who are different from me.	68%	68%
This program helps me get along with other people my age.	65%	70%
This program helps me try to understand how other people feel.	67%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	75%	72%
This program helps me feel like more of a leader.	70%	63%
This program helps me get better at things that I used to think were hard.	74%	70%

### Wellness Behaviors

This program helps me exercise more.	75%	70%
This program helps me say "no" to things I know are wrong.	70%	72%
This program helps me to learn how to be healthy.	68%	68%

### School Engagement

This program helps me feel excited to learn in school.	55%	63%
This program helps me feel happy to be at this school.	54%	68%
This program helps me to feel like a part of my school.	72%	69%

### College & Career Readiness

In this program, I learn more about college.	49%	45%
In this program, I learn of jobs I can have when I grow up.	59%	57%

### Academic Behaviors

This program helps me get my homework done.	70%	79%
This program helps me learn how to set goals for myself.	65%	68%
This program helps me learn ways to study (like reading directions).	58%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=70; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 57%.



## Oakland School-Based After School Programs 2016-17 Program Profile (Middle Schools)

### Sankofa Academy (K-8 Middle)

**About this program:** Bay Area Community Resources provides comprehensive, high quality after school services at Sankofa Academy for students in grades 6-8, provided at the school site, 5 days/week, every school day during the year. Students receive targeted academic assistance to address their struggles in English and Math; enrichment activities that challenge them to build skills, work in teams, challenge themselves, and gain exposure to arts, science and culture, health and fitness; and social emotional learning built into all activities so that students feel safe and connected and form caring relationships.

#### Program Attendance and Enrollment

	This Program 16-17	All M.S. 16-17	This Program 15-16	All M.S. 15-16	This Program 16-17	All M.S. 16-17	This Program 15-16	All M.S. 15-16	
Enrollment: Number of Youth Served	241	211	252	231	Progress Towards Attendance Target (CDE)	85%	89%	84%	75%
Enrollment: % Towards Projected	121%	134%	120%	170%	Average Program Attendance Rate	76%	73%	80%	72%
Units of Service (UOS): Total	96,472	68,952	78,978	53,119	Average Program Days Attended	117	104	119	91
UOS: % Towards Projected	165%	108%	121%	108%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=241; "All M.S. 16-17" n=4,746; "This Program 15-16" n=252; "All M.S. 15-16" n=4,935.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	151	145
School Day Attendance Rate	91%	89%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=241; "Host School" n=349.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	80%	71%
Asian/Pacific Islander	1%	5%
Latino/a	12%	14%
Native American	0%	0%
White	3%	5%
Multiple/Bi-Racial	3%	4%
Missing/Decline	0%	1%

##### % English Learners

	This Program	Host School
English Learners	5%	8%

##### % by Grade Level

	This Program	Host School
6th Grade	11%	10%
7th Grade	7%	8%
8th Grade	8%	6%

##### % by Gender

	This Program	Host School
Female	51%	49%
Male	49%	51%

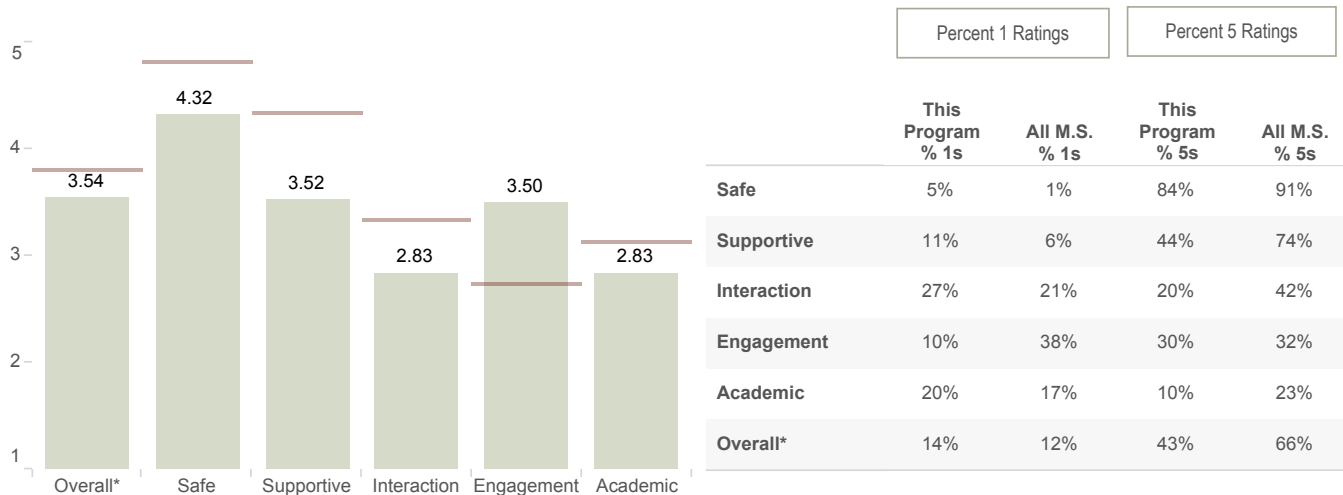
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=241; "Host School" n=349.

**Point of Service Quality**

**Site Visitor:** Jhumpa Bhattacharya

**Assessment Tool Used:** YPQA

**Point of Service Quality Status:** Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

**Point of Service Quality: Site Visitor's Comments**

**Program Strengths**

It is obvious that staff work really hard at this site and are committed to the students that they serve. A few strengths to highlight are that the program provides a healthy and safe environment for the participants. Staff also did a wonderful job at working alongside students, and engaging in activities with them as partners. Lastly, staff did a good job at providing support for struggling youth when needed.

**Areas for Improvements**

There are some areas where the program can focus to improve their overall quality. The first is to intentionally incorporate the use of more small groups, especially for the elementary age students. On the day of observation, the elementary age sessions were all done in one large group rather than splitting youth up into smaller groups of 3-4 to do a task. Often breaking down into smaller groups helps students engage better with the material. Next, staff can improve the way they manage feelings when conflict arises between students. Acknowledging the feelings of children involved in the conflict, asking children to explain the situation, and asking children for their ideas on possible solutions are best practice strategies in managing conflict between students. Lastly, on the day of observation, staff spent a majority of their time on behavior management. Finding ways to engage more with the students outside of behavior management could be something this program can focus on improving.

## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	M.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	49%	67%
If someone bullies my friends or me at this program, an adult steps in to help.	45%	61%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around.	58%	20%
When I am in this program, I have had mean rumors or lies spread about me.	55%	21%

### Supportive Environment

In this program, I tell other youth when they do a good job or contribute to the group.	30%	47%
The adults in this program listen to what I have to say.	46%	60%
There is an adult at this program who really cares about me.	68%	67%

### Interaction

I feel like I belong at this program.	44%	56%
In this program, I get to help other people.	45%	58%
Since coming to this program, I am better at making friends.	51%	56%

### Engagement

I am interested in what we do in this program.	43%	57%
In this program, I get to choose what I do and how I do it.	14%	41%
In this program, I try new things.	45%	55%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=38; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 31%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	M.S. Overall 16-17
Since coming to this program, I get along better with other people my age.	49%	55%
This program helps me get along better with adults.	31%	53%
This program helps me get along with people my age who are different from me.	32%	55%
This program helps me try to understand how other people feel.	39%	50%

### Sense of Mastery

This program helps me feel like more of a leader.	34%	50%
This program helps me get better at things that I used to think were hard.	50%	55%
This program helps me to feel more confident about what I can do.	47%	58%

### Wellness Behaviors

Since coming to this program, I am better at saying "no" to things I know are wrong.	58%	58%
This program helps me exercise more.	51%	57%
This program helps me to learn how to be healthy.	38%	49%

### School Engagement

This program helps me feel happy to be at this school.	32%	51%
This program helps me feel more motivated to learn in school.	56%	55%
This program helps me to feel like a part of my school.	45%	55%

### College & Career Readiness

In this program, I learn about the kinds of jobs I'd like to have in the future.	39%	47%
This program helps me feel more confident about going to college.	44%	54%
This program helps me feel ready to go to high school.	43%	56%

### Academic Behaviors

Because of this program, I am better at getting my homework done.	24%	60%
Since coming to this program, I am better at setting goals for myself.	57%	51%
This program helps me to learn good study skills (like reading directions, taking tests).	32%	47%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=38; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 31%.

## Oakland School-Based After School Programs 2016-17 Program Profile (Elementary Schools)

### Think College Now

**About this program:** Oakland Leaf After-School Program at Think College Now After School Program is a free program providing academic, enrichment, and recreation classes 5 days per week, August through June, for 177 days. The program serves students daily. The after-school community reflects the demographics of the school: 80% Latino, 12% African American; 90% Free Reduced Lunch; 58% English Language Learners. Oakland Leaf After School Program provides culturally relevant project-based classes with an emphasis on the arts, student identity and social justice. We provide students with limited economic resources opportunities to achieve academic success and develop into thoughtful, creative citizens.

#### Program Attendance and Enrollment

	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	This Program 16-17	All E.S. 16-17	This Program 15-16	All E.S. 15-16	
Enrollment: Number of Youth Served	121	134	102	134	Progress Towards Attendance Target (CDE)	103%	101%	89%	100%
Enrollment: % Towards Projected	134%	122%	85%	123%	Average Program Attendance Rate	86%	84%	84%	89%
Units of Service (UOS): Total	54,630	57,923	36,859	59,528	Average Program Days Attended	129	128	124	132
UOS: % Towards Projected	120%	107%	109%	113%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=121; "All E.S. 16-17" n=6,713; "This Program 15-16" n=102; "All E.S. 15-16" n=6,772.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	162	161
School Day Attendance Rate	95%	95%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=121; "Host School" n=332.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	24%	14%
Asian/Pacific Islander	6%	10%
Latino/a	61%	69%
Native American	0%	0%
White	5%	3%
Multiple/Bi-Racial	2%	2%
Missing/Decline	2%	2%

##### % by Gender

	This Program	Host School
Female	53%	48%
Male	47%	52%

##### % English Learners

	This Program	Host School
English Learners	52%	56%

##### % by Grade Level

	This Program	Host School
Kindergarten	0%	14%
1st Grade	23%	14%
2nd Grade	24%	14%
3rd Grade	16%	17%
4th Grade	19%	19%
5th Grade	18%	21%

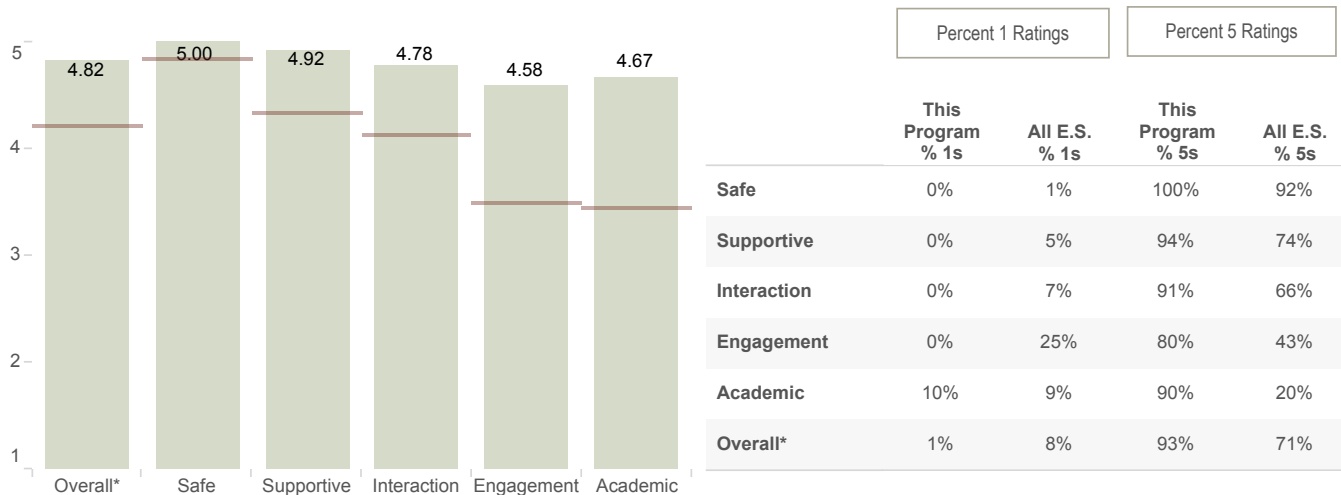
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=121; "Host School" n=332.

## Point of Service Quality

Site Visitor: Julie Lo

Assessment Tool Used: SAPQA

Point of Service Quality Status: Thriving



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

The C.A.S.T. program at Think College Now provides a caring and enriching environment for their youth. Children participate in a variety of activities that broaden their horizons. Youth routinely have opportunities to take on leadership roles and a majority of the staff demonstrated strong facilitation and activity management skills. The children also demonstrated strong program ownership and were eager to hold each other to their group agreements. In particular, some strengths are: 1) My Identity (4th/5th) - staff provided children with opportunities to take jobs/responsibilities during the session as way for youth to practice their leadership skills; 2) My Identity (3rd) - the marshmallow tower activity was an exemplar activity that included high levels of youth voice and choice, in addition to the multiple and extended opps for youth to practice group processing skills through their building teams; 3) SSL (1st) - the check in activity provided an opportunity for children to share how they were doing and to get to know each other better - this is an important element in creating a strong program community; and 4) Girl Start (2nd) - this activity was also another instance where youth had multiple and extensive ways to share their thinking and to process what they were learning through the Paper Bag Princess story.

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### Areas for Improvements

As it is possible, staff could expand on their already strong program through incorporating more and varied ways of planning and reflection. Another way to improve this program would be to continue to expand on ways youth have open-ended choices. In some instances, youth were only given discrete choices.

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## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	E.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	70%	78%
If my friends or I get bullied at this program, an adult steps in to help.	58%	72%
In this program, other kids hit or push me when they are not just playing around.	24%	16%
In this program, other kids spread mean rumors or lies about me.	16%	20%

### Supportive Environment

In this program, I tell other kids when they do a good job.	42%	54%
The adults in this program listen to what I have to say.	55%	70%
There is an adult at this program who cares about me.	76%	80%

### Interaction

I feel like I belong at this program.	47%	67%
In this program, I get to help other people.	47%	69%
Since coming to this program, I am better at making friends.	62%	69%

### Engagement

I am interested in what we do in this program.	63%	69%
In this program, I get to choose what I do and how I do it.	18%	39%
In this program, I try new things.	66%	68%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=38; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 66%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	53%	67%
This program helps me get along with kids who are different from me.	58%	68%
This program helps me get along with other people my age.	61%	70%
This program helps me try to understand how other people feel.	45%	65%

### Sense of Mastery

This program helps me feel good about what I can do.	55%	72%
This program helps me feel like more of a leader.	39%	63%
This program helps me get better at things that I used to think were hard.	55%	70%

### Wellness Behaviors

This program helps me exercise more.	58%	70%
This program helps me say "no" to things I know are wrong.	71%	72%
This program helps me to learn how to be healthy.	50%	68%

### School Engagement

This program helps me feel excited to learn in school.	53%	63%
This program helps me feel happy to be at this school.	50%	68%
This program helps me to feel like a part of my school.	55%	69%

### College & Career Readiness

In this program, I learn more about college.	29%	45%
In this program, I learn of jobs I can have when I grow up.	37%	57%

### Academic Behaviors

This program helps me get my homework done.	51%	79%
This program helps me learn how to set goals for myself.	50%	68%
This program helps me learn ways to study (like reading directions).	55%	62%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=38; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 66%.



## Oakland School-Based After School Programs 2016-17 Program Profile (Middle Schools)

### United for Success

**About this program:** The United Success Academy After School Program is aligned with the UFSA vision of providing all students with opportunities to succeed academically and in life. The program promotes the ideals of youth development and social justice. Academic support, mentoring, sports, enrichment, youth leadership development and family support services are provided as part of an integrated extended day program at UFSA. All services are provided with a high level of cultural and linguistic competency by a diverse staff committed to collaborating with students, family and partners to support the school community.

#### Program Attendance and Enrollment

	This Program 16-17	All M.S. 16-17	This Program 15-16	All M.S. 15-16	This Program 16-17	All M.S. 16-17	This Program 15-16	All M.S. 15-16	
Enrollment: Number of Youth Served	218	211	236	231	Progress Towards Attendance Target (CDE)	76%	89%	65%	75%
Enrollment: % Towards Projected	136%	134%	197%	170%	Average Program Attendance Rate	75%	73%	75%	72%
Units of Service (UOS): Total	140,807	68,952	62,451	53,119	Average Program Days Attended	102	104	95	91
UOS: % Towards Projected	100%	108%	136%	108%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=218; "All M.S. 16-17" n=4,746; "This Program 15-16" n=236; "All M.S. 15-16" n=4,935.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	158	154
School Day Attendance Rate	94%	93%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=216; "Host School" n=378.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	27%	22%
Asian/Pacific Islander	10%	11%
Latino/a	63%	65%
Native American	0%	0%
White	0%	0%
Multiple/Bi-Racial	0%	1%
Missing/Decline	0%	1%

##### % by Gender

	This Program	Host School
Female	48%	47%
Male	52%	53%

##### % English Learners

	This Program	Host School
English Learners	38%	34%

##### % by Grade Level

	This Program	Host School
6th Grade	33%	34%
7th Grade	33%	32%
8th Grade	34%	34%

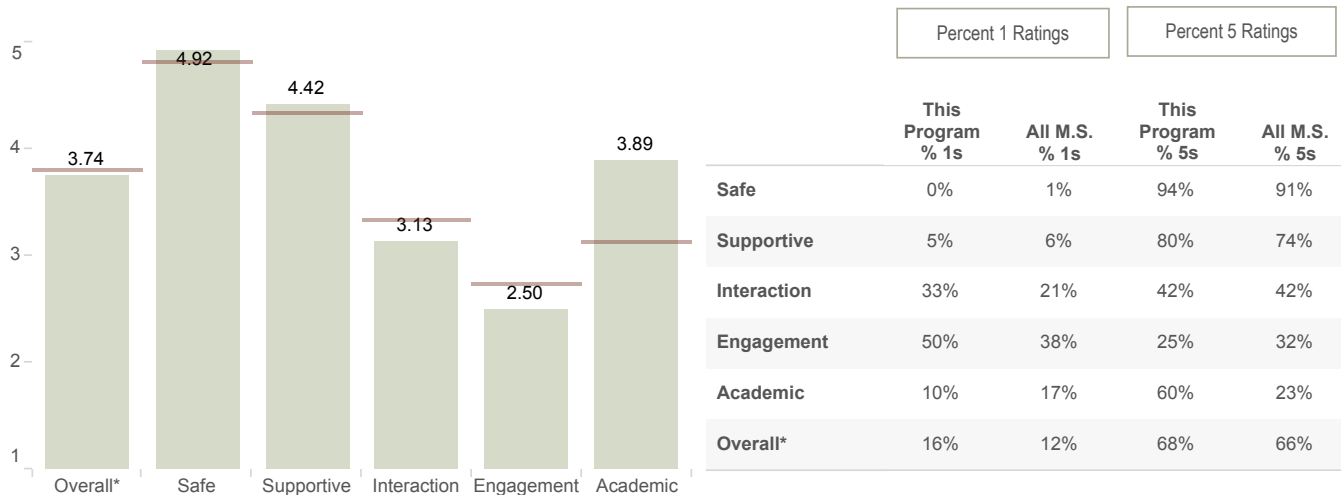
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=216; "Host School" n=378.

## Point of Service Quality

Site Visitor: Jimena Quiroga Hopkins

Assessment Tool Used: YPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

The program is doing a great job providing structured opportunities for youth to get to know each other. For example, in the academic support class youth shared about "what is important to me" and in Urban Arts, youth talked about the personal connection they have to the shirt design they created. There were also many opportunities for youth to talk about activities. Group discussions were observed in all the sessions. Staff also did a great job of engaging with youth and making sure they walked around and helped youth by modeling or asking open-ended questions.

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### Areas for Improvements

During the site visit, no planning time was observed. It would be beneficial to have youth engage in a planning process and provide them the opportunity to share their plans as well. Youth would also benefit from doing more intentional small group work and having opportunities to work collaboratively because students were mostly observed working on individual projects/products. In addition to more opportunities to work collaboratively, it would be good to provide opportunities for youth to work on a project or a product that leads to a shared goal.

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## Youth Survey Results by Point of Service Quality Domains

Safe Environment	This Program 16-17	M.S. Overall 16-17
I feel safe in this program.	75%	67%
If someone bullies my friends or me at this program, an adult steps in to help.	72%	61%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around.	19%	20%
When I am in this program, I have had mean rumors or lies spread about me.	17%	21%

### Supportive Environment

In this program, I tell other youth when they do a good job or contribute to the group.	31%	47%
The adults in this program listen to what I have to say.	65%	60%
There is an adult at this program who really cares about me.	67%	67%

### Interaction

I feel like I belong at this program.	56%	56%
In this program, I get to help other people.	53%	58%
Since coming to this program, I am better at making friends.	51%	56%

### Engagement

I am interested in what we do in this program.	62%	57%
In this program, I get to choose what I do and how I do it.	29%	41%
In this program, I try new things.	42%	55%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=129; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 141%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	M.S. Overall 16-17
Since coming to this program, I get along better with other people my age.	59%	55%
This program helps me get along better with adults.	57%	53%
This program helps me get along with people my age who are different from me.	53%	55%
This program helps me try to understand how other people feel.	44%	50%

### Sense of Mastery

This program helps me feel like more of a leader.	41%	50%
This program helps me get better at things that I used to think were hard.	57%	55%
This program helps me to feel more confident about what I can do.	61%	58%

### Wellness Behaviors

Since coming to this program, I am better at saying "no" to things I know are wrong.	59%	58%
This program helps me exercise more.	64%	57%
This program helps me to learn how to be healthy.	44%	49%

### School Engagement

This program helps me feel happy to be at this school.	54%	51%
This program helps me feel more motivated to learn in school.	52%	55%
This program helps me to feel like a part of my school.	56%	55%

### College & Career Readiness

In this program, I learn about the kinds of jobs I'd like to have in the future.	35%	47%
This program helps me feel more confident about going to college.	57%	54%
This program helps me feel ready to go to high school.	60%	56%

### Academic Behaviors

Because of this program, I am better at getting my homework done.	68%	60%
Since coming to this program, I am better at setting goals for myself.	43%	51%
This program helps me to learn good study skills (like reading directions, taking tests).	43%	47%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=129; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 141%.

## Oakland School-Based After School Programs 2016-17 Program Profile (Middle Schools)

### Urban Promise Academy

**About this program:** Urban Promise is an after-school learning program dedicated to fostering a college-going culture with all students and their families. Urban Promise serves students who attend Bella Urban Promise School. This program operates 177 days a year, three hours each day, and provides all students with a number of learning activities, including academic support, educational enrichment, and engages parents.

#### Program Attendance and Enrollment

	This Program 16-17	All M.S. 16-17	This Program 15-16	All M.S. 15-16	This Program 16-17	All M.S. 16-17	This Program 15-16	All M.S. 15-16	
Enrollment: Number of Youth Served	250	211	290	231	Progress Towards Attendance Target (CDE)	105%	89%	80%	75%
Enrollment: % Towards Projected	250%	134%	242%	170%	Average Program Attendance Rate	71%	73%	42%	72%
Units of Service (UOS): Total	96,567	68,952	41,524	53,119	Average Program Days Attended	78	104	51	91
UOS: % Towards Projected	155%	108%	87%	108%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=250; "All M.S. 16-17" n=4,746; "This Program 15-16" n=290; "All M.S. 15-16" n=4,935.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	169	168
School Day Attendance Rate	96%	96%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=247; "Host School" n=378.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	10%	9%
Asian/Pacific Islander	6%	6%
Latino/a	78%	79%
Native American	0%	1%
White	4%	3%
Multiple/Bi-Racial	0%	1%
Missing/Decline	2%	1%

##### % English Learners

	This Program	Host School
English Learners	44%	40%

##### % by Grade Level

	This Program	Host School
6th Grade	46%	33%
7th Grade	26%	34%
8th Grade	28%	34%

##### % by Gender

	This Program	Host School
Female	50%	49%
Male	50%	51%

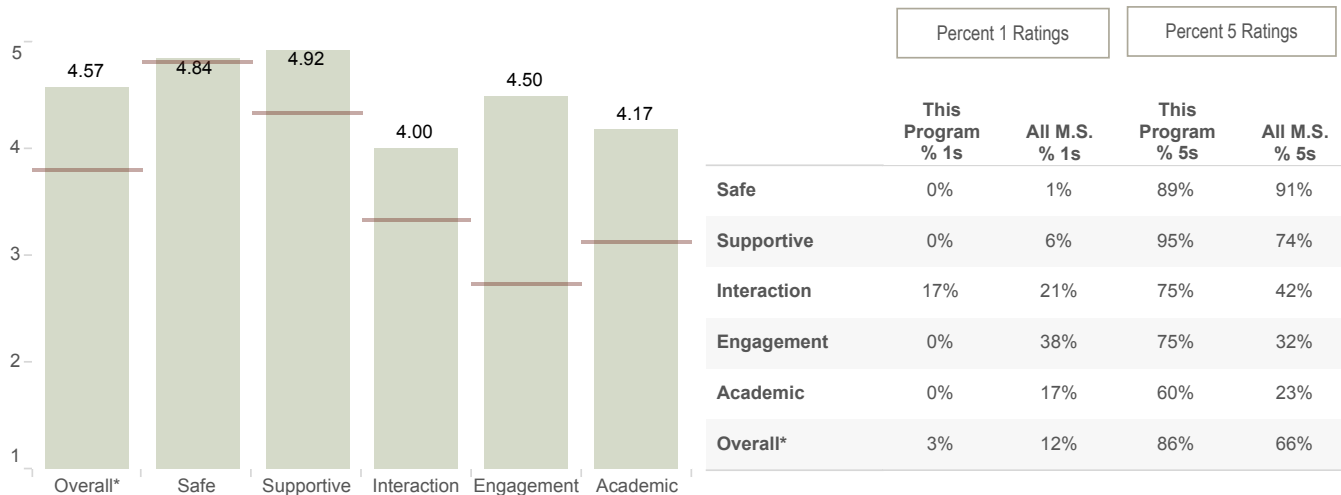
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=247; "Host School" n=378.

## Point of Service Quality

Site Visitor: Sam Adams

Assessment Tool Used: YPQA

Point of Service Quality Status: Thriving



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

- 1) Program did a good job of providing youth with several opportunities to plan. Community leadership had an extended planning session that allowed youth to figure out what direction to move in with their video. Volleyball also utilized a team huddle to plan out strategies for how to communicate better during their game.
- 2) The entire justice circle activity was a fantastic opportunity for youth to reflect. Youth responded well to reflection prompts and were very respectful to each other. The staff person also did a great job by explicitly asking youth for feedback and giving them an opportunity to share how they felt about the process.
- 3) Program provided good opportunities for youth to work cooperatively, with a shared goal, and with interdependent roles. In community leadership, each youth had the opportunity to try a different role/responsibility while working together on their video. In art youth worked with the shared goal for creating the poster. And with volleyball, youth did a good job of working as teams to improve their skills while scrimmaging.

### Areas for Improvements

- 1) Although planning opportunities is a program strength, planning strategies could be improved by encouraging different styles of planning. The only observed planning strategy was verbal brainstorming. Program should try and mix in at least one other strategy, these might include: drawing, storyboarding, pair-share planning, writing/outlining, etc.
- 2) Youth leadership/adults sharing control are the only two items the program scored 1's in. As program continues to build culture and trust, staff should look to empower youth to take on more leadership during activities. As youth lead more, staff can more easily share control during activities. One easy way of providing leadership opportunities for all youth is to split an activity in to small groups, then have a leadership role rotate within the group.
- 3) For the indoor/outdoor access items, program scored a 3 because a staff person was monitoring the access some of the time, but not all. According to the PQA, in order to score a 5, a staffer must be stationed or able to monitor these doorways throughout the entire program offering. This also includes times when the activities are happening in breakout areas. According to program coordinator interview, these access points are monitored until 4:30, then a roaming staffer checks in on them.

## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	M.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	46%	67%
If someone bullies my friends or me at this program, an adult steps in to help.	47%	61%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around.	15%	20%
When I am in this program, I have had mean rumors or lies spread about me.	17%	21%

### Supportive Environment

In this program, I tell other youth when they do a good job or contribute to the group.	36%	47%
The adults in this program listen to what I have to say.	40%	60%
There is an adult at this program who really cares about me.	47%	67%

### Interaction

I feel like I belong at this program.	37%	56%
In this program, I get to help other people.	38%	58%
Since coming to this program, I am better at making friends.	48%	56%

### Engagement

I am interested in what we do in this program.	44%	57%
In this program, I get to choose what I do and how I do it.	25%	41%
In this program, I try new things.	41%	55%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=72; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 93%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	M.S. Overall 16-17
Since coming to this program, I get along better with other people my age.	38%	55%
This program helps me get along better with adults.	31%	53%
This program helps me get along with people my age who are different from me.	44%	55%
This program helps me try to understand how other people feel.	34%	50%

### Sense of Mastery

This program helps me feel like more of a leader.	31%	50%
This program helps me get better at things that I used to think were hard.	39%	55%
This program helps me to feel more confident about what I can do.	39%	58%

### Wellness Behaviors

Since coming to this program, I am better at saying "no" to things I know are wrong.	40%	58%
This program helps me exercise more.	49%	57%
This program helps me to learn how to be healthy.	38%	49%

### School Engagement

This program helps me feel happy to be at this school.	40%	51%
This program helps me feel more motivated to learn in school.	37%	55%
This program helps me to feel like a part of my school.	35%	55%

### College & Career Readiness

In this program, I learn about the kinds of jobs I'd like to have in the future.	28%	47%
This program helps me feel more confident about going to college.	38%	54%
This program helps me feel ready to go to high school.	38%	56%

### Academic Behaviors

Because of this program, I am better at getting my homework done.	41%	60%
Since coming to this program, I am better at setting goals for myself.	34%	51%
This program helps me to learn good study skills (like reading directions, taking tests).	43%	47%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=72; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 93%.



## Oakland School-Based After School Programs 2016-17 Program Profile (Middle Schools)

### Westlake

**About this program:** After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school. Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

#### Program Attendance and Enrollment

	This Program 16-17	All M.S. 16-17	This Program 15-16	All M.S. 15-16	This Program 16-17	All M.S. 16-17	This Program 15-16	All M.S. 15-16	
Enrollment: Number of Youth Served	186	211	485	231	Progress Towards Attendance Target (CDE)	52%	89%	81%	75%
Enrollment: % Towards Projected	155%	134%	404%	170%	Average Program Attendance Rate	43%	73%	75%	72%
Units of Service (UOS): Total	42,186	68,952	49,731	53,119	Average Program Days Attended	62	104	34	91
UOS: % Towards Projected	72%	108%	121%	108%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=186; "All M.S. 16-17" n=4,746; "This Program 15-16" n=485; "All M.S. 15-16" n=4,935.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	164	154
School Day Attendance Rate	94%	93%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=185; "Host School" n=456.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	60%	50%
Asian/Pacific Islander	18%	19%
Latino/a	18%	24%
Native American	1%	0%
White	2%	4%
Multiple/Bi-Racial	1%	1%
Missing/Decline	2%	1%

##### % English Learners

	This Program	Host School
English Learners	16%	20%

##### % by Grade Level

	This Program	Host School
6th Grade	22%	30%
7th Grade	32%	33%
8th Grade	46%	37%

##### % by Gender

	This Program	Host School
Female	47%	52%
Male	53%	48%

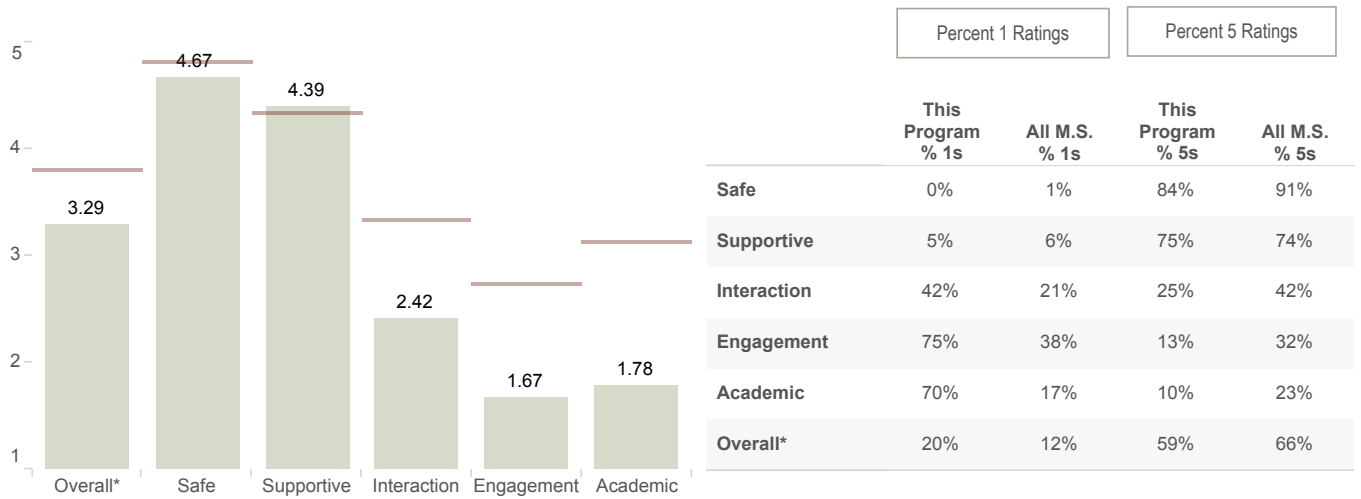
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=185; "Host School" n=456.

## Point of Service Quality

Site Visitor: Sam

Assessment Tool Used: YPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

	Percent 1 Ratings		Percent 5 Ratings	
	This Program % 1s	All M.S. % 1s	This Program % 5s	All M.S. % 5s
Safe	0%	1%	84%	91%
Supportive	5%	6%	75%	74%
Interaction	42%	21%	25%	42%
Engagement	75%	38%	13%	32%
Academic	70%	17%	10%	23%
Overall*	20%	12%	59%	66%

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

- 1) Program provided a positive, warm welcome while youth arrived in auditorium after school.
- 2) Staff did a good job maintaining a respectful tone and body language while working around youth.
- 3) Staff did a great job encouraging youth to try new activities, and supporting youth when they struggled with an activity

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### Areas for Improvements

- 1) Activities would improve with a more explicit learning or skill-building focus at the beginning, and reiterated again as needed.
- 2) Many groups seemed to jump straight into the 'doing' part of most activities. These activities should try and incorporate more 'planning' opportunities for youth to think about, talk about, write/draw, etc. before taking action.
- 3) Whenever possible, program would benefit from incorporate more opportunities for youth to mentor each other, and lead group activities

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## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	M.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	54%	67%
If someone bullies my friends or me at this program, an adult steps in to help.	48%	61%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around.	18%	20%
When I am in this program, I have had mean rumors or lies spread about me.	25%	21%

### Supportive Environment

In this program, I tell other youth when they do a good job or contribute to the group.	36%	47%
The adults in this program listen to what I have to say.	48%	60%
There is an adult at this program who really cares about me.	63%	67%

### Interaction

I feel like I belong at this program.	36%	56%
In this program, I get to help other people.	53%	58%
Since coming to this program, I am better at making friends.	33%	56%

### Engagement

I am interested in what we do in this program.	33%	57%
In this program, I get to choose what I do and how I do it.	30%	41%
In this program, I try new things.	44%	55%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=61; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 122%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	M.S. Overall 16-17
Since coming to this program, I get along better with other people my age.	26%	55%
This program helps me get along better with adults.	33%	53%
This program helps me get along with people my age who are different from me.	26%	55%
This program helps me try to understand how other people feel.	30%	50%

### Sense of Mastery

This program helps me feel like more of a leader.	31%	50%
This program helps me get better at things that I used to think were hard.	35%	55%
This program helps me to feel more confident about what I can do.	37%	58%

### Wellness Behaviors

Since coming to this program, I am better at saying "no" to things I know are wrong.	38%	58%
This program helps me exercise more.	37%	57%
This program helps me to learn how to be healthy.	37%	49%

### School Engagement

This program helps me feel happy to be at this school.	25%	51%
This program helps me feel more motivated to learn in school.	30%	55%
This program helps me to feel like a part of my school.	33%	55%

### College & Career Readiness

In this program, I learn about the kinds of jobs I'd like to have in the future.	32%	47%
This program helps me feel more confident about going to college.	30%	54%
This program helps me feel ready to go to high school.	27%	56%

### Academic Behaviors

Because of this program, I am better at getting my homework done.	47%	60%
Since coming to this program, I am better at setting goals for myself.	26%	51%
This program helps me to learn good study skills (like reading directions, taking tests).	30%	47%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=61; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 122%.

## Oakland School-Based After School Programs 2016-17 Program Profile (Middle Schools)

### West Oakland Middle

**About this program:** The West Oakland Middle School After School Program engages students in a daily menu of enriching learning experiences that both support the school's priorities for student academic and social-emotional learning and utilize the YMCA's STREAMS (Science Technology Reading Engineering Art Math & Sports) program model as a vehicle for place based learning. The program combines daily academic support with a variety of hands-on enrichment and youth leadership development activities.

#### Program Attendance and Enrollment

	This Program 16-17	All M.S. 16-17	This Program 15-16	All M.S. 15-16	This Program 16-17	All M.S. 16-17	This Program 15-16	All M.S. 15-16	
Enrollment: Number of Youth Served	153	211	182	231	Progress Towards Attendance Target (CDE)	85%	89%	73%	75%
Enrollment: % Towards Projected	118%	134%	126%	170%	Average Program Attendance Rate	53%	73%	59%	72%
Units of Service (UOS): Total	44,130	68,952	36,477	53,119	Average Program Days Attended	78	104	75	91
UOS: % Towards Projected	87%	108%	104%	108%					

Source: Cityspan Attendance System (August 2017). "This Program 16-17" n=153; "All M.S. 16-17" n=4,746; "This Program 15-16" n=182; "All M.S. 15-16" n=4,935.

#### School Day Attendance

School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	164	159
School Day Attendance Rate	94%	93%

Source: OUSD Research Assessment and Data (August 2017). "This Program" n=153; "Host School" n=223.

#### Participant Demographic Information

##### % of Youth Participants in this Program by Race/Ethnicity

	This Program	Host School
African American	65%	57%
Asian/Pacific Islander	8%	12%
Latino/a	13%	17%
Native American	0%	0%
White	9%	10%
Multiple/Bi-Racial	1%	1%
Missing/Decline	3%	2%

##### % English Learners

	This Program	Host School
English Learners	14%	16%

##### % by Grade Level

	This Program	Host School
6th Grade	24%	38%
7th Grade	37%	31%
8th Grade	40%	31%

##### % by Gender

	This Program	Host School
Female	52%	49%
Male	48%	51%

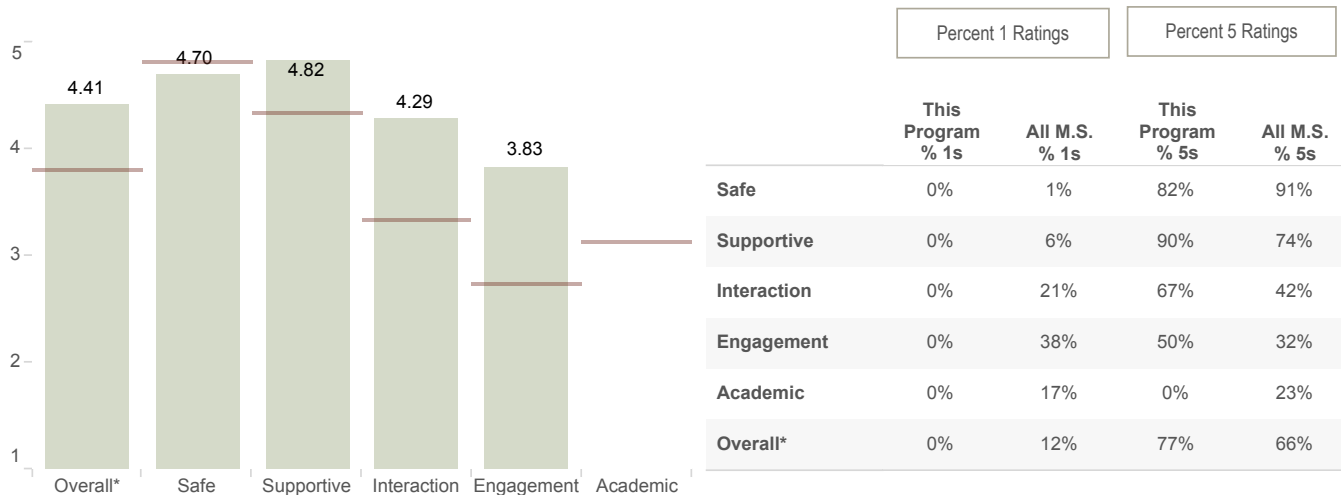
Source: Cityspan Attendance System (August 2017) and OUSD Research Assessment and Data (August 2017). "This Program" n=153; "Host School" n=223.

## Point of Service Quality

Site Visitor: Brenda

Assessment Tool Used: YPQA

Point of Service Quality Status: Performing



\*Overall excludes Academic Climate score.  
 Not all sites were observed in 2016-17 for Academic Climate.  
 Lines across bars indicate overall average for the grade level.

## Point of Service Quality: Site Visitor's Comments

### Program Strengths

Based on my observations, your program quality rating is high "Performing" with an overall score of 4.41. 1) A program goal you shared in our initial interview regarding having a positive program culture was evident during my visit to several activity offerings. Program provides a safe environment with staff who contribute to making your program supportive for students to be comfortable in engaging with activities and with peers. 2) There were many opportunities for students to collaborate and work in small groups toward shared goals. This was consistent in "Wild'n out Wednesdays" (WOW), Theatre and Leadership class. 3) Lastly, I commend your team on intentionally implementing reflection consistently across activities which allow students to think about what they have done in the session/class. Opportunities to reflect allow students to process what they have done individually and in the group/class.

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### Areas for Improvements

I encourage you and your team to note my ratings on the following: 1) leadership (mentoring opportunities and all youth lead group) as you shared that a program goal was focused on Student-Led (leadership opportunities). 2) Another scale that I encourage you and your staff to look in the engagement domain is planning. The skill of making plans for the future can help youth succeed in school and life.

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## Youth Survey Results by Point of Service Quality Domains

	This Program 16-17	M.S. Overall 16-17
<b>Safe Environment</b>		
I feel safe in this program.	51%	67%
If someone bullies my friends or me at this program, an adult steps in to help.	45%	61%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around.	30%	20%
When I am in this program, I have had mean rumors or lies spread about me.	24%	21%

### Supportive Environment

In this program, I tell other youth when they do a good job or contribute to the group.	39%	47%
The adults in this program listen to what I have to say.	52%	60%
There is an adult at this program who really cares about me.	57%	67%

### Interaction

I feel like I belong at this program.	43%	56%
In this program, I get to help other people.	52%	58%
Since coming to this program, I am better at making friends.	38%	56%

### Engagement

I am interested in what we do in this program.	46%	57%
In this program, I get to choose what I do and how I do it.	28%	41%
In this program, I try new things.	54%	55%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=54; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 97%.

## Youth Survey Results by Direct Outcomes

Social & Emotional Learning	This Program 16-17	M.S. Overall 16-17
Since coming to this program, I get along better with other people my age.	39%	55%
This program helps me get along better with adults.	37%	53%
This program helps me get along with people my age who are different from me.	44%	55%
This program helps me try to understand how other people feel.	43%	50%

### Sense of Mastery

This program helps me feel like more of a leader.	41%	50%
This program helps me get better at things that I used to think were hard.	41%	55%
This program helps me to feel more confident about what I can do.	52%	58%

### Wellness Behaviors

Since coming to this program, I am better at saying "no" to things I know are wrong.	46%	58%
This program helps me exercise more.	51%	57%
This program helps me to learn how to be healthy.	41%	49%

### School Engagement

This program helps me feel happy to be at this school.	31%	51%
This program helps me feel more motivated to learn in school.	41%	55%
This program helps me to feel like a part of my school.	41%	55%

### College & Career Readiness

In this program, I learn about the kinds of jobs I'd like to have in the future.	37%	47%
This program helps me feel more confident about going to college.	40%	54%
This program helps me feel ready to go to high school.	44%	56%

### Academic Behaviors

Because of this program, I am better at getting my homework done.	54%	60%
Since coming to this program, I am better at setting goals for myself.	42%	51%
This program helps me to learn good study skills (like reading directions, taking tests).	38%	47%

Source: Youth Surveys (spring 2016 and spring 2017). "This Program 16-17" n=54; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey based on the program ADA (8/1/2016-2/21/2017): 97%.



**MODIFICATION**

**East Bay Community Recovery Project - Project Pride**

<b>Submitted by</b>	<b>Title</b>	<b>Submitted on</b>
Marta Rose	Associate Executive Director	3:32 P.M. on Friday, March 9th, 2018

**Type of Modification**

Budget

**Modification Details**

Staff allocation changes.

**File Upload 1**

**UPLOAD**

[FY 2017-18 OFCY Budget Modification 2.20.18.xlsx](#)

Uploaded on: 03/09/2018

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