

# OUT-OF-SCHOOL TIME PROGRAM EVALUATION INTERIM FINDINGS REPORT

Oakland Fund for Children and Youth  
&  
OUSD After School Programs Office  
*March 2010*

[public  
profit]

[measure and manage  
what matters.]

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### What's in the *Interim Report*:

- For up-to-date information about a specific out-of-school time program, go to the **Site Level Profiles** that begin on page 21. Program Performance and Point of Service Quality include site-by-site tables, as well.
- To find out how programs are doing overall, go to the **Executive Summary** on page 3.
- To track whether programs are meeting their service targets, see **Program Performance** on page 8.
- Whether programs are providing high quality service, read the **Point of Service Quality** section on page 13.

## Programs Included in the Out-of-School Time Evaluation

The Oakland Out-of-School Time (OST) evaluation encompasses school-based support programs for children and youth in Oakland, California, including:

- **86 school-based after school programs**, serving youth in grades K-12. These programs provide a variety of activities, including homework help, enrichment, recreation, and academic support.
- **6 school-based transitions programs**, serving middle school aged youth, focusing especially on rising 6<sup>th</sup> and 9<sup>th</sup> graders. These programs provide social and academic support to youth as they transition into middle and high school.

All of the after school programs in OUSD campuses receive funding from the Oakland Unified School District (OUSD) through the After School Education and Safety (ASES), 21<sup>st</sup> 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.

The Oakland Fund for Children and Youth (OFCY) provides funding for comprehensive after school programming at 67 campuses, including 2 charter schools not under OUSD's purview. OFCY also funds six school-based transitions programs, which collaborate with middle and high schools in Oakland.

**Table 1: Out-of-School Time Programs by Funding Source<sup>1</sup>**

	Total Sites in the Evaluation	Funded by OFCY	Funded by OUSD
After School	86 52 OUSD elementary 16 OUSD middle 16 OUSD high 2 charter	67 48 OUSD elementary 15 OUSD middle 2 charter 2 high	84 52 OUSD elementary 16 OUSD middle 16 OUSD high
Transitions	6	6	Not Applicable

<sup>1</sup> This evaluation does not include other school based out-of-school programs such as Supplemental Educational Services, School-Age Child Care, or fee-for-service programs.

## EXECUTIVE SUMMARY

### About the Interim Report

The interim report summarizes program participation and point of service quality data collected between July and December 2010. Additional data will be collected between January and June 2011, and will be reflected in the annual evaluation report, delivered to OFCY and OUSD in October 2011.

The figure below summarizes the data sources used in the evaluation, noting which elements are in the interim and which are in the annual evaluation report.

**Table 2: Data Presented in the Interim and Annual Evaluation Reports**

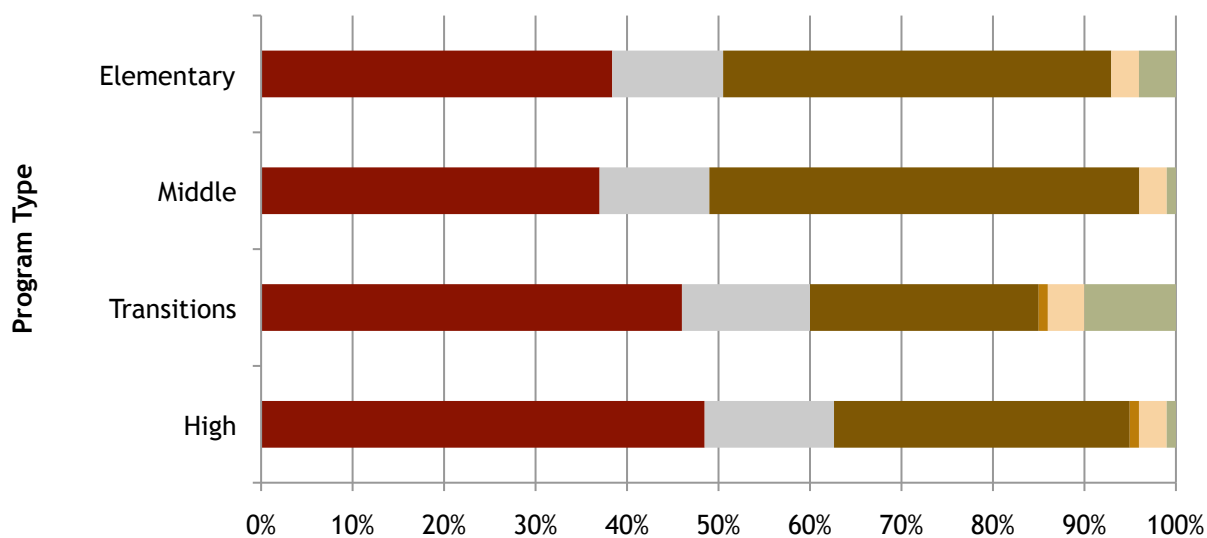
Data Source	Used to Assess...	Interim Report	Annual Report
Participation records	Program performance	●	●
Youth Program Quality Assessment	Point of Service Quality	●	●
Stakeholder surveys	Point of Service Quality Direct Outcomes	○	●
Academic records	Contributory Outcomes	○	●
Key			
●	Complete data		
●	Year-to-date		
○	Not yet collected		

## Findings to Date

School based out-of-school time programs in Oakland served 20,491 children and youth in the first half of the 2010-11 program year, approximately 55% of the student population at their host schools.<sup>2</sup> About 9,000 youth participate in a school-based out-of-school time program in Oakland each day.

Attendance records provided by grantees indicate that school-based after school in elementary schools served 8,551 students, middle school-based programs 4,944, transitions programs 1,927, and high school programs 5,068. Of the children and youth served in the first half of the 2010-11 program year, 41% are African American, 39% are Latino/a, 13% are Asian/Pacific Islander, and 3% are White.<sup>3</sup> The racial/ethnic heritage of youth served by program type is in Figure 1.

**Figure 1: Participants' Race/Ethnicity**



	High	Transitions	Middle	Elementary
■ African American	48%	46%	37%	38%
■ Asian/PI	14%	14%	12%	12%
■ Latino/a	32%	25%	47%	42%
■ Native American	1%	1%	0%	0%
■ White	3%	4%	3%	3%
■ Unspecified/Other	1%	10%	1%	4%

% of Participants

■ African American ■ Asian/PI ■ Latino/a ■ Native American ■ White ■ Unspecified/Other

Source: CitySpan attendance records for youth who attended after school between July and December 2010.

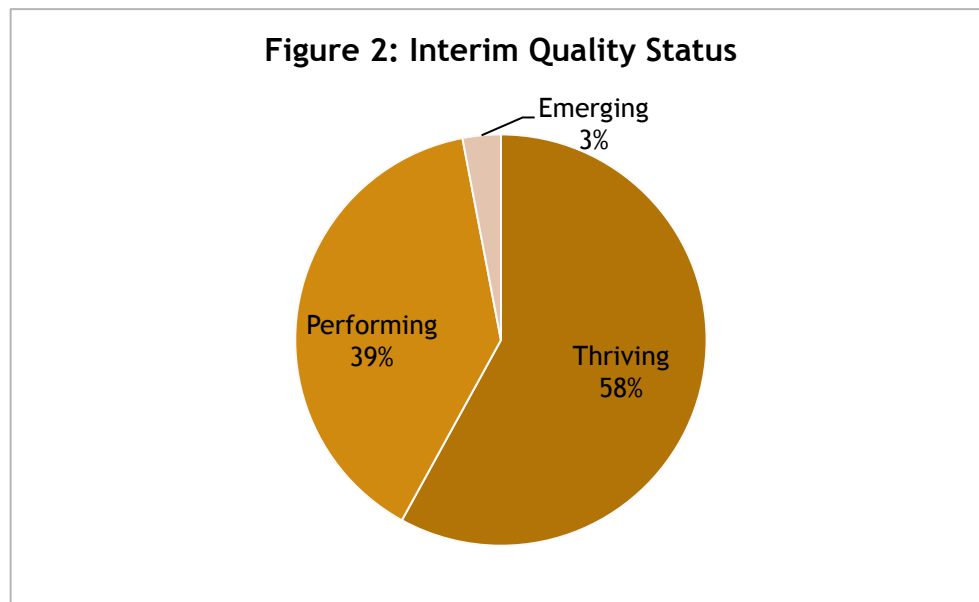
<sup>2</sup> Based on 2009-10 enrollment figures for schools that host a school-based after school program.

<sup>3</sup> Race/ethnicity is available for 14,932 participants, approximately 94% of youth served.

## EXECUTIVE SUMMARY

Out-of-school time programs are on track to meet contracted units of service and attendance goals. Just seven programs (2 in elementary, 3 in middle, and 2 transitions) are not currently on track to meet their annual units of service targets (as defined by OFCY). Similarly, thirteen sites are not yet on track to meet annual attendance goals set by the California Department of Education for publicly funded after-school programs (2 elementary, 1 middle, and 10 high school programs).

Site visits completed to date<sup>4</sup> indicate that out-of-school time programs are providing high quality service to youth. Two sites (3%) are currently in the Emerging program quality category, indicating they are not yet meeting point of service quality expectations. Thirty-nine percent (39%) of sites are in the Performing category, indicating that they are providing quality service overall and can continue to improve in specific areas. Fifty-eight percent (58%) of sites visited to date are Thriving, indicating strong overall performance.



Source: Youth Program Quality Assessment scores for 69 out-of-school time programs based on visits conducted by Public Profit.

Year-to-year quality assessments indicate that nearly all programs consistently meet or exceed research-based quality indicators. Programs in the Not Yet Meeting Expectations category in the 2009-10 program year have all improved to the Performing or Thriving categories.

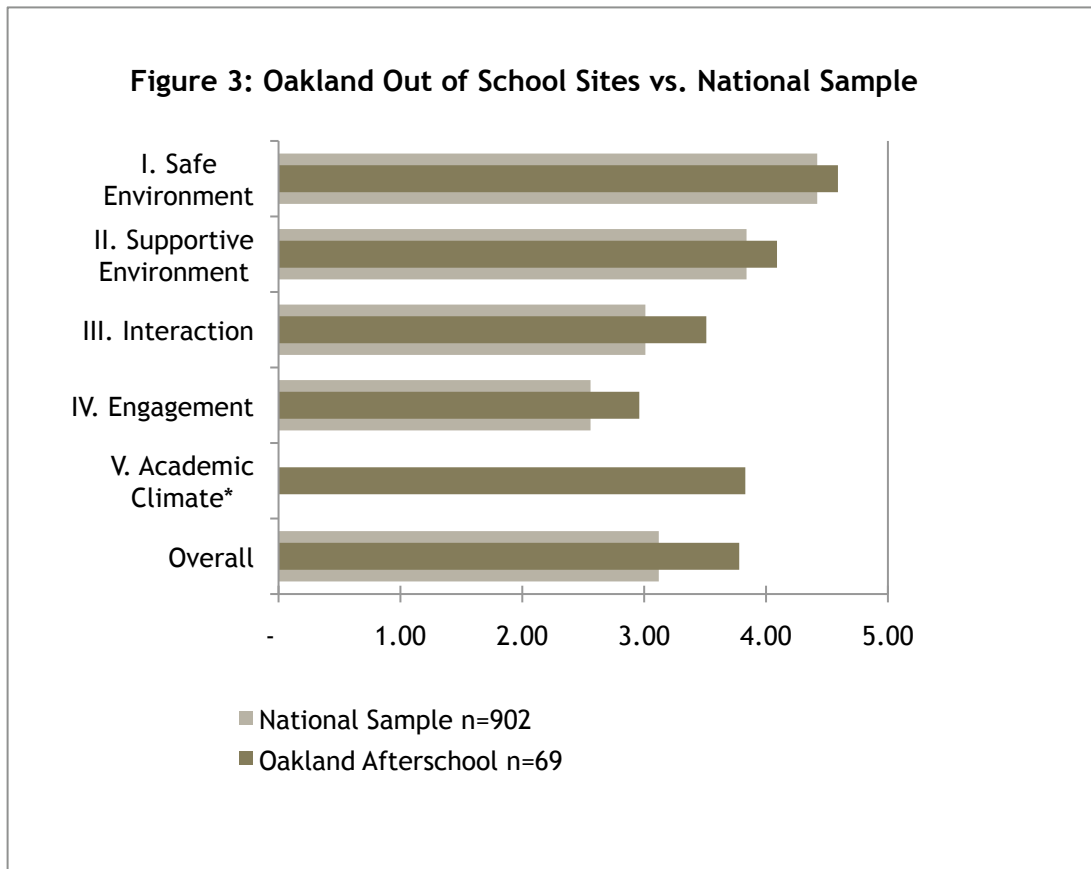
**Table 3: Summary of Program Performance and Point of Service Quality**

Program Type	On Track to Reach Annual Units of Service Goal (OFCY Goal is 80% or higher)	On Track to Reach Annual Attendance Goal (OUSD goal is 85% or higher)	Meeting or Exceeding Point of Service Quality Measures (Performing or Thriving)
Elementary (n=54)	96%	96%	96%
Middle (n=16)	80%	94%	100%
Transitions (n=6)	67%	Not Applicable	100%
High (n=16)	100% <i>Excel &amp; Life Only</i>	38%	100%
<b>Overall (n=92)</b>	<b>91%</b>	<b>85%</b>	<b>97%</b> N=69

<sup>4</sup> Through March 3, 2011.

## EXECUTIVE SUMMARY

Moreover, out-of-school time programs in Oakland are out-performing similar programs nationally, as described in the following figure. The difference in point-of-service quality is particularly large in the Interaction and Engagement domains, culminating in an Overall score that is nearly 20% higher than the national sample.



## PROGRAM PERFORMANCE

Table 4 summarizes three inter-related performance indicators: enrollment, attendance, and retention. Taken together, they allow readers to assess programs' ability to recruit and retain sufficient numbers of children and youth.

- **Enrollment** is the number of unduplicated children and youth served by an out-of-school time program; it describes for the “reach.”
- **Units of Service** is the number of service hours, a key measure of program capacity. In the July-December period, most programs operated for about 40% of their expected days, and therefore should have reached about 40% of targeted attendances.
- **Attendance** is the number of unique visits, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.
- **Retention** is the average participant attendance rate in the program. It measures the frequency with which youth attend. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are not included in the calculation.

**Table 4: Enrollment, Attendance & Retention by Site**

Program	Grantee/ Lead Agency	Enrollment			Units of Service			Attendance			Retention	
		Contracted Youth Served <i>Per OFCY Grant</i>	Actual Youth Served	% Youth Served <i>Shaded if Less than 30%</i>	Contracted Units of Service <i>Per OFCY Grant</i>	Actual Units of Service	% UOS Goal <i>Shaded if Less than 30%</i>	To Date	% Annual Total <i>Per CDE Grant</i>	Annual Projection <i>Shaded if Less than 85%</i>	Average Days Attended <i>Excludes drop-in activities</i>	OST Attendance Rate <i>Excludes drop-in activities</i>
Elementary												
Acorn Woodland*	AspiraNet	220	284	129%	91,701	48,182	53%	8,317	35%	87%	50	89%
Allendale	Higher Ground	120	104	87%	58,189	22,269	38%	6,716	45%	112%	15	22%
Ascend	Oakland Leaf	175	245	140%	65,463	35,853	55%	14,397	40%	99%	29	66%
Bella Vista	East Bay Asian Youth Center (EBAYC)	80	101	126%	33,600	18,846	56%	6,282	42%	105%	59	98%
Bridges Academy	Bay Area Community Resources (BACR)	90	91	101%	29,649	19,142	65%	5,768	38%	96%	35	46%
Brookfield	Higher Ground	120	139	116%	52,294	18,122	35%	5,714	38%	95%	59	91%
Burckhalter	Ujimaa Foundation	110	120	109%	23,348	22,806	98%	6,458	43%	108%	65	97%
Carl Munck	AspiraNet	130	148	114%	72,678	30,583	42%	8,990	60%	150%	16	51%
Cleveland	Oakland Asian Students Educational Services (OASES)	110	108	98%	40,055	23,556	59%	7,390	49%	123%	8	96%
Community United*	AspiraNet	216	263	122%	102,158	46,856	46%	6,914	46%	115%	60	82%
East Oakland Pride	AspiraNet	122	131	107%	41,842	19,593	47%	6,949	46%	116%	41	76%
Emerson	BACR	90	98	109%	59,327	14,306	24%	6,076	41%	101%	24	100%
Encompass Academy*	AspiraNet	220	284	129%	91,701	48,182	53%	6,739	45%	112%	52	81%



# PROGRAM PERFORMANCE

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Esperanza Academy*	BACR	180	187	104%	97,747	31,985	33%	5,145	32%	81%	61	96%
Franklin	EBAYC	120	126	105%	50,400	21,423	43%	7,141	34%	85%	23	83%
Fred T. Korematsu*	BACR	180	187	104%	97,747	31,985	33%	4,890	33%	82%	68	99%
Fruitvale	Learning for Life	115	127	110%	36,472	23,109	63%	6,981	47%	116%	28	95%
Futures Elementary*	AspiraNet	122	263	216%	102,158	46,856	46%	6,224	41%	104%	58	91%
Garfield	EBAYC	160	193	121%	71,625	33,627	47%	11,067	37%	92%	13	55%
Glenview**	BACR	NA	86	NA	NA	14,453	NA	6,188	41%	103%	49	85%
Global Family School*	BACR	180	211	117%	82,165	35,674	43%	5,335	36%	89%	39	66%
Grass Valley**	AspiraNet	NA	133	NA	NA	24,032	NA	9,844	66%	165%	52	81%
Greenleaf	BACR	90	127	141%	46,850	15,858	34%	6,353	40%	100%	39	84%
Hoover	BACR	100	163	163%	46,848	18,432	39%	8,707	58%	146%	39	80%
Horace Mann	Learning for Life	120	154	128%	52,886	27,723	52%	8,498	57%	142%	61	81%
Howard	AspiraNet	97	98	101%	46,878	19,515	42%	5,574	37%	93%	57	93%
International Community School*	AspiraNet	260	273	105%	74,913	45,469	61%	7,065	47%	118%	58	69%
La Escuelita	EBAYC	80	106	133%	33,960	18,718	55%	6,156	41%	103%	10	43%
Lafayette	BACR	90	121	134%	58,476	32,370	55%	8,347	56%	140%	54	100%
Lakeview	Ujima Foundation	110	132	120%	64,037	32,665	51%	8,294	56%	139%	57	92%
Laurel	PMA Consulting	90	108	120%	50,051	19,722	39%	5,799	39%	97%	47	62%
Lazear	Spanish Speaking Citizens' Foundation (SSCF)	120	98	82%	47,203	17,572	37%	5,421	36%	90%	49	97%
Learning Without Limits*	BACR	180	211	117%	82,165	35,674	43%	5,708	38%	96%	54	83%
Lighthouse Community Charter	Lighthouse Community Charter	190	297	156%	96,086	20,742	22%	NA	NA	NA	50	87%
Lincoln	OASES	156	159	102%	49,231	32,781	67%	9,897	37%	92%	57	91%
M.L. King, Jr.	BACR	91	136	149%	54,006	20,628	38%	7,818	52%	130%	51	69%
Manzanita Community School*	EBAYC	160	208	130%	61,780	37,773	61%	5,876	39%	98%	56	89%

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Manzanita Seed*	EBAYC	160	208	130%	61,780	37,773	61%	6,588	42%	104%	76	64%
Markham	BACR	90	94	104%	43,096	17,584	41%	5,589	37%	94%	48	79%
Marshall**	BACR	NA	104	NA	NA	20,949	NA	6,577	44%	110%	52	84%
Maxwell Park	Learning for Life	120	125	104%	54,378	20,945	39%	6,809	46%	114%	55	91%
New Highland Academy*	Higher Ground	200	230	115%	114,451	43,980	38%	6,645	44%	111%	57	91%
Parker	Girls, Inc.	120	115	96%	32,378	14,774	46%	5,877	39%	98%	60	96%
Peralta**	AspiraNet	NA	229	NA	NA	30,894	NA	10,749	72%	180%	58	97%
Piedmont Avenue	AspiraNet	100	113	113%	40,944	21,460	52%	6,846	46%	115%	63	85%
Place @ Prescott	BACR	90	122	136%	62,096	19,317	31%	6,166	38%	94%	61	85%
Reach Academy**	OUSD	NA	125	NA	NA	6,019	NA	6,184	41%	103%	54	93%
Rise Community School*	AspiraNet	200	230	115%	114,451	43,980	38%	6,195	41%	104%	56	94%
Sankofa	BACR	96	147	153%	55,415	26,915	49%	7,513	38%	95%	26	61%
Santa Fe	BACR	91	98	108%	47,912	29,969	63%	6,051	41%	101%	16	86%
Sequoia	East Bay Agency for Children (EBAC)	95	100	105%	48,549	22,006	45%	6,417	43%	107%	50	89%
Sobranter Park	Higher Ground	120	102	85%	50,085	21,787	43%	7,099	48%	119%	13	58%
Think College Now*	AspiraNet	260	273	105%	74,913	45,469	61%	9,482	63%	158%	63	82%
World & Achieve	EBAC	82	116	141%	34,442	13,593	39%	NA	NA	NA	62	97%
Total/Average		6,618	8,551	129%	3,000,574	1,464,496	49%	369,825	44%	110%	47	81%
Middle												
Alliance Academy*	BACR	240	599	250%	151,167	44,381	29%	8,080	40%	101%	57	67%
Barack Obama Academy**	YMCA of the East Bay	NA	34	NA	NA	4,040	NA	1,444	18%	45%	57	81%
Bret Harte	Murphy & Associates	120	155	129%	5,744	25,185	438%	10,010	50%	125%	13	44%
Claremont	BACR	120	313	261%	69,031	19,243	28%	7,320	37%	92%	58	94%
Coliseum College Prep Academy*	Safe Passages	210	324	154%	31,991	28,686	90%	8,870	44%	111%	58	83%

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Program	Grantee/ Lead Agency	Enrollment			Units of Service			Attendance			Retention	
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Edna Brewer	Safe Passages	120	197	164%	9,928	22,231	224%	7,813	39%	98%	59	99%
Elmhurst Community Prep*	BACR	240	599	250%	151,167	44,381	29%	12,793	64%	160%	62	91%
Frick	Safe Passages	120	273	228%	20,795	19,139	92%	7,152	36%	89%	54	85%
Madison	BACR	120	323	269%	67,681	26,925	40%	18,340	123%	307%	14	54%
Melrose Leadership	AspiraNet	234	241	103%	87,466	38,613	44%	13,821	35%	86%	57	96%
Roosevelt	EBAYC	180	217	121%	80,400	38,469	48%	12,776	38%	96%	42	80%
Roots*	Safe Passages	210	324	154%	31,991	28,686	90%	6,658	46%	116%	56	91%
United For Success	Safe Passages	120	322	268%	12,370	18,147	147%	10,974	60%	151%	14	44%
Urban Promise Academy	Oakland Leaf	120	260	217%	36,517	29,828	82%	6,955	35%	87%	38	77%
West Oakland Middle	YMCA	171	179	105%	22,656	17,823	79%	9,284	46%	116%	51	88%
Westlake	Eagle Village	120	584	487%	40,439	34,902	86%	14,995	36%	91%	5	67%
<b>Total/Average</b>		2,445	4,944	202%	819,340	440,679	54%	157,285	47%	117%	43	78%
<b>Transitions</b>												
Bret Harte Bridges Program	BACR	100	208	208%	19,025	6,203	33%	NA	NA	NA	46	64%
Bridge To Success	EBAYC	60	128	213%	5,700	3,612	63% <i>Summer Only</i>	NA	NA	NA	58	82%
Leading the Independence of our Barrios for Raza Empowerment (LIBRE)	SSCF	72	79	110%	10,953	5,787	53%	NA	NA	NA	51	90%
Learners Engaged in Awesome Programming (LEAP)	AspiraNet	100	88	88%	10,929	6,201	57% <i>Summer Only</i>	NA	NA	NA	48	93%
PASS-2 Peer Mentoring Program	Oakland Kids First	985	1,132	115%	8,645	9,446	109%	NA	NA	NA	52	84%
Safe Passages Transition Program	Safe Passages	915	292	32%	6,604	7,480	113%	NA	NA	NA	56	89%

## PROGRAM PERFORMANCE

Program	Grantee/ Lead Agency	Enrollment			Units of Service			Attendance			Retention	
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Total/Average		2,232	1,927	86%	61,856	38,729	63%	NA	NA	NA	52	84%
High School												
Bunche**	BACR	NA	203	NA	NA	48,718	NA	7,556	56%	140%	42	84%
Coliseum College Prep Academy**	Safe Passages	NA	189	NA	NA	10,834	NA	5,132	33%	82%	27	48%
College Prep & Architecture**	YMCA	NA	203	NA	NA	5,161	NA	2,482	13%	33%	14	59%
Dewey**	EBAYC	NA	275	NA	NA	12,970	NA	10,558	42%	106%	48	84%
EXCEL (McClymonds)*	Alternatives in Action	515	635	123%	46,561	28,934	62%	5,729	27%	67%	62	91%
Far West**	BACR	NA	237	NA	NA	29,480	NA	12,790	95%	237%	64	97%
Life Academy*	Alternatives in Action	515	635	123%	46,561	28,934	62%	6,962	46%	116%	7	35%
Mandela**	YMCA	NA	235	NA	NA	6,659	NA	2,940	16%	39%	70	100%
Media Academy**	YMCA	NA	244	NA	NA	7,287	NA	3,412	18%	45%	30	72%
Met West**	OUSD	NA	153	NA	NA	19,520	NA	5,546	36%	91%	58	86%
Oakland High**	EBAYC	NA	523	NA	NA	20,069	NA	8,100	33%	82%	25	43%
Oakland Technical**	BACR	NA	505	NA	NA	58,872	NA	20,676	83%	208%	27	51%
Rudsdale Continuation**	BACR	NA	214	NA	NA	13,015	NA	6,675	31%	77%	52	80%
Skyline**	Youth Together	NA	532	NA	NA	10,493	NA	5,065	30%	75%	29	67%
Street Academy**	BACR	NA	130	NA	NA	8,705	NA	4,095	30%	76%	38	85%
Youth Empowerment School**	Youth Together	NA	156	NA	NA	7,569	NA	5,781	25%	62%	37	61%
Total/Average		515	635	123%	46,561	57,868	62%	113,499	38%	96%	39	71%

\* Paired site. See Appendix.

\*\* Does not receive direct OFCY funding.

## POINT OF SERVICE QUALITY

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.

The evaluation team conducted site visits to OFCY funded programs between October 2010 and February 2011, and will visit all programs in the evaluation study by the conclusion of the program year. The Oakland After School Programs Office team will complete visits to all programs by the end of the program year. All school-based after school programs will have two site visits in 2010-11, while transitions programs and charter-based after school will have one visit.

Visits were conducted using the Youth Program Quality Assessment (YPQA), a research-based point of service quality 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 developers of the YPQA.

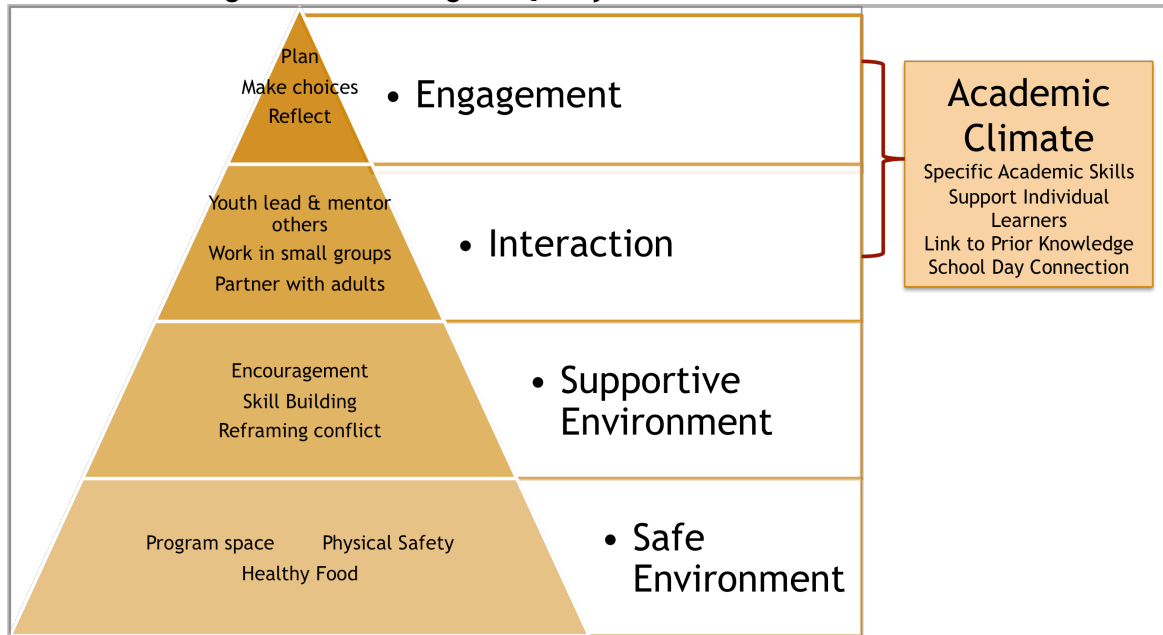
The YPQA includes five domains:

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.

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.

The figure below characterizes the relationship between the YPQA 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 4: Youth Program Quality Assessment Domains**



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 YPQA 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.

Based on their overall ratings distribution, sites are categorized by three interim point-of-service groups:

- **Thriving** - Program provides high-quality services across all five quality domains. Defined as a site with no domains with 25% or more "1" ratings.
- **Performing** - Program assures participants' physical and emotional safety (defined by having less than 25% "1" ratings in Safe and Supportive), and has a few areas for additional improvement. Defined as a site with up to two domains with 25% or more "1" ratings in Interaction, Engagement, or Academic Climate.
- **Emerging** - Program is not yet providing high-quality service. Defined as a site that has three or more domains have 25% or more "1" ratings.

## POINT OF SERVICE QUALITY

**Table 6: Point of Service Quality Ratings by Site**

Program Site	OFCY Grantee/ Lead Agency	Overall Point of Service Quality Status		Ratings by Program Quality Domain <i>On a 1,3,5 scale</i>					
		Year-End Status 2009-10	Interim Status 2010-11	Overall (Excluding Academic Climate)	Safe Enviro.	Supportive Enviro.	Interaction	Engagement	Academic Climate
Elementary									
Acorn Woodland*	Aspiranet	Met Expectations	Program to be visited in Spring 2011	--	--	--	--	--	--
Allendale	Higher Ground	Met Expectations	Performing	3.29	4.58	3.38	3.04	2.17	3.17
ASCEND	Oakland Leaf	Met Expectations	Thriving	4.24	5	4.69	3.92	3.33	4.56
Bella Vista	EBAYC	Met Expectations	Performing	3.67	4.77	3.89	3.54	2.50	3.56
Bridges Academy	BACR	Met Expectations	Performing	3.89	4.82	4.21	3.88	2.67	4.11
Brookfield	Higher Ground	Met Expectations	Performing	3.59	4.72	3.91	3.25	2.50	4.33
Burckhalter	Ujima Foundation	Did Not Meet Expectations	Performing	2.95	4.37	2.9	3.04	1.5	2.22
Carl Munck	Aspiranet	Met Expectations	Performing	3.59	4.52	4.19	3.67	2	4.11
Cleveland	OASES	Met Expectations	Thriving	4.19	4.52	4.22	4.38	3.67	4.06
Community United*	Aspiranet	Met Expectations	Performing	3.23	3.9	3.69	3.00	2.33	3.56
East Oakland Pride	Aspiranet	Did Not Meet Expectations	Thriving	3.83	4.33	4.26	3.92	2.83	4.06
Emerson	BACR	Met Expectations	Performing	3.55	4.56	4.10	3.38	2.17	2.44
EnCompass Academy*	Aspiranet	Met Expectations	Performing	3.60	4.54	4.02	3.00	2.83	2.83
Espnaza Academy*	BACc	Met Expectations	Performing	3.08	4.26	3.42	2.62	2.00	2.78
Franklin	EBAYC	Met Expectations	Thriving	4.23	4.74	4.11	4.25	3.83	4
Fred T. Korematsu*	BACR	Met Expectations	Performing	3.08	4.26	3.42	2.62	2.00	2.78
Fruitvale	Learning for Life	Met Expectations	Performing	3.05	4.14	3.44	2.79	1.83	4.33
Futures Elementary*	Aspiranet	Met Expectations	Thriving	3.94	4.90	4.13	3.71	3.00	3.56
Garfield	EBAYC	Met Expectations	Thriving	3.85	4.58	4.14	3.67	3	4.33

## POINT OF SERVICE QUALITY

Program Site	OFCY Grantee/ Lead Agency	Overall Point of Service Quality Status		Ratings by Program Quality Domain <i>On a 1,3,5 scale</i>					
		Year-End Status 2009-10	Interim Status 2010-11	Overall (Excluding Academic Climate)	Safe Enviro.	Supportive Enviro.	Interaction	Engagement	Academic Climate
Glenview**	BACR	Met Expectations	Program to be visited in Spring 2011	--	--	--	--	--	--
Global Family School*	BACR	Met Expectations	Program to be visited in Spring 2011	--	--	--	--	--	--
Grass Valley**	Aspiranet	Met Expectations	Program to be visited in Spring 2011	--	--	--	--	--	--
Greenleaf	BACR	Met Expectations	Performing	3.52	4.52	3.72	3.5	2.33	4.33
Hoover	BACR	Met Expectations	Performing	3.51	4.72	3.62	3.21	2.50	2.78
Horace Mann	Learning for Life	Met Expectations	Thriving	3.63	4.24	4.00	3.25	3.17	3.83
Howard	Aspiranet	Met Expectations	Performing	3.63	4.62	3.91	3.50	2.50	3.39
International Community School*	Aspiranet	Met Expectations	Thriving	4.37	4.66	4.64	4.33	3.83	4.17
La Escuelita	EBAYC	Met Expectations	Thriving	4.13	4.72	4.21	4.08	3.5	3.83
Lafayette	BACR	Met Expectations	Performing	3.17	4.44	3.73	3.00	1.50	2.50
Lakeview	Ujimaa Foundation	Met Expectations	Did Not Respond to Visit Request	--	--	--	--	--	--
Laurel	PMA Consulting	Met Expectations	Thriving	3.85	5	4.32	3.25	2.83	4.33
Lazear	SSCF	Met Expectations	Thriving	3.95	4.72	4.23	3.67	3.17	4.17
Learning Without Limits*	BACR	Met Expectations	Emerging	3.00	4.80	3.02	2	2.17	2.17
Lighthouse Community Charter	Lighthouse Community Charter	Met Expectations	Thriving	3.76	4.80	3.95	3.13	3.17	4.56
Lincoln	OASES	Met Expectations	Thriving	4.25	4.8	4.72	3.96	3.5	4.22
M. L. King, Jr. Elementary	BACR	Met Expectations	Thriving	3.78	4.72	3.87	3.54	3	2.94



## POINT OF SERVICE QUALITY

Program Site	OFCY Grantee/ Lead Agency	Overall Point of Service Quality Status		Ratings by Program Quality Domain <i>On a 1,3,5 scale</i>					
		Year-End Status 2009-10	Interim Status 2010-11	Overall (Excluding Academic Climate)	Safe Enviro.	Supportive Enviro.	Interaction	Engagement	Academic Climate
Manzanita Community School*	EBAYC	Did Not Meet Expectations	Thriving	3.88	4.84	4.19	3.5	3	4.78
Manzanita Seed*	EBAYC	Met Expectations	Thriving	3.52	4.56	3.21	3.5	2.83	4.11
Markham	BACR	Met Expectations	Performing	3.26	4.1	3.94	2.83	2.17	2.72
Marshall**	BACR	Met Expectations	Program to be visited in Spring 2011	3.82	--	--	--	--	--
Maxwell Park	Learning for Life	Met Expectations	Performing	3.41	4.64	3.96	2.71	2.33	2.56
New Highland Academy*	Higher Ground	Met Expectations	Program to be visited in Spring 2011	--	--	--	--	--	--
Parker	Girls, Inc.	Met Expectations	Thriving	4.13	4.62	3.97	4.25	3.67	3.56
Peralta**	Aspiranet	Met Expectations	Program to be visited in Spring 2011	3.09					
Piedmont Avenue	Aspiranet	Met Expectations	Performing	3.72	4.37	4.42	3.08	3.00	3.11
Place @ Prescott	BACR	Met Expectations	Emerging	2.33	3.80	2.78	1.75	1.00	4.33
Reach Academy**	OUSD	Met Expectations	Program to be visited in Spring 2011	--	--	--	--	--	--
Rise Community School*	Aspiranet	Met Expectations	Performing	3.5	4.22	3.78	3.67	2.33	4.78
Sankofa	BACR	Met Expectations	Performing	3.81	4.92	4.33	3.83	2.17	3.83
Santa Fe	BACR	Met Expectations	Thriving	3.64	4.60	3.92	3.04	3.00	4.39
Sequoia	EBAC	Met Expectations	Thriving	3.81	4.57	4.00	3.33	3.33	3.28
Sobranite Park	Higher Ground	Met Expectations	Thriving	4.17	4.6	4.67	3.75	3.67	4
Think College Now*	Aspiranet	Met Expectations	Thriving	4.00	4.84	4.49	3.5	3.17	4.33

## POINT OF SERVICE QUALITY

Program Site	OFCY Grantee/ Lead Agency	Overall Point of Service Quality Status		Ratings by Program Quality Domain On a 1,3,5 scale					
		Year-End Status 2009-10	Interim Status 2010-11	Overall (Excluding Academic Climate)	Safe Enviro.	Supportive Enviro.	Interaction	Engagement	Academic Climate
World Academy/ Achieve	EBAC	Met Expectations	Performing	3.62	4.56	4.41	2.67	2.83	3.78
Average/Total				3.65	4.57	3.96	3.37	2.71	3.68
Middle									
BACR	Alliance Academy*	Exceeded Expectations	Thriving	3.99	4.32	4.06	3.75	3.83	5
YMCA**	Barack Obama Academy	New in 2010-11	Program to be visited in Spring 2011	--	--	--	--	--	--
Murphy & Assoc	Bret Harte	Met Expectations	Thriving	3.86	4.52	4.09	3.67	3.17	3.83
BACR	Claremont	Met Expectations	Performing	3.97	4.70	4.29	3.71	3.17	4.33
Safe Passages	Coliseum College Prep Academy*	Met Expectation	Program to be visited in Spring 2011	--	--	--	--	--	--
Safe Passages	Edna Brewer	Exceeded Expectations	Performing	3.63	4.82	4.22	2.83	2.67	2.11
BACR	Elmhurst Community Prep*	Met Expectations	Performing	3.61	4.72	4.05	2.67	3	3.94
Safe Passages	Frick	Met Expectations	Thriving	3.72	4.44	3.98	3.29	3.17	4.33
BACR	Madison	Met Expectations	Thriving	4.27	4.60	4.39	3.92	4.17	4.11
Aspiranet	Melrose Leadership	Met Expectations	Thriving	3.67	4.26	4.18	3.25	3	4.56
EBAYC	Roosevelt	Exceeded Expectations	Thriving	4.22	4.92	4.69	4.08	3.17	4.56
Safe Passages	Roots*	Met Expectations	Thriving	3.88	4.62	4.14	3.92	2.83	4.22
Safe Passages	United For Success	Met Expectations	Performing	3.39	4.93	3.61	2.83	2.17	2.17
Oakland Leaf	Urban Promise Academy	Met Expectations	Thriving	4.08	4.72	4.36	4.08	3.17	4.33
YMCA	West Oakland	Met Expectations	Thriving	4.44	4.64	4.89	4.08	4.17	4.56

## POINT OF SERVICE QUALITY

Program Site	OFCY Grantee/ Lead Agency	Overall Point of Service Quality Status		Ratings by Program Quality Domain On a 1,3,5 scale					
		Year-End Status 2009-10	Interim Status 2010-11	Overall (Excluding Academic Climate)	Safe Enviro.	Supportive Enviro.	Interaction	Engagement	Academic Climate
	Middle								
Eagle Village	Westlake	Met Expectations	Thriving	4.32	4.92	4.69	4.17	3.5	4.78
Average/Total				3.93	4.65	4.26	3.59	3.23	4.06
Transitions									
BACR	Bret Harte Bridges Program	New in 2010-11	Thriving	4.12	4.29	4.28	4.42	3.5	Not Rated
EBAYC	Bridge To Success		To be visited in Summer 2011	--	--	--	--	--	--
SSCF	LIBRE		Thriving	4.46	4.52	4.66	4.67	4	Not Rated
Aspiranet	LEAP		To be visited in Summer 2011	--	--	--	--	--	--
Oakland Kids First	PASS-2 Peer Mentoring Program		Thriving	4.89	4.68	4.89	5	5	Not Rated
Safe Passages	Safe Passages Transitions Program		Performing	4.12	4.92	4.89	4.00	2.67	5.00
Average/Total				4.40	4.60	4.68	4.52	3.79	5.00
High									
Bunche**	BACR	Met Expectations	Program to be visited in Spring 2011	--	--	--	--	--	--
Coliseum College Prep Academy**	Safe Passages	Met Expectations	Program to be visited in Spring 2011	--	--	--	--	--	--
College Prep & Architecture**	YMCA	Met Expectations	Thriving	3.69	4.15	3.91	3.54	3.17	4.17
Dewey**	EBAYC	Did Not Meet Expectations	Program to be visited in Spring 2011	--	--	--	--	--	--
EXCEL (McClymonds)*	Alternatives in Action	Met Expectations	Program to be visited in Spring 2011	--	--	--	--	--	--

## POINT OF SERVICE QUALITY

Program Site	OFCY Grantee/ Lead Agency	Overall Point of Service Quality Status		Ratings by Program Quality Domain On a 1,3,5 scale					
		Year-End Status 2009-10	Interim Status 2010-11	Overall (Excluding Academic Climate)	Safe Enviro.	Supportive Enviro.	Interaction	Engagement	Academic Climate
Far West**	BACR	Met Expectations	Program to be visited in Spring 2011	--	--	--	--	--	--
Life Academy*	Alternatives in Action	Met Expectations	Thriving	4.45	4.93	4.61	4.08	4.17	4.17
Mandela**	YMCA	Met Expectations	Thriving	3.69	4.15	3.91	3.54	3.17	4.17
Media Academy**	YMCA	Met Expectations	Thriving	3.69	4.15	3.91	3.54	3.17	4.17
Met West**	OUSD	Met Expectations	Program to be visited in Spring 2011	--	--	--	--	--	--
Oakland High**	EBAYC	Met Expectations	Thriving	4.68	4.84	4.89	4.33	4.67	4.33
Oakland Technical**	BACR	Met Expectations	Program to be visited in Spring 2011	--	--	--	--	--	--
Rudsdale Continuation**	BACR	Met Expectations	Program to be visited in Spring 2011	--	--	--	--	--	--
Skyline**	Youth Together	Met Expectations	Program to be visited in Spring 2011	--	--	--	--	--	--
Street Academy**	BACR	Met Expectations	Program to be visited in Spring 2011	--	--	--	--	--	--
Youth Empowerment School**	Youth Together	Met Expectations	Thriving	4.1	4.82	4.41	3.5	3.67	4.06
Average/Total				4.05	4.51	4.27	3.76	3.67	4.18

\* Paired site. See Appendix.

\*\* Does not receive direct OFCY funding

## SITE PROFILE

The Site Profiles on the following pages summarize currently available information about Oakland out-of-school time programs. Use the figure below to understand how each Profile is laid out.

Figure 5: Sample Site Profile

**ASCEND**  
**OAKLAND LEAF**  
**AFTER SCHOOL PROGRAMS: SCHOOL-BASED**

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**Program Description**

The ASCEND After School program is an arts integration collaborative between ASCEND and Oakland Leaf providing K-8 grade students with after school enrichment in visual and performing arts, music, service-learning, ecology, leadership, and direct academic support. The program has a partnership with school administrators, teachers, families, and CBOs, the program fosters student academic achievement by delivering: 1) Project based curriculum to complement in-school learning 2) Culturally relevant activities 3) Opportunities for parent involvement 4) Family support services 5) Community and cultural events.

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**Program Performance**

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
105%	140%	89%	40%	115%	55%

\* By mid year, programs should be at 35-45% of their annual target.

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**Point of Service Quality Ratings**

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving. In the 2009-10 program year, this program met quality expectations.

**Youth Program Quality Assessment Score by Domain**

Quality Domain	Program	Grant Group
Safe Environment	5	4.57
Supportive Environment	4.69	3.96
Interaction	3.92	3.36
Engagement	3.33	2.72
Academic Climate	4.56	3.65

YPQA scores range from 1 to 5.  
Domains with 25% or more "1" ratings are shaded in grey - not yet meeting expectations.

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**Observer Notes: Program Strengths & Areas for Improvement**

Let's Play with the second graders had a lot of enthusiastic and engaged participants who held each other accountable as a team and encouraged each other as well. The instructor kept them very active physically and encouraged the concept of fun versus competition. The 3D Art group was immersed in Jazz music while they created their collages on their music influenced topic. The slideshow projected on the wall of different Jazz paintings also set the tone for a positive and productive work environment. The students in U-Build It had very unique and diverse projects centered on the theme of the week. There were a plethora of different recycled building materials which encouraged the active and creative process of their designs.

Youth Led activities and stretches would be beneficial for the older boys in group like soccer to take ownership of their team and have leadership roles. Although the students have positive rapport, another addition to after school could be a Student Leadership Group with representatives from each grade to help connect the students across grade levels. Due to the strong presence of gender specific groups in the older grades, exploring the concept of gender through a youth led conference could give the younger students some peer-based guidance regarding gender roles.

Program Description  
From funding application to OFCY. General text for non-OFCY sites

Program Performance  
Progress toward OFCY and OUSD performance targets in 2009-10 and 2010-11

PQA Ratings  
Interim point of service quality ratings, based on evaluation team visit.

Observer Notes  
Brief summary of program strengths and areas for improvement, based on site visit only.

The Annual Findings Report, issued in October 2011, will include performance and point of service quality data for the entire program year. These are mid-course results.

## SITE PROFILE - ELEMENTARY

ACORN WOODLAND  
ASPIRANET  
AFTER SCHOOL PROGRAMS: SCHOOL-BASED

### Program Description

The Acorn/Encompass After School program address students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
177%	129%	114%	35%	130%	53%

\* By mid-year, programs should be at 35-45% of their annual target.

### Point of Service Quality Ratings

In the 2009-10 program year, this program met quality expectations. This program will be visited in Spring 2011.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.57
Supportive Environment	--	3.96
Interaction	--	3.36
Engagement	--	2.71
Academic Climate	--	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

### Observer Notes: Program Strengths & Areas for Improvement

## SITE PROFILE - ELEMENTARY

### ALLENDALE HIGHER GROUND AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Allendale After School program provides comprehensive services to students that include: academic support; culturally responsive visual and performing arts programs; health and fitness activities; service learning opportunities that include garden and nutrition services for the entire family; and lastly, family engagement activities that include monthly and quarterly workshops for families. Tigers Roar operates 5 days/week for at least 180 days from the end of school to 6:00 pm daily.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
146%	87%	108%	45%	131%	38%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **performing**. In the 2009-10 program year, this program met quality expectations.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.58	4.57
Supportive Environment	3.38	3.96
Interaction	3.04	3.36
Engagement	2.17	2.71
Academic Climate	3.17	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The students have the ability to showcase their work through expos or performances to the after school program. The cheerleading team especially focuses on creating new routines often and takes ownership over their choreography. The academic lesson during homework time has an intentional focus as a connection to the school day. The students have an expectation and schedule that they adhere to on a daily basis and each day has a specific focus such as vocabulary or mathematics. The "follow the leader activity" in the Health and Fitness class promoted the quality of leadership for the older students and the youth were actively participating in this enjoyable activity.

In general there are no Lesson Plans utilized although the staff can choose activities from an activity book. Lesson plans are essential because they help create diversity in activities and help the group leaders prepare for a variety of student needs. There were also three fitness groups doing similar activities with a lot of repetition and limited structure. The learning targets or goals were not clear and would be useful in encouraging students to gain or practice new skills. The academic portion in homework time was very brief and mirrored the school day. Incorporating activities involving different learning modalities would encourage further academic learning. There were a number of students without appropriate clothing for cold weather and a majority of the students were outside for activities. Providing alternative activities on cold or rainy days, or ensuring students wear appropriate clothing while in cold weather, would increase learning and student safety. Use of call and response or redirection techniques could help the staff refocus their groups more easily. The use of "running laps" as a punishment should be replaced with encouragement or incentives for work well done.

## SITE PROFILE - ELEMENTARY

### ASCEND OAKLAND LEAF AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The ASCEND After School program is an arts-integration collaborative between ASCEND and Oakland Leaf providing K-8 grade students with after school enrichment in visual and performing arts, music, service-learning, ecology, leadership, and direct academic support. The program has a partnership with school administrators, teachers, families, and CBOs, the program fosters student academic achievement by delivering: 1) Project based curriculum to compliment in-school learning 2) Culturally relevant activities 3) Opportunities for parent involvement 4) Family support services 5) Community and cultural events.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
105%	140%	89%	40%	115%	55%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	5	4.57
Supportive Environment	4.69	3.96
Interaction	3.92	3.36
Engagement	3.33	2.71
Academic Climate	4.56	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

Let's Play with the second graders had a lot of enthusiastic and engaged participants who held each other accountable as a team and encouraged each other as well. The instructor kept them very active physically and encouraged the concept of fun versus competition. The 3D Art group was immersed in Jazz music while they created their collages on their music influenced topic. The slideshow projected on the wall of different Jazz paintings also set the tone for a positive and productive work environment. The students in U-Build It had very unique and diverse projects centered on the theme of the week. There were a plethora of different recycled building materials which encouraged the active and creative process of their designs.

Youth Led activities and stretches would be beneficial for the older boys in group like soccer to take ownership of their team and have leadership roles. Although the students have positive rapport, another addition to after school could be a Student Leadership Group with representatives from each grade to help connect the students across grade levels. Due to the strong presence of gender specific groups in the older grades, exploring the concept of gender through a youth led conference could give the younger students some peer-based guidance regarding gender roles.



## SITE PROFILE - ELEMENTARY

### BELLA VISTA EAST BAY ASIAN YOUTH CENTER (EBAYC) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Bella Vista After School program is a comprehensive After-School Learning program providing elementary school students with integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Program goals include 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
139%	126%	90%	42%	111%	56%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **performing**. In the 2009-10 program year, this program met quality expectations.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.77	4.57
Supportive Environment	3.89	3.96
Interaction	3.54	3.36
Engagement	2.50	2.71
Academic Climate	3.56	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The relationships between the Bella Vista after school staff and the students seemed very comfortable and respectful. In addition, the staff who led the Science activity worked to engage the students, asked open-ended questions, and had dialogue with the students during and after the science experiment. The staff was well prepared and knowledgeable.

It is suggested that the Bella Vista after school staff make more connections with students' personal experience and interests within their lessons. It is also suggested that youth have more opportunities to plan activities in which they are involved.

## SITE PROFILE - ELEMENTARY

### BRIDGES ACADEMY BAY AREA COMMUNITY RESOURCES (BACR) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Bridges Academy After School program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in East Oakland. The program supplements ASES funding and community partner support with OFCY resources to serve a core group of students with homework help, literacy and math intervention, gardening, physical fitness and family activities. Activities address diverse student needs and build important assets that help ensure student success in school and beyond.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
118%	101%	97%	38%	95%	65%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **performing**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.82	4.57
Supportive Environment	4.21	3.96
Interaction	3.88	3.36
Engagement	2.67	2.71
Academic Climate	4.11	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The youth at Melrose are polite and very inclusive of each other. This site scored well in the safe environment domain, supportive environment domain, and the academic climate evaluation. The gardening class was seen as engaging and a great opportunity for youth to have a hands on learning experience. Youth also did a journaling activity to reflect on what they were doing and how they planted their radish seeds. This site is also strong in making sure parents are involved and that they are well aware of what is happening with their youth afterschool.

During snack time, it is recommended that outside snacks are equally healthy as the ones provided by the afterschool program. This includes things that are sold by outside parties or what a youth might bring from home. The wires behind the staff desk can be a potential safety hazard. It is recommended that all appliances and computer systems are organized so that all wires are safely secured and away from walkways. It is recommended that during the first homework time staff is more engaged with youth in order to keep youth on task and/or support youth when they need it. It is also recommended that youth have more opportunity for leading groups, making programmatic choices (content, process and planning) and making connections to the school day. Lastly, it is recommended that youth are given more structured opportunities to be acknowledged for their achievements and work through each activity.

## SITE PROFILE - ELEMENTARY

### BROOKFIELD HIGHER GROUND AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Brookfield After School program implements comprehensive services to students that include: academic support; culturally responsive visual and performing arts programs; health and fitness activities; service learning opportunities that include garden and nutrition services for the entire family; and lastly, family engagement activities that include monthly and quarterly workshops for families. Eagles Soar operates 5 days/week for at least 180 days from the end of school to 6:00 pm daily.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
107%	116%	118%	38%	94%	35%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **performing**. In the 2009-10 program year, this program met quality expectations.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.72	4.57
Supportive Environment	3.91	3.96
Interaction	3.25	3.36
Engagement	2.50	2.71
Academic Climate	4.33	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The academic component of this program is particularly strong -- curriculum is clearly linked to the school day while also tailored for students to relate to real world experiences and individualized for each students' needs.

Youth could benefit from more structured, intentional ways of reflecting in the activities (vs. at the end of class as the class is lined up ready to go). Also, in some activities, staff could benefit from reinforcing youths' positive behavior and applying discipline rules consistently. Staff could also be clearer on their expectations/guidelines for students so that the learning targets of all activities- including enrichment-are clear.

## SITE PROFILE - ELEMENTARY

BURCKHALTER  
UJIMAA FOUNDATION  
AFTER SCHOOL PROGRAMS: SCHOOL-BASED

### Program Description

The Burckhalter After School program serves students in grades K-5. The goal is to improve students academic performance and to help students develop new skills, express themselves, and interact positively with adults and peers. Activities include academic skill building, homework help, martial arts, dance, gardening, theater, music, art, recreation, and Showcase Events. The program also provides intensive intervention for students with acute academic or behavioral problems.

### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
137%	109%	122%	43%	128%	98%

\* By mid-year, programs should be at 35-45% of their annual target.

### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **performing**. In the 2009-10 program year, this program **did not meet quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.37	4.57
Supportive Environment	2.9	3.96
Interaction	3.04	3.36
Engagement	1.5	2.71
Academic Climate	2.22	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

### Observer Notes: Program Strengths & Areas for Improvement

The Nine Codes of Conduct provide a strong foundation for a shared language about expectations and positive behavior in the program; staff members' regular mention of the Code helps to reinforce its meaning among youth. The program provides a variety of enrichment activities, through which all students rotate over the course of the year, assuring that they experience new things while in the Ujimaa After School Program. Some staff members use a variety of effective behavioral guidance techniques, such as call-and-response, one-on-one conversations with individual youth, and intentional grouping of students.

The program can benefit from more consistent behavioral guidance among staff; there were very clear differences in the emotional tone of the different activities. The pacing of some of the enrichment courses should be re-visited, as some youth clearly had not mastered foundational skills before being asked to move on to another. Activities could have a clearer focus on the learning goals for the session.

## SITE PROFILE - ELEMENTARY

CARL MUNCK  
ASPIRANET  
AFTER SCHOOL PROGRAMS: SCHOOL-BASED

### Program Description

The Carl B. Munck After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities includes sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrates youth development.

### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
122%	114%	150%	60%	109%	42%

\* By mid-year, programs should be at 35-45% of their annual target.

### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **performing**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.52	4.57
Supportive Environment	4.19	3.96
Interaction	3.67	3.36
Engagement	2	2.71
Academic Climate	4.11	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

### Observer Notes: Program Strengths & Areas for Improvement

The diversity of activities that differ from the school day make the after school program enticing to the students. Dance, drama, and gardening are well attended groups and the students have the opportunity to interact with the materials and engage in active movement. The academic activities in Gardening and the Kindergarten group were well organized, well prepared, and all of the students were engaged. The teachers adhered to learning targets and made the activity fun for the students. There were hands-on activities for the students and they enjoyed the materials. The lesson plans were thorough and included the learning targets for the day. Drama and dance will lead to performances where the students can showcase their work. This is very important to promote a sense of accomplishment for the students. The drama teacher uses lead up activities, like "telephone" and a "commercial" script, to coach the students in acting techniques. The dance teacher uses dance terms with her second graders but also defines them in terms they can understand. Both of these groups use techniques which promote age appropriate ways to teach dance and drama and allow the students to feel successful.

The space in the multi-purpose room is split between Arts and Crafts, Dance and Drama. The room can be very noisy and the drama group is cramped on the stage and the music from dance is loud. Ideally, each activity can have an individual space dedicated to them. The use of call and response could help the groups become more focused in a faster amount of time. The Kindergarten teacher utilized age appropriate call and response and was able to refocus her group quickly. Some of the other groups struggled with refocusing students. Youth leadership is important to further skills, especially for the 4th and 5th graders. Much like the "Junior Coach" concept with the sports program, other leadership opportunities, through collaborations between groups, would provide further opportunities for skill development in leadership. Allowing youth to lead activities, such as stretching in dance or stage games in drama, would also promote skill building for those participants.

## SITE PROFILE - ELEMENTARY

### CLEVELAND OAKLAND ASIAN STUDENTS EDUCATIONAL SERVICES AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The OASES QUEST at Cleveland program is a comprehensive after school program serving K-5th grade youth who demonstrate academic, economic, or social need. The program focuses on leadership, building bonds with caring adults, and safety and provides applied and experiential learning opportunities to support student achievement. Curriculum is aligned with CA state standards. Enrolled youth 1) develop academic and social skills; 2) participate in long-term learning activities; and 3) cultivate lasting, positive relationships with adults and other youth.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
109%	98%	104%	49%	123%	59%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.52	4.57
Supportive Environment	4.22	3.96
Interaction	4.38	3.36
Engagement	3.67	2.71
Academic Climate	4.06	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The program has multiple strategies in place to providing engaging opportunities for youth. Youth have the opportunity to reflect in multiple ways (during an activity verbally, during a 'dear diary' activity, and through journaling of what they learned), and also have opportunities to mentor and lead younger students and continually get to know one another through team building activities offered on a weekly basis. The program also has strong academic linkages to the school day through their power hour, providing pacing worksheets for students who complete homework and also portfolios for each student to track their academic progress through the power/homework hour.

The program could benefit by having a positive behavioral management structure that emphasizes and rewards good behavior within classrooms, as an alternative to addressing primarily negative behaviors. This might also curtail over-using call and response strategies to gain students' attention. The space is also crowded in some areas and the backpack policy causes disruption in an already-crowded classroom, which they might want to revisit.

## SITE PROFILE - ELEMENTARY

### COMMUNITY UNITED ASPIRANET AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Community United/Futures After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
129%	122%	107%	46%	120%	46%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **performing**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	3.9	4.57
Supportive Environment	3.69	3.96
Interaction	3.00	3.36
Engagement	2.33	2.71
Academic Climate	3.56	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The program has built in multiple opportunities for building community and a sense of belonging within the program. Staff are consistently engaged with their students and the academic enrichment oriented activities clearly focus on skill-building and learning experiences for youth.

The safety of the program space is a primary concern- there were a few unlocked doors and gates that with easy access to a busy outdoor street. Also- the staff could benefit from using more positive behavioral management strategies as well as consistent expectations within different activities. Finally, academic-oriented activities can be made stronger with more linkages to the school day, open-ended, analytic questions asked of students, and learning in different modalities (i.e., journal writing reflections, drawing findings from experiments, etc.).

## SITE PROFILE - ELEMENTARY

### EAST OAKLAND PRIDE ASPIRANET AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The East Oakland Pride After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
157%	107%	138%	46%	101%	47%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**. In the 2009-10 program year, this program **did not meet quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.33	4.57
Supportive Environment	4.26	3.96
Interaction	3.92	3.36
Engagement	2.83	2.71
Academic Climate	4.06	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The after school program has incorporated multiple opportunities for community-building and development of socio-emotional skills for youth. The academically-oriented activities have clearly defined skill building goals and the activities support those well. The program has adopted behavior guidance methods that are used in the school day, which helps establish common expectations for youth.

The two service providers, SuperStars Literacy and Touch the Sky, should consider more intentional cross-project observations and resource sharing, as this would further enhance program quality and provide an additional professional development opportunity for staff. Consider incorporating additional opportunities for youth to provide input into the content and process of the academic/homework sessions.



## SITE PROFILE - ELEMENTARY

### EMERSON BAY AREA COMMUNITY RESOURCES (BACR) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

This Emerson After School program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk elementary school students in North Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
120%	109%	110%	41%	123%	24%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **performing**. In the 2009-10 program year, this program met quality expectations.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.56	4.57
Supportive Environment	4.10	3.96
Interaction	3.38	3.36
Engagement	2.17	2.71
Academic Climate	2.44	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The emotional climate of the after school program is positive overall; youth almost always interact with one another in a friendly and relaxed way and clearly love and respect the adult staff. The gender-specific grouping for 3-5th graders allows tailoring of activities (starting the boys' day off with physical exercise, for example). During homework time, staff members demonstrated high expectations for students, encouraging them to have complete and accurate assignments.

Toward the end of the day, youth in some groups began to lose focus, and the pace of the activity slowed substantially as staff members sought to regain the group's attention. Consider varying activity formats (e.g. using fewer worksheets) and allowing for some "brain breaks." Though most entrances to the campus were supposed to be closed at 5pm, at least two were open at 5:45pm.

## SITE PROFILE - ELEMENTARY

### ENCOMPASS ACADEMY ASPIRANET AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Acorn/Encompass After School program address students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
138%	129%	107%	45%	125%	53%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **performing**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.54	4.57
Supportive Environment	4.02	3.96
Interaction	3.00	3.36
Engagement	2.83	2.71
Academic Climate	2.83	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The program has dedicated staff who have created a welcoming, positive atmosphere for the youth in this program. Students who participate in the newsletter have taken ownership of the project as their own, while also having an engaged staff facilitating the process. The youth clearly have a great relationship with Brother Daniel, the Site Coordinator here.

The program could benefit from positive behavior management training for newer staff and more interactive engaging activities around academic enrichment activities. For example, rather than questions posed for recall, older students could be prompted with open ended questions to stimulate learning.

## SITE PROFILE - ELEMENTARY

### ESPERNAZA ACADEMY BAY AREA COMMUNITY RESOURCES (BACR) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Esperanza/ Stonehurst After School program provides enrichment classes, recreational sports, academic support and youth development activities for high-risk elementary students in East Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
137%	104%	105%	32%	106%	33%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **performing**. In the 2009-10 program year, this program met quality expectations.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.26	4.57
Supportive Environment	3.42	3.96
Interaction	2.62	3.36
Engagement	2.00	2.71
Academic Climate	2.78	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The program has a positive environment throughout and staff who have a solid rapport with youth. The PE class is structured and provides a variety of activities that keep the students engaged and challenged- and staff actively participate in these activities.

The program space opens up to the cafeteria and the parking lot gate, which could be supervised more consistently and made secure. Staff could also engage better with students, asking students open ended questions, asking for their feedback and reflection on activities, with more variety of activities that perhaps build on staff strengths and interests that they can offer during enrichment.

## SITE PROFILE - ELEMENTARY

### FRANKLIN EAST BAY ASIAN YOUTH CENTER (EBAYC) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Franklin After School program is a comprehensive After-School Learning program providing elementary school students with integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Program goals include 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
131%	105%	104%	34%	110%	43%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.74	4.57
Supportive Environment	4.11	3.96
Interaction	4.25	3.36
Engagement	3.83	2.71
Academic Climate	4	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The academic component of this program is strong and have clearly defined learning objectives and opportunities for students to learn in both enrichment and academic-oriented activities. The program fosters a positive environment and a space where students can try out new skills and being supported by staff. The EL class incorporates a variety of games and fun learning opportunities for students to practice English in a safe environment with other students.

The program could benefit from securer outdoor spaces- especially the main entrance being in close proximity to after school classrooms. There could also be intentional structured opportunities for youth leadership, and also structured time for reflection for youth.

## SITE PROFILE - ELEMENTARY

FRED T. KOREMATSU  
BAY AREA COMMUNITY RESOURCES (BACR)  
AFTER SCHOOL PROGRAMS: SCHOOL-BASED

### Program Description

The Esperanza/ Stonehurst After School program provides enrichment classes, recreational sports, academic support and youth development activities for high-risk elementary students in East Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
147%	104%	110%	33%	108%	33%

\* By mid-year, programs should be at 35-45% of their annual target.

### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **performing**. In the 2009-10 program year, this program met quality expectations.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.26	4.57
Supportive Environment	3.42	3.96
Interaction	2.62	3.36
Engagement	2.00	2.71
Academic Climate	2.78	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

### Observer Notes: Program Strengths & Areas for Improvement

The program has a positive environment throughout and staff who have a solid rapport with youth. The PE class is structured and provides a variety of activities that keep the students engaged and challenged- and staff actively participate in these activities.

The program space opens up to the cafeteria and the parking lot gate, which could be supervised more consistently and made secure. Staff could also engage better with students, asking students open ended questions, asking for their feedback and reflection on activities, with more variety of activities that perhaps build on staff strengths and interests that they can offer during enrichment.

## SITE PROFILE - ELEMENTARY

### FRUITVALE LEARNING FOR LIFE AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Fruitvale After School program comprehensive program provides services to students in grades K-5 on a daily basis during the afterschool hours. The program serves the ethnically diverse, low-income population of Fruitvale Elementary where 39% of students are English Language Learners. Students receive academic support including homework help and academic skill building and have access to enrichment opportunities such as music, art, gardening and physical activity. The program goal is to give students the opportunities and support to achieve their full potential.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
123%	110%	116%	47%	121%	63%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **performing**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.14	4.57
Supportive Environment	3.44	3.96
Interaction	2.79	3.36
Engagement	1.83	2.71
Academic Climate	4.33	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The "call and response" in the 3rd grade academic intervention group worked very well to refocus the students and the emotional climate of the program was positive overall. The science lesson and teaching style during "Engineer It" kept the students very engaged. The teacher asked and answered questions frequently which supported a great learning environment. The garden clean-up was a good way to expand the classroom for Nutrition and Gardening and the inclusion of the garden space will give the class that extra hands-on they need.

Some of the other groups, especially the younger students, could use more of the "call and response" like in the 3rd grade group for refocusing distracted students. Some of the 1st and 2nd grade groups could use more developmentally appropriate lessons with more visuals, music, tangible items to hold, and movement. The lecture style does not lend to their developmental level. The program space could use more security and supervision. There are multiple entrances that are not supervised and unauthorized people can come onto campus. The 3rd grade academic intervention group also has a very small space with no desks.

## SITE PROFILE - ELEMENTARY

### FUTURES ELEMENTARY ASPIRANET AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Community United/Futures After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
140%	216%	89%	41%	89%	46%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.90	4.57
Supportive Environment	4.13	3.96
Interaction	3.71	3.36
Engagement	3.00	2.71
Academic Climate	3.56	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The program is cohesive and focused on building youth's academic skills while also providing a fun learning environment. Program culture here is strong and staffed with caring adults. Youth have opportunities to plan for culminating events and have tangible products that reflect the academic lessons being taught in the program.

Youth could have structured opportunities to plan out more activities, as well as have process and content choices within the program. The program could also benefit from structured opportunities to reflect on a daily/weekly basis. The gates are generally unsupervised and while the program and SSO do a good job at monitoring them, the perimeter could be more secured by closing most gateway entrances.

## SITE PROFILE - ELEMENTARY

### GARFIELD EAST BAY ASIAN YOUTH CENTER (EBAYC) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Garfield After School program is a comprehensive After-School Learning program providing elementary school students with integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Program goals include 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
193%	121%	89%	37%	137%	47%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.58	4.57
Supportive Environment	4.14	3.96
Interaction	3.67	3.36
Engagement	3	2.71
Academic Climate	4.33	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

One Reading Group sessions led by a staff person, for fourth graders, had a small number of students who were highly engaged and diligently working. The fourth grade group of intervention students was well organized and the students had ownership of their learning. The teacher used numerous techniques to engage and include her students. The fifth grade group, led by a High school intern, was very involved in sharing, taking responsibility, and leading their group during Community circle and their activity. The teacher assigned roles to the students and was well organized. The students also had a friendly rapport their teacher and had a lot of ownership over their group. The Art class students were very engaged and diligently working on their project. They were creating their own pieces that they were allowed to take home or display on the wall in a designated area of the room. They were taught the history and diversity behind their projects as well.

The High School interns for the third grade could use continual professional development especially when it comes to group management. Their space was also small and it was difficult for the teachers to maintain student attention with so many distractions in the room. The rooms are limited because they are daytime classrooms and the groups cannot move furniture easily or at all. Dedicated space and time to showcase student work would be beneficial. The fifth grade group is organized and creative. Mentoring and leadership opportunities year round for the fifth grade group would be a great asset to the program.



## SITE PROFILE - ELEMENTARY

### GLENVIEW BAY AREA COMMUNITY RESOURCES (BACR)

#### Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
5%	NA	88%	41%	86%	NA

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

In the 2009-10 program year, this program met quality expectations. This program will be visited in Spring 2011.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.57
Supportive Environment	--	3.96
Interaction	--	3.36
Engagement	--	2.71
Academic Climate	--	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

## SITE PROFILE - ELEMENTARY

### GLOBAL FAMILY SCHOOL BAY AREA COMMUNITY RESOURCES AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Learning Without Limits After School program integrates enrichment activities and youth development activities for high-risk elementary school students in East Oakland. The program supplements ASES funding and community partner support with OFCY resources to serve a core group of students with homework help, literacy and math intervention, gardening, physical fitness and family activities. Activities address diverse student needs and build important assets that help ensure student success in school and beyond.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
135%	117%	113%	36%	92%	43%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

In the 2009-10 program year, this program met quality expectations. This program will be visited in Spring 2011.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.57
Supportive Environment	--	3.96
Interaction	--	3.36
Engagement	--	2.71
Academic Climate	--	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

## SITE PROFILE - ELEMENTARY

### GRASS VALLEY ASPIRANET

#### Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
111%	NA	150%	66%	89%	NA

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

In the 2009-10 program year, this program met quality expectations. This program will be visited in Spring 2011.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.57
Supportive Environment	--	3.96
Interaction	--	3.36
Engagement	--	2.71
Academic Climate	--	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

## SITE PROFILE - ELEMENTARY

### GREENLEAF BAY AREA COMMUNITY RESOURCES AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Greenleaf After School program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in East Oakland. The program supplements ASES funding and community partner support with OFCY resources to serve a core group of students with homework help, literacy and math intervention, gardening, physical fitness and family activities. Activities address diverse student needs and build important assets that help ensure student success in school and beyond.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
7%	141%	97%	40%	84%	34%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **performing**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.52	4.57
Supportive Environment	3.72	3.96
Interaction	3.5	3.36
Engagement	2.33	2.71
Academic Climate	4.33	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The Gardening class had very engaged and excited students who were able to understand and review the content while learning new ideas. The teacher was positive, had a lot of energy and enthusiasm, and catered to the desires of the students. The teachers overall seemed to have a good rapport with the students and they used methods such as call and response to focus the students. The class representative program is a great way to give students ownership and have buy-in for their program. This gives them a voice in decision making as well as leadership skills. Highlighting Oakland leaders in their program activities also promotes leadership and pride in their city.

Although the students have a good rapport with the teachers, positive behavior incentives and recognition is important to reinforce a positive atmosphere. Continual reminders acknowledging negative behaviors takes away from the group as a whole. The lesson plans shared across the age groups on Fridays have need to be age appropriate and engaging for the students. Reading difficult articles could be broken down into smaller passages or turned into a reading or art game for the students. Sports should have more stations, equipment, or teachers. There are too many students for the amount time and attention of two teachers.

## SITE PROFILE - ELEMENTARY

### HOOVER BAY AREA COMMUNITY RESOURCES AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Hoover After School program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk elementary school students in West Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
149%	163%	145%	58%	103%	39%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **performing**. In the 2009-10 program year, this program met quality expectations.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.72	4.57
Supportive Environment	3.62	3.96
Interaction	3.21	3.36
Engagement	2.50	2.71
Academic Climate	2.78	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The variety of hands-on and kinesthetic activities available at Hoover is notable: every child had an opportunity for out-of-seat learning during my visit. Staff and youth interacted positively overall; students regularly hugged and joked with adults. The daily academically-oriented Centers activities at the end of the day are a terrific way for youth to have fun while practicing key math and English Language Arts skills.

Staff members could diversify their behavior guidance toolkits by using more call-and-response to get youths' attention, allowing youth brief breaks to focus, and consistently using incentives for positive behavior. Youth could benefit from additional opportunities to reflect on what they are doing and learning.

## SITE PROFILE - ELEMENTARY

### HORACE MANN LEARNING FOR LIFE AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Horace Mann Learning for Life Afterschool Program offers comprehensive services to students in grades K-5 on a daily basis during the afterschool hours. The student population of Horace Mann is ethnically diverse and has 83% socioeconomically disadvantaged youth and 52% English Language Learners. Students receive academic support including homework help and academic skill building and have access to enrichment opportunities such as music, art, gardening and physical activity. The program goal is to give students the opportunities and support to achieve their full potential.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
145%	128%	133%	57%	123%	52%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.24	4.57
Supportive Environment	4.00	3.96
Interaction	3.25	3.36
Engagement	3.17	2.71
Academic Climate	3.83	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

Video production utilizes the student leaders from the older groups well using delegation of roles. The teacher also uses a well organized praise system for this group of excited first graders. The garden class has a small student to teacher ratio and many hands on activities. The lessons are comprehensive and keep the students very engaged. The engineering and dance class offer a lot of opportunities for the students to engage with the materials.

The praise and refocusing of particular groups, such as video production and gardening, could be utilized in a class such as Engineering. Praise and positive encouragement are important to boost student morale. There was a Spanish speaking students who was left out of the activity and should have accommodations in the program. The outside temperature for gardening was too cold and the students were complaining. The space in the multi-purpose room during dance had constant interruptions. Providing alternative spaces for these groups would be beneficial.

## SITE PROFILE - ELEMENTARY

### HOWARD ASPIRANET AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Howard After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
111%	101%	91%	37%	104%	42%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **performing**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.62	4.57
Supportive Environment	3.91	3.96
Interaction	3.50	3.36
Engagement	2.50	2.71
Academic Climate	3.39	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The program environment is generally positive and there are opportunities for students to immerse themselves in a variety of activities. Staff are engaged with their youth and provide a variety of enrichment for students to participate and build their skills in.

The program could benefit for more structured opportunities for reflection and planning activities with youth feedback considered. The program could also benefit from stronger connections made to school day learning and more varied activities that will keep students engaged throughout entire program activities. Interns/volunteers also could benefit from professional development or have clear expectations of their roles (as I noticed some were texting during activities).

## SITE PROFILE - ELEMENTARY

### INTERNATIONAL COMMUNITY SCHOOL ASPIRANET AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The ICS/TCN After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
121%	105%	117%	47%	126%	61%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.66	4.57
Supportive Environment	4.64	3.96
Interaction	4.33	3.36
Engagement	3.83	2.71
Academic Climate	4.17	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The program has a strong academic enrichment component, with interactive learning opportunities for all youth in the program. The program also provides youth consistently with opportunities to reflect on the activities in an intentional way, and the overall emotional climate of the program is positive.

Youth could benefit from more structured opportunities to lead and mentor, while also getting more opportunities to plan various activities - with staff facilitating and guiding- but youth having overall ownership of certain portions of activities.



## SITE PROFILE - ELEMENTARY

### LA ESCUELITA EAST BAY ASIAN YOUTH CENTER (EBAYC) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The La Escuelita After School program is a comprehensive After-School Learning program providing elementary school students with integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Program goals include 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
154%	133%	93%	41%	54%	55%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.72	4.57
Supportive Environment	4.21	3.96
Interaction	4.08	3.36
Engagement	3.5	2.71
Academic Climate	3.83	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The fifth grade group was very engaged in dialogue and learning with their teachers. They related to the materials through a unique exercise of visualization and every student was participating with enthusiasm. They seem to really enjoy the curriculum and their teachers. The fourth grade group enjoyed their interviewing exercise and the teachers explained and demonstrated the activity very well. The students could relate the material to their own lives and to their future goals. There was a lot of active learning and engaged participation in this group. The cultural dance group had the opportunity to create their own dance routines in small groups and adding their new innovations to their overall routine. The groups were able to practice leadership skills while learning from one another. The teachers gave feedback to the students while allowing the youth to utilize their own creativity.

The space in the library did not allow for a lot of movement and the furniture was overcrowded in such a small space. The group arrangements made the students hearing one another read problematic due to their close proximity. The fourth and fifth grade groups are very engaged and advanced and could benefit from leadership roles with the younger groups. Especially a literacy based curriculum where older students could read to, and help younger students with activities and projects. The openness of the school campus and the ability for people to walk into the small space, leads to safety issues. Although there is a large effort to secure the school grounds, the layout and chain link fences could allow unwanted guests to enter or hide themselves on school grounds easily.

## SITE PROFILE - ELEMENTARY

### LAFAYETTE BAY AREA COMMUNITY RESOURCES AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Lafayette After School program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in West Oakland. The program supplements ASES funding and community partner support with OFCY resources to serve a core group of students with homework help, literacy and math intervention, gardening, physical fitness and family activities. Activities address diverse student needs and build important assets that help ensure student success in school and beyond.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
103%	134%	131%	56%	167%	55%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **performing**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.44	4.57
Supportive Environment	3.73	3.96
Interaction	3.00	3.36
Engagement	1.50	2.71
Academic Climate	2.50	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The program's strong relationships with the host school are clear: the Panther Paws reading challenge is incorporated into the after school program, and the sports and cheerleading activities provide youth with new opportunities. Staff members are generally quite engaged with youth and hold them to high expectations. The emotional climate of the program is positive - staff and youth almost always interact in a friendly way with one another.

Program staff could benefit from more positive group management strategies; time-outs and promises to call students' parents were used frequently in observed sessions. For some groups, the enrichment component could have been strengthened by incorporating more kinesthetic and visual elements.

## SITE PROFILE - ELEMENTARY

### LAKEVIEW UJIMAA FOUNDATION AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Lakeview After School program facilitates a comprehensive agenda that promotes academic support, recreational and physical activity, and a range of enrichment activities. The program staff promote life skills daily, and serve as mentors to all participating students to help encourage highly functional social skills that assure future success. The Site Coordinator consults with the Principal, Academic Liaison, and parents to align the requests of Lakeview's primary stakeholders.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
126%	120%	117%	56%	92%	51%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

This site did not respond to request for a site visit. In the 2009-10 program year, this program met quality expectations.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.57
Supportive Environment	--	3.96
Interaction	--	3.36
Engagement	--	2.71
Academic Climate	--	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

## SITE PROFILE - ELEMENTARY

### LAUREL LEARNING FOR LIFE AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Laurel After School program provides a comprehensive program through offering developmentally and age appropriate, academic intervention and enrichment, as well as youth enriched activities that include physical education, integrated health, science, math, and gardening. The services provided supplement the school days academic program, while supporting the site in accomplishing its goals as outlined in the single site plan for achievement. The academy not only partners with community based organizations, but promotes opportunity for parent and family engagement.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
132%	120%	110%	39%	99%	39%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	5	4.57
Supportive Environment	4.32	3.96
Interaction	3.25	3.36
Engagement	2.83	2.71
Academic Climate	4.33	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The staff in the Laurel after school program seem very supportive of students' efforts and abilities. During academic as well as enrichment classes, staff made sure to use scaffolding when working with the students. The relationships between the students and the staff seemed respectful and comfortable.

Although some instructors seemed to make intentional connections between what was learned during the school day, it is suggested that they also integrate students' interests more closely to activities. In addition, it is suggested that there be more possibility of student input in some classes.

## SITE PROFILE - ELEMENTARY

### LAZEAR SPANISH SPEAKING CITIZEN'S FOUNDATION AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Pathways After School Program at Lazear targets youth ages 6-12 in grades 1-5 from predominately low-income Latino residents of the Fruitvale District and English Learners. The program features an academic intervention curriculum, homework assistance, enrichment / recreation, health components, leadership development, and family engagement. The vision for the program is that students achieve academic excellence, gain self-confidence, develop into leaders, with the values of leadership, respect, teamwork, and courage.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
157%	82%	104%	36%	104%	37%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.72	4.57
Supportive Environment	4.23	3.96
Interaction	3.67	3.36
Engagement	3.17	2.71
Academic Climate	4.17	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

There are a variety of activities offered and a very positive and interactive group of students in the classrooms. The students speak fondly about their after school program and are very engaged with the staff and each other. The leadership opportunities with the fifth grade group and the student council has promoted a strong group of leaders who take pride in mentoring the younger students. The academic group of first and second graders are very enthusiastic in their learning of math facts with their group. The math is made fun by the group leader. The gardening group has many opportunities for reflection, choice, and leadership within their classroom.

Incentive prizes for student achievement should always be healthy. Using tickets or prize dollars instead of food and candy will promote healthier students. There are a few exposed electrical or telephone wires running across the bottoms of the doorways. These could pose a serious risk to students in terms of tripping hazards as well as cause issues with having exposed wires that can get wet. There are also numerous puddles on campus that cause the classrooms to become very wet. Mats for classrooms or filling in the holes could help alleviate some of these issues. The use of call and response promotes a sense of ownership of the class and helps refocus students who are distracted or excited. Training the staff to use more call and response would be beneficial.

## SITE PROFILE - ELEMENTARY

### LEARNING WITHOUT LIMITS BAY AREA COMMUNITY RESOURCES (BACR) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Learning Without Limits After School program integrates enrichment activities and youth development activities for high-risk elementary school students in East Oakland. The program supplements ASES funding and community partner support with OFCY resources to serve a core group of students with homework help, literacy and math intervention, gardening, physical fitness and family activities. Activities address diverse student needs and build important assets that help ensure student success in school and beyond.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
120%	117%	96%	38%	98%	43%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **emerging**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.80	4.57
Supportive Environment	3.02	3.96
Interaction	2	3.36
Engagement	2.17	2.71
Academic Climate	2.17	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The Learning Without Limits program staff seemed to have comfortable relationships with the students. Specifically the academic/art instructor had a positive rapport with the students and her demeanor was calm yet matter-of-fact.

It is suggested that the staff make more intentional connections to the school day in the academic as well as the enrichment classes. It is also suggested that staff use more open ended questions when teaching/working with the students.

## SITE PROFILE - ELEMENTARY

### LIGHTHOUSE COMMUNITY CHARTER AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Safe Harbor After School Program has K - 8 students, ages 5 - 14, and offers a comprehensive, enriching, and academically invigorating after school program, offered free of charge in East Oakland. This school-linked program is designed to employ many best practices for effective after school programs, including mentoring, academic and literacy support, family involvement, and enrichment activities that motivate and enrich students.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
126%	156%	NA	NA	142%	22%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.80	4.57
Supportive Environment	3.95	3.96
Interaction	3.13	3.36
Engagement	3.17	2.71
Academic Climate	4.56	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The cooking class was well prepared and the student to teacher dialogue was focused on the cooking project and the connection to the students' everyday lives. All of the students were engaged, reviewing, and learning skills. Volunteers and multiple adults in the groups, with designated roles, helped the programs and activities run smoothly while giving the youth additional time with older people. The Improv and art students were very engaged in their activities and the teachers were instructing them in new skills while allowing the students to create and participate in their own ways.

The Martial Arts class had a lot of students sitting out because they did not want to participate or because they got into trouble. Providing alternative activities for students who do not wish to participate would be beneficial for large groups. If there are large groups of students and extra adults available, providing another activity in a separate space would benefit the students. Utilizing call and response for younger students will help with attention and refocusing. The younger students would also benefit from positive incentives versus punishments for behaviors. Communication and schedule clarity is important in helping the program run smoothly. Issues with safety could arise if students are not clear on where they should be, or if an activity is cancelled.

## SITE PROFILE - ELEMENTARY

### LINCOLN OAKLAND ASIAN STUDENTS EDUCATIONAL SERVICES AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The OASES LEAP program at Lincoln is a high quality, comprehensive after school program promoting achievement through academic and enrichment activities. LEAP serves 3rd-5th graders who demonstrate academic, economic or social need and focuses on leadership, building bonds with caring adults, and providing a safe environment. Working with the school, LEAP provides academic support to ensure CA standards alignment. Enrolled youth: 1) develop academic and social skills; 2) participate in long-term learning activities; and 3) cultivate positive relationships with adults and peers.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
153%	102%	97%	37%	167%	67%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**. In the 2009-10 program year, this program met quality expectations.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.8	4.57
Supportive Environment	4.72	3.96
Interaction	3.96	3.36
Engagement	3.5	2.71
Academic Climate	4.22	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

Oases is a great example of how intentional programming can be engaging and fun for youth. Oases scored high in almost every indicator. Program staff, school staff and volunteers all work cohesively to support their youth. Some specific high lights include having youth draw a picture of a monster and transfer it onto graph paper to find out the parameter and area of it, writing a letter to your future self and acting in a science class.

While curriculum is extremely important in creating a positive learning environment, it is also up to the staff to truly enforce it. It is important that youth treat each other with respect and that staff actively engage with any youth that makes fun of others for getting answers wrong or for choosing not to participate in an activity. Although this is a recognized issue for Oases, youth were seen disengaged after they were laughed at or teased for not participating or getting answers wrong. It is recommended that something more deliberate is introduced into the program to help with this issue. It is also recommended that youth have more a concrete ways to make programmatic changes and give feedback for program improvement.



## SITE PROFILE - ELEMENTARY

### M. L. KING, JR. ELEMENTARY BAY AREA COMMUNITY RESOURCES (BACR) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Martin Luther King, Jr. After School program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk elementary school students in West Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
166%	149%	122%	52%	87%	38%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.72	4.57
Supportive Environment	3.87	3.96
Interaction	3.54	3.36
Engagement	3	2.71
Academic Climate	2.94	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The emotional climate of the after school program is very positive, and staff members are engaged and caring with youth. Students benefit from a variety of activity options, including sports, drama, and book club. The academically-oriented activities were challenging and engaging for youth, and staff provided consistent support for participants to try new things and build skills.

Staff members could use more grouping techniques to assure that all youth are active throughout the session, rather than waiting for others or watching what's going on. Using more consistent praise for good behavior may reduce the number of youth who are asked to leave enrichment activities.

## SITE PROFILE - ELEMENTARY

### MANZANITA COMMUNITY SCHOOL EAST BAY ASIAN YOUTH CENTER (EBAYC) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Manzanita After School program is a comprehensive After-School Learning program serving students from Manzanita Community School and Manzanita SEED. Students are provided with integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Program goals include 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
205%	130%	100%	39%	121%	61%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**. In the 2009-10 program year, this program **did not meet quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.84	4.57
Supportive Environment	4.19	3.96
Interaction	3.5	3.36
Engagement	3	2.71
Academic Climate	4.78	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

There is quite a diversity of classes taught and the students are actively engaged. There are a variety of activities from the students to choose from. The program does a good job of balancing the academic portion with the enrichment side. The space is open and accessible for afterschool staff. The space includes a field, basketball court, cafeteria access, and classrooms. The teachers utilize the space well and are able to offer a variety of selections, including a cooking class taught in the cafeteria which the students were actively engaged. The Spanish and Art class has active participation from the second graders. They retained a lot of information from the previous session and were able to review easily with the teacher. The class had a great balance of learning objectives and hands-on project tied to the topic.

There are large groups of students in some of the activities and refocusing the students can be difficult. Using call and responses to refocus the students would help to give them ownership over the program while helping them to refocus. Creating designated roles for the students in all of the activities, through the use of job charts would also involve the students. For a large and complicated activity like cooking, having a clear plan, plenty of extra supplies, and roles for the high school interns would help the activity to run more smoothly. In all of the activities at Manzanita, the High school interns could run small groups or direct a group of advanced or proficient students while the teacher assists students who are struggling. There is difficulty in securing the campus because of the open gate and the other school located on the same campus. Employing a security could help ensure the safety of the students.

## SITE PROFILE - ELEMENTARY

### MANZANITA SEED EAST BAY ASIAN YOUTH CENTER AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Manzanita After School program is a comprehensive After-School Learning program serving students from Manzanita Community School and Manzanita SEED. Students are provided with integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Program goals include 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
108%	130%	119%	42%	107%	61%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.56	4.57
Supportive Environment	3.21	3.96
Interaction	3.5	3.36
Engagement	2.83	2.71
Academic Climate	4.11	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

A majority of the groups had a lot of active participation and had structured systems in place to promote ownership of the program. The second graders had a self-created "Fiesta Friday," the Fourth graders had call and response, and the third graders had points and groups. The fourth grade academic activity had a positive and engaging balance of movement, fun, and learning. The teacher was able to refocus the students with call and response, while having a positive atmosphere in the room. The "Afternoon Meetings" provide a great way for students to get to know each other and check-in about their day at the beginning of program. There are also leadership opportunities which the kids really enjoy. All of the second graders had an engaging and fun time singing their favorite song for three seconds during their afternoon meeting.

Groups should adhere to the program schedule unless there are extenuating circumstances. The kindergarten and first graders were supposed to do a "literacy circle," but were having recess outside instead. A lot of Parents/guardians also came early to pick-up their children which disrupted program activities. Materials should be prepped ahead of schedule for an activity and the activity should start on-time. The fifth graders appeared restless and one group began aggressively play fighting because they were not engaged in an activity. The teacher was unaware of the group dynamics because he was preparing his materials for the lesson. There are multiple entrances on the campus and unauthorized people can easily come onto campus. The program space could use more security and supervision.

## SITE PROFILE - ELEMENTARY

### MARKHAM BAY AREA COMMUNITY RESOURCES (BACR) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Markham After School program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in East Oakland. The program supplements ASES funding and community partner support with OFCY resources to serve a core group of students with homework help, literacy and math intervention, gardening, physical fitness and family activities. Activities address diverse student needs and build important assets that help ensure student success in school and beyond.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
118%	104%	99%	37%	82%	41%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **performing**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.1	4.57
Supportive Environment	3.94	3.96
Interaction	2.83	3.36
Engagement	2.17	2.71
Academic Climate	2.72	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The enrichment classes provide students with new experiences and opportunities that they also find engaging. The drumming class in particular provided leadership opportunities, building new skills, and learning how to work as a team. The Gardening/Cooking class also provides a great opportunity for students to reflect on the days' activities through journaling their activities of the day.

The academic component of the program can be more intentional about learning targets, linking learning to the school day, etc. Large homework help times could be use groupings so that peer to peer learning is encouraged, while also using students as leaders and alleviating staff in particularly large classes. Positive reinforcements and incentives could also be provided to help in focusing students on modeling good behavior.

## SITE PROFILE - ELEMENTARY

### MARSHALL BAY AREA COMMUNITY RESOURCES (BACR)

#### Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
114%	NA	99%	44%	112%	NA

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

In the 2009-10 program year, this program met quality expectations. This program will be visited in Spring 2011

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.57
Supportive Environment	--	3.96
Interaction	--	3.36
Engagement	--	2.71
Academic Climate	--	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

## SITE PROFILE - ELEMENTARY

### MAXWELL PARK LEARNING FOR LIFE AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Maxwell Park International Academy After School program serves ethnically diverse students in grades K-5; the majority of whom are far below basic in either reading and/or math and 20% of whom are English language learners. The program works with community partners and provides daily physical fitness/sports activities, and additional enrichment classes, with a strong academic focus, surrounding: English/Language Arts, Mathematics and Writing and activities that improve motor skills, along with small-group tutoring and homework assistance.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
119%	104%	103%	46%	108%	39%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **performing**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.64	4.57
Supportive Environment	3.96	3.96
Interaction	2.71	3.36
Engagement	2.33	2.71
Academic Climate	2.56	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

Overall, the Maxwell Park program seems to provide a safe, positive space for students. The coordination of the program seems structured and clear.

It is suggested that the academic portion of the program involve more dialogue between student and teacher, and specific learning targets. It is also suggested that more connections be made between student interests and prior knowledge, and what students are learning. In addition, it is suggested that more tools for behavior management are used, specifically with the older students.

## SITE PROFILE - ELEMENTARY

### NEW HIGHLAND ACADEMY HIGHER GROUND AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The RISE/New Highland After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
336%	115%	121%	44%	92%	38%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

In the 2009-10 program year, this program met quality expectations. This program will be visited in Spring 2011

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.57
Supportive Environment	--	3.96
Interaction	--	3.36
Engagement	--	2.71
Academic Climate	--	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

## SITE PROFILE - ELEMENTARY

PARKER  
GIRLS, INC.  
AFTER SCHOOL PROGRAMS: SCHOOL-BASED

### Program Description

The Parker After School program focuses on several key principles and beliefs based in the Youth Development Approach to education. The program upholds Parkers' mission to engage each child in powerful learning experiences. The program provides a nurturing and safe environment for children during the after-school hours. The purpose of programs are to expand learning beyond the school day and beyond the classroom walls. Programs enhance daily classroom instruction, while providing a structured environment encouraging creativity and flexibility.

### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
117%	96%	91%	39%	113%	46%

\* By mid-year, programs should be at 35-45% of their annual target.

### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.62	4.57
Supportive Environment	3.97	3.96
Interaction	4.25	3.36
Engagement	3.67	2.71
Academic Climate	3.56	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

### Observer Notes: Program Strengths & Areas for Improvement

The program environment is positive and inclusive of all youth in the program. Staff are actively involved with the youth during an activity's entirety, and provide an enriching learning environment for youth.

Youth could benefit from more small group work and varied ways to learn within small groups. Staff could also follow up with behavioral management strategies that are consistent with expectations in particular classrooms. Currently, security is an issue on the campus (no consistent SSO during after school program hours), but they the site is working on getting a replacement.



## SITE PROFILE - ELEMENTARY

PERALTA  
ASPIRANET

### Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
121%	NA	135%	72%	100%	NA

\* By mid-year, programs should be at 35-45% of their annual target.

### Point of Service Quality Ratings

In the 2009-10 program year, this program met quality expectations. This program will be visited in Spring 2011.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.57
Supportive Environment	--	3.96
Interaction	--	3.36
Engagement	--	2.71
Academic Climate	--	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

### Observer Notes: Program Strengths & Areas for Improvement

## SITE PROFILE - ELEMENTARY

### PIEDMONT AVENUE ASPIRANET AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Piedmont After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
111%	113%	124%	46%	90%	52%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **performing**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.37	4.57
Supportive Environment	4.42	3.96
Interaction	3.08	3.36
Engagement	3.00	2.71
Academic Climate	3.11	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The program schedule strikes a good balance between enrichment, academic support, and homework time, offering youth a variety of activities in different group settings. The close alignment between the school day and the after school academic support is clear, and is a strength of Piedmont Avenue's after school program. Staff members make regular use of positive group management strategies and informal checks for understanding.

Staff members may want to consider pairing students together during academic support sessions to enable higher-performing youth to assist those who need more assistance. The program needs to establish a set of emergency procedures, ideally aligned with the school day plan. Posting group agreements or behavioral expectations in program spaces can help youth keep in mind what's expected.

## SITE PROFILE - ELEMENTARY

### PLACE @ PRESCOTT BAY AREA COMMUNITY RESOURCES AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Prescott (PLACE) After School program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in West Oakland. The program supplements ASES funding and community partner support with OFCY resources to serve a core group of students with homework help, literacy and math intervention, gardening, physical fitness and family activities. Activities address diverse student needs and build important assets that help ensure student success in school and beyond.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
146%	136%	78%	38%	79%	31%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **emerging**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	3.80	4.57
Supportive Environment	2.78	3.96
Interaction	1.75	3.36
Engagement	1.00	2.71
Academic Climate	4.33	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

Place @ Prescott has ample space they can use, the librarian is a resource and they provide an engaging African drum class to their students. Also, staff identified that they're comfortable talking with teachers in reference to the school day which is a reflection of that relationship. Staff at Place @ Prescott have expressed that they'd like to see their program grow and improve. The librarian weaved a variety of academic points with fun and engaging activities in her gardening class. This is a great example to follow when creating curriculum for other classes.

Physical and Emotional safety for participants at Place @ Prescott is a high concern. Program would benefit from a basic walk through of their space addressing safety concerns (unlocked doors, cars parking on black tops, placement of emergency procedures, and parent/guardian/caregiver sign out procedures). Program staff would also benefit greatly from ongoing professional development around conflict management, behavior management, classroom management and how to effectively communicate with young people. Site coordinator could benefit from training around scheduling, developing "plan B" procedures (what to do on a rainy day, if a staff no calls/no shows, this space is all of the sudden unavailable, etc) and staff management.

## SITE PROFILE - ELEMENTARY

### REACH ACADEMY OUSD

#### Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	NA	107%	41%	NA	NA

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

In the 2009-10 program year, this program met quality expectations. This program will be visited in Spring 2011.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.57
Supportive Environment	--	3.96
Interaction	--	3.36
Engagement	--	2.71
Academic Climate	--	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

## SITE PROFILE - ELEMENTARY

### RISE COMMUNITY SCHOOL ASPIRANET AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The RISE/New Highland After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
169%	115%	102%	41%	101%	38%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **performing**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.22	4.57
Supportive Environment	3.78	3.96
Interaction	3.67	3.36
Engagement	2.33	2.71
Academic Climate	4.78	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The program offers a variety of different programs and exposes students to new experiences, including capoeira, hip hop dance, and art. The Science class was clearly linked to previous knowledge and skills learned in the school day and the students were urged to make connections to real life experiences. Finally, the program has structured opportunities each month for students to provide feedback and reflection about the program, as well as have ongoing team building activities for the entire program.

The emotional climate of the program is characterized by both positive and negative behaviors from staff- ranging from unfriendly behaviors such as using negative call and response techniques (ie: yelling, snapping at someone, etc.) or responding to students in a negative tone. The program could also be more intentional about providing reflection activities within each activity itself, which often got lost because of lack of time. Students could also be more involved in planning, and also could benefit from more open ended questions to develop their critical thinking skills (vs. questions that require one word answers).

## SITE PROFILE - ELEMENTARY

### SANKOFA (K-5) BAY AREA COMMUNITY RESOURCES AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Sankofa After School program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk elementary school students in North Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
131%	153%	85%	38%	126%	49%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **performing**. In the 2009-10 program year, this program met quality expectations.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.92	4.57
Supportive Environment	4.33	3.96
Interaction	3.83	3.36
Engagement	2.17	2.71
Academic Climate	3.83	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The program provides hands-on, kinesthetic activities that have a clear product (or allows for presentation of youth learning). Youth are clearly engaged in the variety of activities provided. Girls, Inc. activities in particular offer a model of 'enriched enrichment' with clear linkages to mathematic and vocabulary taught during the school day. The program also has strong structural opportunities in place for all youth to reflect and feel heard within the program.

The program could provide opportunities for youth to plan activities within the program- including how content is covered and what content might be covered. The program could also vary grouping strategies in order for students to stay engaged while also giving students leadership opportunities/specific tasks to accomplish within their small groups.

## SITE PROFILE - ELEMENTARY

### SANTA FE BAY AREA COMMUNITY RESOURCES (BACR) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Santa Fe After School program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk elementary school students in North Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
119%	108%	93%	41%	354%	63%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.60	4.57
Supportive Environment	3.92	3.96
Interaction	3.04	3.36
Engagement	3.00	2.71
Academic Climate	4.39	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The program has a variety of activities which have the students engaged throughout the program- from Gardening to Activities Club. Students are asked to do academic-oriented activities within enrichment activities as well, and are provided spaces to openly reflect on their day. There is a strong policy in place around safety to ensure students are safe throughout the program.

Writing activities during tutoring could be strengthened with structured follow-up support with students (i.e., making sure they are completing the assignment, have enough time, help with spelling, grammar, etc.). Staff can also make more connections to the school day and also use older students in more structured leadership roles within each activity.

## SITE PROFILE - ELEMENTARY

### SEQUOIA EAST BAY AGENCY FOR CHILDREN (EBAC) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Sequoia After School program provides high-quality student and family support services at Sequoia Elementary. SHS is a collaborative project between EBAC staff, community members, OUSD, parents, teachers, and administrators. Together they work closely with school day to ensure that the needs of students are being met. Program seeks to ensure that every student's spark are be kindled, nurtured and encouraged to radiate. SHS exposes students to a variety of academic and enrichment activities, carried out in a safe and supportive environment.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
107%	105%	101%	43%	117%	45%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.57	4.57
Supportive Environment	4.00	3.96
Interaction	3.33	3.36
Engagement	3.33	2.71
Academic Climate	3.28	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The Sequoia staff members were very engaged with their youth. They had a respectful and amiable tone with their students, while also using respectful language. In addition the staff was intentional about the way they modeled respect and their other core values to their students.

It is suggested that the staff make more intentional connections to the school day in the academic as well as the enrichment classes. In addition, it is suggested that more strategies be used around handling students who misbehave.



## SITE PROFILE - ELEMENTARY

### SOBRANTE PARK HIGHER GROUND AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Sobrante After School program implements comprehensive services to students that include: academic support; culturally responsive visual and performing arts programs; health and fitness activities; service learning opportunities that include community garden and nutrition services for the entire family; and lastly, family engagement activities that include monthly and quarterly workshops for at least 20 families. Eagles Soar operates 5 days/week for at least 180 days from the end of school to 6:00 pm daily.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
111%	85%	127%	48%	84%	43%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.6	4.57
Supportive Environment	4.67	3.96
Interaction	3.75	3.36
Engagement	3.67	2.71
Academic Climate	4	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The program has built a strong sense of belonging and a culture that students have bought into and have taken ownership of (i.e., specific cheers, knowing their roles in the group, etc.). Staff are attentive to students, interacting and engaging with students at all times. Finally, in gardening, strong youth voice with a good mix of abstract concepts and concrete skills being enforced.

The program could benefit from more youth input on how enrichment activities are structured, and have more structured opportunities to reflect on what they are learning. There could be stronger engagement in some enrichment classes as well, where staff could work on building a positive and safe emotional environment and sense of belonging.

## SITE PROFILE - ELEMENTARY

### THINK COLLEGE NOW ASPIRANET AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The ICS/TCN After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
106%	105%	157%	63%	147%	61%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.84	4.57
Supportive Environment	4.49	3.96
Interaction	3.5	3.36
Engagement	3.17	2.71
Academic Climate	4.33	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The structure of the College Prep group allowed a very small tutor to student ratio and the students were able to have individualized attention. The Group Leader asked open ended questions to the students and was able to rotate around the room giving positive feedback. There is also a structured system for behavior and the space is dedicated specifically to this group which allows student ownership over the space. The GIRLstart group utilizes work stations which allow students to work in reading level appropriate groups as well as work independently and with a team to gain skills. The workstations are well organized and the students are engaged. The group also has a structured system for behavior and creates ownership of the group through student jobs. The entire program is mostly academically focused yet provides some opportunities for physical outlet in some of the groups. The SCORES group has a physical outlet through soccer and a majority of the participants are engaged and encourage each other to do well. Despite their lack of sport appropriate clothing, the coach adjusts the drills to accommodate the students.

There were injuries in the SCORES group during the drills because the students could not hear instructions from across the multi-purpose room and there were some confused participants. Having more volunteers helping or older students taking leadership roles would be beneficial to the safety of any sport program. There are opportunities for leadership and mentoring between the younger students and the older groups. The Super Stars boys could especially use some mentoring in behavior and focus from the older students in a program like SCORES or College Prep. Although the programs do well to accommodate the different schedules of two schools combining into one after school program, the difficulties of having two different sets of students and longer transition periods at the start of program causes strain on the productivity of the program. School safety is also an issue when there are multiple entrances to the campus that are not supervised and there are two schools with multiple activities occurring simultaneously.

## SITE PROFILE - ELEMENTARY

### WORLD ACADEMY/ACHIEVE EAST BAY AGENCY FOR CHILDREN (EBAC) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Eagles' Nest After School Program provides wrap-around student and family support services at World and Achieve Academies. This programmatic framework works to address the complex educational, social and economic challenges that children and families face by providing high-quality, culturally appropriate and caring services in a safe and supportive environment. Program services include: comprehensive after school, 0-5 parent-child program, a parent center, adult education and a health clinic. Services are aligned with and support the school days goal.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	141%	NA	NA	111%	39%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **performing**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.56	4.57
Supportive Environment	4.41	3.96
Interaction	2.67	3.36
Engagement	2.83	2.71
Academic Climate	3.78	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The Eagles afterschool program provided by the Hawthorn Family Resource Center has many strengths. The program scored high in safe environment and supportive environment. Activities were seen as engaging and academically focused. The program works well with the school and has established a critical presence in supporting the school day learning. The program also has a very comprehensive conflict management process that includes reflection.

It is recommended that staff are consistent with their teaching styles across the board. Inconsistencies were seen between how one staff would interact with youth in their class, and how another would interact youth in a different class. Individual assessment might be the trick to hammer out these inconsistencies. It is also recommended that youth are more involved in programmatic decision making processes and, have a more intentional way of reflection and feedback in each activity.

## SITE PROFILE - MIDDLE SCHOOL

### ALLIANCE ACADEMY BAY AREA COMMUNITY RESOURCES (BACR) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Elmhurst & Alliance After School program provides enrichment classes, recreational sports, academic support/intervention and youth development activities for high-risk elementary students in East Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
106%	250%	165%	40%	85%	29%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**. In the 2009-10 program year, this program **exceeded quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.32	4.65
Supportive Environment	4.06	4.26
Interaction	3.75	3.59
Engagement	3.83	3.23
Academic Climate	5	4.06

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The MESA programs and Spanish class are taught by credentialed teachers which is reflected in the teaching style of the class and the learning happening in the classroom. The students seem very engaged and are learning new skills.

The music, sports, and wrestling programs are very popular and the students take ownership of their skills and are very engaged during these activities.

The program space is large and the students have access to materials and tools for their lessons. The program is able to utilize school day classrooms and the students have dedicated spaces for music and sports. This program feels like a genuine extension of the school day because of the administrative support. The students who attend seem very enthusiastic about their participation.

The music class could use more teachers or groupings in which experienced students can help the inexperienced students. Tuning machines could also assist the teacher in helping more students and in beginning the practice sooner.

The wrestling class could use new mats, safety equipment for the students, and a uniform policy. Numerous students were injured during the practice and the space was crowded for the number of students enrolled. The clothing of some of the participants did not seem appropriate for the practice.

Although there is a security guard on campus, there are a few entrances that are unsupervised and could be a potential safety risk.

## SITE PROFILE - MIDDLE SCHOOL

### BARACK OBAMA ACADEMY YMCA

#### Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	NA	NA	18%	NA	NA

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

This program will be visited in Spring 2011.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.65
Supportive Environment	--	4.26
Interaction	--	3.59
Engagement	--	3.23
Academic Climate	--	4.06

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

## SITE PROFILE - MIDDLE SCHOOL

BRET HARTE  
MURPHY & ASSOCIATES  
AFTER SCHOOL PROGRAMS: SCHOOL-BASED

### Program Description

The Bret Harte After School program offers comprehensive after school programming for middle school youth, as well as involvement opportunities for their families. Programming provides academic support, recreation, mentoring, arts and technology enrichment five days a week, from the end of school for the entire school year. There are also frequent weekend and evening events. A portion of each day is devoted to academic interventions, expanding interests, critical thinking, and decision-making skills. Programs are aligned with the school curriculum.

### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
154%	129%	130%	50%	153%	438%

\* By mid-year, programs should be at 35-45% of their annual target.

### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.52	4.65
Supportive Environment	4.09	4.26
Interaction	3.67	3.59
Engagement	3.17	3.23
Academic Climate	3.83	4.06

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

### Observer Notes: Program Strengths & Areas for Improvement

The Art and technology class had a large number of actively involved students who were respectful to their teachers. There was an overall sense of productivity and students learning new skills in these classes. There were some defined leadership roles for students who were more advanced in their skills and the range of grades in each group allowed for some moments of teaching from the students. The dedicated spaces for the after school program are helpful in giving the students ownership of their program while allowing them to have a different environment from the school day. The sports and recreation program had a large number of students who were given a lot of freedom to work on their own skill sets and to work together when sharing equipment.

During the visit, a student with special needs was observed to be in considerable distress, which neither the program staff member nor the student's brother could address effectively. Further discussion with staff indicated that the agreed-upon accommodation for this student was to pair him with his sibling, which was not effective during the observation. Academy Time is a fairly new concept that could use more development and student input. There are a number of students who are distracted or seem unengaged during this time. School safety is an issue, especially for the driveway portion leading up to the afterschool buildings which needs far more lighting, and also the general open concept of the school with multiple entrances.

## SITE PROFILE - MIDDLE SCHOOL

### CLAREMONT BAY AREA COMMUNITY RESOURCES (BACR) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Claremont After School programs provides students with extended day academic intervention and support, enrichment activities, recreation, and youth leadership opportunities. Program partners collectively develop curricula and oversee program implementation. Individual and group activities emphasize personal and intellectual development and incorporate substantial interaction with peers and near-age mentors to strengthen leadership, improve self-esteem and develop team building skills.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
296%	261%	88%	37%	76%	28%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **performing**. In the 2009-10 program year, this program met quality expectations.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.70	4.65
Supportive Environment	4.29	4.26
Interaction	3.71	3.59
Engagement	3.17	3.23
Academic Climate	4.33	4.06

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

Program provides a variety of hands-on, engaging activities with the idea of improving skills through guided practice. Academic component in the Spanish class is strong-staff provides varied activities to build new skills and that supports individual learners. Safety is carefully monitored at this site, with transitions supervised by staff standing outside of hallways ensuring students get to next activity.

Staff could provide a more welcoming atmosphere for youth- greeting all students and establishing a positive atmosphere as soon as students come into the activity. The program could be stronger through providing structured opportunities for youth to reflect and provide feedback about the program's activities.

## SITE PROFILE - MIDDLE SCHOOL

### COLISEUM COLLEGE PREP ACADEMY (MIDDLE SCHOOL) SAFE PASSAGES AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Roots/CCPA After School program creates additional access to academic, visual/performing arts, technology, sports, and recreation activities in a supportive learning environment. The Unity After School program helps students build their basic skills and gain the academic self-confidence necessary for success at school and in the community. Students benefit from safe and engaging enrichment activities and build self-confidence, pursue interests, express themselves, and interact in positive ways with caring adults and their peers.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
133%	154%	104%	44%	393%	90%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

In the 2009-10 program year, this program met quality expectations. This program will be visited in Spring 2011.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.65
Supportive Environment	--	4.26
Interaction	--	3.59
Engagement	--	3.23
Academic Climate	--	4.06

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement



## SITE PROFILE - MIDDLE SCHOOL

### EDNA BREWER SAFE PASSAGES AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Pride After School program at Edna Brewer is a comprehensive after school program that provides students with academic support in a positive learning environment and the opportunity to participate in a variety of enrichment activities. The after school program helps students build academic self-confidence necessary for success in middle school and beyond. Through participation students can develop new skills, pursue interests, express themselves, make new friends, and connect with caring adults.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
245%	164%	97%	39%	281%	224%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **performing**. In the 2009-10 program year, this program **exceeded quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.82	4.65
Supportive Environment	4.22	4.26
Interaction	2.83	3.59
Engagement	2.67	3.23
Academic Climate	2.11	4.06

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The program provides a variety of various programs for students, particularly enrichment classes, that allow students to explore different and new interests. Their enrichment block is particularly strong- with structured opportunities for building positive rapport between peer to peer and peer to staff, as well as building new skills with staff whose expertise is in the content taught.

Academic block could be strengthened to frame their homework block to have learning targets, but also that staff actively circulate around the room, checking on student progress but also not asking leading questions/telling students the answers but facilitating students' own learning from homework.

## SITE PROFILE - MIDDLE SCHOOL

### ELMHURST COMMUNITY PREP BAY AREA COMMUNITY RESOURCES (BACR) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Elmhurst & Alliance After School program provides enrichment classes, recreational sports, academic support/intervention and youth development activities for high-risk elementary students in East Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
105%	250%	167%	64%	82%	29%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **performing**. In the 2009-10 program year, this program met quality expectations.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.72	4.65
Supportive Environment	4.05	4.26
Interaction	2.67	3.59
Engagement	3	3.23
Academic Climate	3.94	4.06

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

All staff are actively involved with youth in the activities and provide students with a variety of different activities. The direct instruction in Citizen Schools is directly linked to the school day and state standards. Finally, most activities provide a variety of ways to reflect and also present their work to their peers.

The environment could benefit from more positive strategies to create a more inclusive, positive atmosphere. As well, there could be more structured opportunities for youth to plan and lead activities.

## SITE PROFILE - MIDDLE SCHOOL

### FRICK SAFE PASSAGES AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Frick After School program is a comprehensive program, providing students with academic support and the opportunity to participate in range of engaging enrichment activities. The academic support component addresses students individual academic needs focused on strengthening literacy and math skills. The enrichment component of the program offers students the opportunity to develop new skills, explore interests, and express themselves.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
294%	228%	88%	36%	253%	92%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving** In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.44	4.65
Supportive Environment	3.98	4.26
Interaction	3.29	3.59
Engagement	3.17	3.23
Academic Climate	4.33	4.06

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The program has multiple opportunities for students to create and engage in materials for presentations throughout the year. Science for Girls has a positive emotional climate for their youth and interactive activities/hands on learning for youth to engage in.

Safety is a concern- though there is a SSO in front of the school and the program space is locked during program hours, students in one class were let out 20 minutes early and waiting for their rides in the rain. As well, there seems to be a negative climate in one classroom in particular, and positive behavior management and establishing rapport with students would benefit the environment in the classroom.

## SITE PROFILE - MIDDLE SCHOOL

### MADISON BAY AREA COMMUNITY RESOURCES (BACR) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Madison After School program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk middle school students in East Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
235%	269%	291%	123%	119%	40%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.60	4.65
Supportive Environment	4.39	4.26
Interaction	3.92	3.59
Engagement	4.17	3.23
Academic Climate	4.11	4.06

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

Madison- Project Achieve ASP has many strengths. Class offerings are varied and focused on fulfilling the needs of their participants. This could be a student shop filled with affordable clothes (ran by students, for students), a barbershop/beauty shop class for youth to get their hair done for free while learning a skill, or completing decorations for their dance (a dance that they planned) in an art class. Madison's positive scores are reflective of many advantages it has. Their coordinator has been there for four years, there is a strong relationship between the coordinator and principal, and everything that happens afterschool is under the afterschool umbrella. This means any activities, ANY activities that happen afterschool is under the direction of Project Achieve. This gives a tremendous amount of flexibility, power and freedom to coordinate and provide meaningful activities. They also run a "6th period" which is mandatory for all students (you have to have special permission to be excused). This 6th period is technically afterschool but is messaged as part of the school day to its students. This could be a problem if done ineffectively but students were seen engaged and showing a connection to the program.

Students were allowed to form own groups which allowed for youth to be confined by gender and ethnic boundaries. Program could benefit from intentional grouping strategies to mix the groups more diversely. The instructor of the Leadership class and Art class seemed to be holding on to a lot of responsibility and stress due to the Winter Ball being a few days away. Something to consider doing if it wasn't done this time is to create an "insurance policy" in future events so that she is not left doing more work than the youth. This could also look like time lining, creating committee leaders (decoration leader, marketing leader, budget leader, logistics leader, etc). This way youth can reflect on the process, commitment, follow through, responsibility, delegation, etc. The use of open-ended questions in Tech Bridge will be very beneficial to the youth's learning. It's ok to be hands off with this age group and let them make conclusions, discoveries and connections on their own. If their experiment doesn't work, process the why's with them. If they can articulate that on their own and identify what they'd do different, you've succeeded.

## SITE PROFILE - MIDDLE SCHOOL

### MELROSE LEADERSHIP ASPIRANET AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Melrose Leadership After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
123%	103%	82%	35%	118%	44%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.26	4.65
Supportive Environment	4.18	4.26
Interaction	3.25	3.59
Engagement	3	3.23
Academic Climate	4.56	4.06

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The intervention class is taught by a credentialed teacher who is employing youth development practices in order to encourage the students to participate and learn. She employs various methods to engage the youth and allows their creativity while positively encouraging them. The students are very engaged and active during football and the teacher gives the students ownership over their activity. There is a lot of teamwork and no negative behaviors were observed during this activity. The art and dance class have very active and independent students. There are no students asking to leave or who seem unengaged. The dance and art teachers have a good rapport with the students and allow student creativity to determine the activity.

The space at Melrose Leadership is very limited. The academic intervention group is limited in the library and are unable to keep their work posted or move the tables around. The art class is very crowded into two very small spaces, and the dance class does not have a lot of space to accommodate the students and their movement. Melrose follows an extended day model and enrolls all of their students. This means students have their choices limited to the activities offered and have no choice about participation in the after school program. Having even more variety, with student input, and adequate space for the students is especially important. Student leadership and mentoring could give the students further influence and buy-in for their after school program. There are Kindergarten and first graders on site who could benefit from working with older students while giving the students an opportunity to mentor. Middle school students can also benefit from leadership roles, including leading their own activities or service learning projects.

## SITE PROFILE - MIDDLE SCHOOL

### ROOSEVELT EAST BAY ASIAN YOUTH CENTER (EBAYC) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Roosevelt After School program is a comprehensive After-School Learning program providing middle school students with integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Program goals include 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
234%	121%	93%	38%	157%	48%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**. In the 2009-10 program year, this program **exceeded quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.92	4.65
Supportive Environment	4.69	4.26
Interaction	4.08	3.59
Engagement	3.17	3.23
Academic Climate	4.56	4.06

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The physical activities are filled with actively engaged youth. Hip Hop class has experienced and innovative dancers who worked well together to create challenging routines. The Basketball program has over 30 students and is broken up into two organized stations with 3 adults supervising. The energy in both spaces was positive and there was encouragement from the staff and students. The Yearbook class utilized the Mac Lab which allowed students to work independently on their own projects, while another group of students reviewed interviewing skills with the instructor. Positive and constructive feedback was encouraged by the students and instructor. The cooking class has a well organized set-up of stations with students in designated roles. The interactions between the students were positive and they worked well together creating their chicken soup.

Mentoring and Leadership opportunities would be encouraged for this group of active and positive students. Collaboration with an Elementary school could add another positive element to the program. Having a bigger, dedicated space for cooking could allow for more student roles in preparing the food. Basketball could collaborate with other schools to hold tournaments for the students.

## SITE PROFILE - MIDDLE SCHOOL

### ROOTS SAFE PASSAGES AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Roots/CCPA After School program creates additional access to academic, visual/performing arts, technology, sports, and recreation activities in a supportive learning environment. The Unity After School program helps students build their basic skills and gain the academic self-confidence necessary for success at school and in the community. Students benefit from safe and engaging enrichment activities and build self-confidence, pursue interests, express themselves, and interact in positive ways with caring adults and their peers.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
238%	154%	89%	46%	143%	90%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.62	4.65
Supportive Environment	4.14	4.26
Interaction	3.92	3.59
Engagement	2.83	3.23
Academic Climate	4.22	4.06

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

Activities mix a balance of concrete experience with abstract concepts. A good balance of activities using concrete experiences- tangible products like fudgy fruit or bikes or relatable experiences- combined to teach more abstract concepts, such as team work, respect, etc. Also, instructors used both diagrams/lectures prior to jumping into the experiential learning, and vice versa. Staff are always actively involved with youth, whether providing directions, answering questions, working as partners, etc.)- staff are participatory and model work by example, actively willing to work through questions, assignments with students. Staff make intentional spaces for youth to build new skills and try higher levels of performance, whether from understanding algebraic inequalities, using a new cooking technique, or adding designs to their bike. All youth are encouraged to try out new skills by staff without negative consequences.

Program could benefit from creating a stronger welcoming atmosphere in the beginning of program (directly after snack) as students transition, including welcoming students by name as they enter the classroom at the beginning of activities, and using a warm tone throughout, and using a more intentional check in question (i.e., requiring everyone to answer instead of a general "How is everyone doing?" but not allowing students to really respond). Program could also benefit from more structured opportunities for reflection, particularly at the end of the session activity. While some activities do this, all activities could at least use built in time in the agenda to do a quick debrief in order for students to process and provide feedback on how the activity went in a structured way. Other activities could consider using journals for students to write in, including journaling activities of the day, lessons learned, or creating cook books, bike manuals, etc.. to track progress. Use students as student leaders in a more structured way, especially those that have a clear command of the content- whether helping others with math homework, an assistant in Bike Club to help others, or students taking turns in cooking class to share a recipe/how to cook a favorite dish- allowing students to lead in a facilitative role/assistant role to instructor might help build a strong support and sense of belonging for students, especially in particularly impacted activities where instructors could use support.

## SITE PROFILE - MIDDLE SCHOOL

### UNITED FOR SUCCESS SAFE PASSAGES AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The United for Success After School program is a comprehensive program provides students with academic support in a positive learning environment and the opportunity to participate in a variety of enrichment activities. The program helps students build academic self-confidence necessary for success in middle school and beyond. Through participation students can develop new skills, pursue interests, express themselves, make new friends, and connect with caring adults.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
281%	268%	103%	60%	178%	147%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **performing**. In the 2009-10 program year, this program met quality expectations.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.93	4.65
Supportive Environment	3.61	4.26
Interaction	2.83	3.59
Engagement	2.17	3.23
Academic Climate	2.17	4.06

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The Building Bridges class seemed to engage students in a hands-on opportunity to learn and create.

It is suggested that the academic portion of the program involve more dialogue between student and teacher, and specific learning targets. It is also suggested that more connections be made between student interests and prior knowledge, and what students are learning.



## SITE PROFILE - MIDDLE SCHOOL

### URBAN PROMISE ACADEMY OAKLAND LEAF AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

This Urban Promise Academy After School program provides middle school students with weekly after school enrichment including visual arts, music, dance, sports, ecology, leadership, and direct academic support. The program has a partnership with school administrators, teachers, parents, and students, the program delivers project based curriculum to compliment in-school learning, integrates culturally relevant activities, offers opportunities for parent involvement, provides family support services, and hosts community events to foster positive learning outcomes.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
195%	217%	94%	35%	102%	82%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.72	4.65
Supportive Environment	4.36	4.26
Interaction	4.08	3.59
Engagement	3.17	3.23
Academic Climate	4.33	4.06

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

Overall the students were engaged in their activities and took ownership of their roles as team leaders or captains. They actively participated and focused on their skill building. They relied on each other for additional help and worked inclusively together. There are a variety of activities offered, especially for students with different interests in active and physical activities. The program provides Cheerleading, soccer, Martial arts, and Latin dance. There are also opportunities that allow students with varied interests to explore leadership roles within their chosen activity. The groups have clear Learning Targets and are aligning their created curriculum with state content standards. The lessons were thought out and prepared thoroughly.

The academic portion, including homework time, could have more focus and intention towards supporting the core subjects of the school day. The space and equipment available for Martial Arts, cheerleading and soccer are cramped or limited to the outside yard. The safety mats are also used by multiple groups which could cause problems when the weather limits the groups to inside space only. These Middle School students exhibit leadership potential and mentoring capabilities. Partnering with an elementary school or working across grade levels to create opportunities, can further the students' skills in these areas of their development.

## SITE PROFILE - MIDDLE SCHOOL

### WEST OAKLAND MIDDLE YMCA AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Phoenix Rising Extended Day Program at West Oakland Middle works in collaboration with the principal, school day teachers and support staff to integrate the program. The program is designed to extend the learning opportunities of the students and support their academic achievement, social & life skills development, cultural awareness and enrichment, and career education and planning. West Oakland Middle School students performing below grade level on the previous year's assessments in reading and math participate.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
115%	105%	116%	46%	58%	79%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.64	4.65
Supportive Environment	4.89	4.26
Interaction	4.08	3.59
Engagement	4.17	3.23
Academic Climate	4.56	4.06

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The Leadership has a clear and consistent structure through their detailed agenda. The youth are able to include their own agenda items and plan for their projects and activities. The mentorship component and participation in conferences allow the students to expand beyond the school day classrooms. The music based classes, SLAP Team and Hip Hop History, have knowledgeable instructors who serve as guides to the youth. The projects are youth led and inspired. The students enjoy creating their own productions and look forward to using equipment and taking field trips. The Basketball team has a successful track record of turning the youth into student athletes. The coaches provide specific positive and constructive feedback. The youth are well knowledgeable in the drills and their desired expectations.

The job roles that are given to the students in basketball are a great example of how to provide leadership roles in other classes to encourage student accountability and ownership. Due to the transition of the school from the larger building to the portables, and the shared space with classroom teachers, displaying student work and group guidelines in the classrooms on a daily basis will promote a sense of ownership of space for the youth. The difficulty of sharing a campus with another school, coupled with multiple, unlocked entrances onto campus, make the school's safety a concern.

## SITE PROFILE - MIDDLE SCHOOL

### WESTLAKE EAGLE VILLAGE AFTER SCHOOL PROGRAMS: SCHOOL-BASED

#### Program Description

The Eagle Village/Westlake After School program has collaborated with local organizations, students, families and school staff to provide quality and cost-effective programming. The program provides academic, cultural, recreational, and leadership classes to low-income Westlake students/year in its Extended Day program. Extended Day provides students with additional learning time through rich academic and enrichment classes. EVCCYFS classes are taught by working professionals from the community with a teacher/student ratio between 1:7 and 1:20. Students receive letter grades and course credit for each class.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
315%	487%	93%	36%	127%	86%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.92	4.65
Supportive Environment	4.69	4.26
Interaction	4.17	3.59
Engagement	3.5	3.23
Academic Climate	4.78	4.06

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The Science students had very hands-on activities with an extensive academic focus. The activity included review and has a structure for reflection and experimentation. The students were engaged in both the experiment and the discussion following.

The Art class creates many opportunities for youth to display their works and to constructively present, with feedback, to one another. The instructor provides a diverse range of modalities and allows students to create projects independently or with partners.

The activities involving physical movement were very well attended. The Dance class is mostly youth led and the routines are inspired by the students. The Sports Class has a large number of students and they are all actively engaged in the activity, including encouraging each other. The staff allows the youth to make choices about activities and lead each other.

Mentoring opportunities would be very beneficial for students. This could be a peer conflict mediation group, or a collaboration with elementary students.

With such a highly attended program, having a community service project would be a great addition to the community and the students could have some leadership roles.

There is a problematic fence by the parking lot which students can squeeze through. Also, the back of the school yard is very dark and could use more lighting. These safety concerns could pose a risk for students.

## SITE PROFILE - HEALTHY TRANSITIONS

### BRET HARTE BRIDGES PROGRAM BAY AREA COMMUNITY RESOURCES (BACR) WELLNESS AND HEALTHY TRANSITIONS: TRANSITIONS PROGRAMMING

#### Program Description

The Bret Harte Bridges program provides transition support and services to youth, either transitioning into 6th grade or exiting 8th grade, who have been identified as being at risk of disengaging from school during their transition to and from middle school. The program integrates peer supports, mentoring, counseling, and academic interventions to assure successful attachment to the pursuit of learning, as well as to the next educational level. The program trains and supervises 7th and 8th graders, as well as high school mentors who are be matched with transitioning youth.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	208%	NA	NA	NA	33%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.29	4.60
Supportive Environment	4.28	4.68
Interaction	4.42	4.52
Engagement	3.5	3.79
Academic Climate	Not Rated	5.00

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The Transitions Program at Bret Hart M.S. has great energy, great engagement from youth and holds many leadership opportunities for young people. This program is carried out by mainly one staff however the relationship between the school and this staff is extremely strong. The program has its own classroom, staff is able to do 1:1 interventions through the school day and take youth on field trips. This program also has a great relationship with the local high school and includes a great group of high school youth to individually mentor a middle school youth. The staff intern mentors the high school youth. Together the youth learn valuable life skills, gain positive relationships and memories.

The high school youth dominated most of the conversations as they were the most active in answering questions, presenting out and the only voice in the closing debrief. It is recommended that the middle school youth are intentionally brought into these conversations more. This could also be a great "sharing the mic" exercise for the high school youth.

## SITE PROFILE - HEALTHY TRANSITIONS

### BRIDGE TO SUCCESS EAST BAY ASIAN YOUTH CENTER (EBAYC) WELLNESS AND HEALTHY TRANSITIONS: TRANSITIONS PROGRAMMING

#### Program Description

Bridge To Success is an intensive transition program for incoming 6th graders at Roosevelt Middle School. Bridge To Success' goals include: 1) Youth have increased confidence about entering the new school year; 2) Youth develop a pro-social peer group; and 3) Youth enroll into school-year programming. Bridge To Success programming provides 1) Summer Academic programming; 2) Summer Leadership program; and 3) school orientation; and 4) enrollment/follow through into After-School Learning.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	213%	NA	NA	NA	63%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

This program took place in summer 2010. The site visit was conducted by See Change Evaluation using a different tool. Public Profit will conduct a visit with the YPQA in summer 2011.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.60
Supportive Environment	--	4.68
Interaction	--	4.52
Engagement	--	3.79
Academic Climate	--	5.00

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

*This Program was visited in the summer of 2010 by See Change and rated using the Program Quality Assessment Protocol. Below are observer notes from the areas of excellence, areas for improvement, and suggested follow up that are included in their findings.*

Great opportunities for team-based work and planning in GoBo, and for youth to develop leadership skills through taking responsibility and decision-making roles for camping trip.

Many youth in English and Math classes seemed unengaged - could be improved with opportunities for varied teaching strategies for different learning styles. Could also include more opportunities for peer-to-peer feedback and guided interaction in order to actively include all participants and make sure that youth are given opportunities to gauge their own progress

No substantial concerns about program quality.

## SITE PROFILE - HEALTHY TRANSITIONS

### LEADING THE INDEPENDENCE OF OUR BARRIOS FOR RAZA EMPOWERMENT (LIBRE) SPANISH SPEAKING CITIZENS' FOUNDATION (SSCF) WELLNESS AND HEALTHY TRANSITIONS: TRANSITIONS PROGRAMMING

#### Program Description

Spanish Speaking Citizens' Foundation in partnership with Oakland Unified School District, developed the LIBRE program to serve Latino youth ages 13 to 15 through leadership development, academic support and case management. Services are offered twice a week at United for Success Academy, Roots International Academy, Coliseum College Prep Academy and SSCF. Leadership development is offered during the school day; academic support offered after school, and ongoing case management as needed. LIBRE's goal is to reengage youth in their education and develop social justice consciousness.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	110%	NA	NA	NA	53%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.52	4.60
Supportive Environment	4.66	4.68
Interaction	4.67	4.52
Engagement	4	3.79
Academic Climate	NA*	5.00

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

LIBRE's biggest asset is their passion for youth and their desire to make a difference in the community. Staff meet youth where they're at regardless of their circumstances or what a youth is labeled as by outsiders. Staff is dedicated to youth who need support around social, mental and physical needs. They also partner heavily with the school to make sure they are serving the youth that would benefit most from its intensive program. LIBRE also has a comprehensive conflict management system that engages the youth in exploring how their actions affect their life. Youth have opportunities to be leaders in the classroom, make critical programmatic decisions and participate in a positive team atmosphere.

Program scored low on safe environment due to absence of fire extinguisher, emergency procedures and first aid kit. These are quick improvements that will remedy this issue. It is also recommended that youth are engaged in a structured debrief or reflection opportunity in every class. For the activity observed, youth could benefit from a breakdown of what specific things should have been researched for the upcoming trip to Santa Cruz. This could have looked like a brainstorm with all youth to determine the actual steps for research. That way, when the youth came back together the research presented would have been more applicable to the trip in question. Other than these improvements, LIBRE scored very high.

## SITE PROFILE - HEALTHY TRANSITIONS

### LEAP - LEARNERS ENGAGED IN AWESOME PROGRAMMING ASPIRANET WELLNESS AND HEALTHY TRANSITIONS: TRANSITIONS PROGRAMMING

#### Program Description

The LEAP program addresses students' academic, social and emotional needs as they gain skills to transition into Middle and High school. The program strengthens students academic skills, provides a platform to engage students in discussion and exploration of challenges they may face in preparing for their next level of education, offers a college readiness component as well as provides enrichment activities through engaging, high-interest approaches and integrates youth development into all areas.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	88%	NA	NA	NA	57%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

This program took place in summer 2010. The site visit was conducted by See Change Evaluation using a different tool. Public Profit will conduct a visit with the YPQA in summer 2011.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.60
Supportive Environment	--	4.68
Interaction	--	4.52
Engagement	--	3.79
Academic Climate	--	5.00

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

*This Program was visited in the summer of 2010 by See Change and rated using the Program Quality Assessment Protocol. Below are observer notes from the areas of excellence, areas for improvement, and suggested follow up that are included in their findings.*

Program age is specific and age appropriate. It challenges youth to think about school in a new way. Good balance of discussion regarding the Middle School environment and discussions on individual responsibility.

Most of what was observed was direct instruction; not much opportunity for peer-to-peer engagement and youth-led activities.

No substantial concerns about program quality.

## SITE PROFILE - HEALTHY TRANSITIONS

### PASS-2 PEER MENTORING PROGRAM OAKLAND KIDS FIRST WELLNESS AND HEALTHY TRANSITIONS: TRANSITIONS PROGRAMMING

#### Program Description

PASS-2 (Peers Advising Students to Succeed) is a student-created peer education and mentoring program that helps over ninth grade students successfully transition into high school academically motivated and prepared. PASS-2 is designed to cast a wider safety net of peer support services throughout the school day to significantly increase the number of 9th graders who have access to critical information about graduation and post-high school options, learn academic and life planning skills, learn how to navigate obstacles, and who are encouraged to set and reach their highest academic goals.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	115%	NA	NA	NA	109%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.68	4.60
Supportive Environment	4.89	4.68
Interaction	5	4.52
Engagement	5	3.79
Academic Climate	Not Rated	5.00

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The Oakland High PASS Program was only three indicators away from a perfect score on the YPQA. The way the program is structured allows youth to plan, make decisions and mentor each other. Highlights of this program was the way staff let the youth plan what they wanted to plan with light guidelines and how during the event, youth who weren't even in the program still held some type of role. The PASS Program is great example of how adults can support youth in their learning and social development through meaningful activities and experiences.

The indicators to look at are the ones around appropriate emergency procedures. It is recommended that staff work with the school to ensure that the emergency procedures are posted, the fire extinguisher is easily assessable and the first aid kit is easily assessable. The last one is for staff to use specific and no evaluative language when evaluating youth's work.



## SITE PROFILE - HEALTHY TRANSITIONS

### SAFE PASSAGES TRANSITIONS PROGRAM SAFE PASSAGES WELLNESS AND HEALTHY TRANSITIONS: TRANSITIONS PROGRAMMING

#### Program Description

The Safe Passages Transitions Program targets high-need incoming 6th graders and outgoing 8th graders during critical periods in their academic and socio-emotional development at OUSD middle school sites. Year-round services include case management, pro-social bonding activities (reaching 6th graders) and curriculum, support for the High School Options Process, student and family education opportunities and summer bridge programming towards improved attitudes, achievement and preparedness for school. Collaborative partners include UC Berkeley Student Learning Center and Alliance, Elmhurst Community Prep, Frick, Brewer and Claremont Middle Schools.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	32%	NA	NA	NA	113%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **performing**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.92	4.60
Supportive Environment	4.89	4.68
Interaction	4.00	4.52
Engagement	2.67	3.79
Academic Climate	5.00	5.00

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

Claremont Safe Passages has a lot of strengths. The most prominent is the way they've integrated their programming into the school day. Their approach lends itself to be more intensive with the most at risk youth. Safe Passages also has an advantage with their ratios using two case managers, each with 13 youth on their case load. During the school day, staff use youth's PE class time, lunch time and elective class time to concentrate on building academic and social skills. Furthermore, staff are able to do one on one interventions, advocate on students behalf, mediate conflicts between youth, involve parents in meaningful ways and partner with the local high school. Staff were seen as engaging, energetic and excited to support students learning and their small group sizes foster a collaborative learning environment. Lastly, during class time youth use journaling, life mapping and critical thinking skills to support their emotional growth, and are taught how to practice academic theories through guided practice in order to support their academic growth.

As Safe Passages moves forward in their first year it's recommended that youth have more opportunities to act as group facilitators, mentors and leaders. This could look like very small roles within the group times. It is also recommended that as that process grows, youth should be included in planning what activities are presented to the group and how they are taught (process and product). Structured time for feedback/reflections after each class is also recommended and might be a starting point to support this work. Lastly, communication between transitions staff and school day staff could be stronger. Making sure that transitions staff are aware of youth suspensions, class room changes, or critical program changes (ex. Not being able to take a youth out of PE for some reason) is vital to the work that the transitions staff do with their youth. Since this program is only during the school day, it is important that information is shared so that all involved are able to support the young person in the most effective way

## SITE PROFILE - HIGH SCHOOL

### BUNCHE BAY AREA COMMUNITY RESOURCES (BACR)

#### Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	NA	90%	56%	NA	NA

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

In the 2009-10 program year, this program met quality expectations. This program will be visited in Spring 2011.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.51
Supportive Environment	--	4.27
Interaction	--	3.76
Engagement	--	3.67
Academic Climate	--	4.18

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

## SITE PROFILE - HIGH SCHOOL

### COLISEUM COLLEGE PREP (HIGH SCHOOL) SAFE PASSAGES

#### Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	NA	84%	33%	NA	NA

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

In the 2009-10 program year, this program met quality expectations. This program will be visited in Spring 2011.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.51
Supportive Environment	--	4.27
Interaction	--	3.76
Engagement	--	3.67
Academic Climate	--	4.18

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

## SITE PROFILE - HIGH SCHOOL

### COLLEGE PREP & ARCHITECTURE (FREMONT) YMCA

#### Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	NA	112%	13%	NA	NA

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.15	4.51
Supportive Environment	3.91	4.27
Interaction	3.54	3.76
Engagement	3.17	3.67
Academic Climate	4.17	4.18

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The program provides a strong supportive environment. Staff support youth in building new skills. In drama, dance, and debate- students were asked to try new techniques, challenge themselves beyond their comfort zone, and be prepared to try new things in the future (2 step dance routine, character development, role playing for upcoming mock legislative session). All staff encouraged all students in these activities to build new skills and received support from staff- even with imperfect results or errors. For instance, in the Dance Fusion class, students were asked to go around and tell a story about their day through interpretive dance- some students would stop trying after getting so far, but the teacher replied with, "It's okay- whatever you do is good, just do what you feel."

The enrichment activities provided a good hands on way for youth to engage with materials or to improve a skill or practice. The variety of activities- from dance, theater, and debate- students were asked to concretely engage in these activities in order to hone in on their skills. For instance, in the Literary Arts (Drama) class, students were asked to sit in a circle & enact different emotions altogether; then were put into pairs to improv certain scenes to demonstrate character development.

In Youth and Government class, students were able to give feedback and reflect on how the program was going thus far- what improvements could be made, how to recruit students, and what they'd like to see out of the program to improve. They came up with the idea of holding each other accountable for communicating, amongst themselves & with the staff, as well as the staff with them. The staff will also meet with one of the student leaders- a student who has been the Youth & Government class for at least 2 years, to solicit feedback from him as well.

## SITE PROFILE - HIGH SCHOOL

The program could be stronger through having a youth-centered conflict resolution process in place, separate from the compliance measures used by the school. Currently, the program follows the school policy and relies on school security officers and school administration to follow up; as the staff get more comfortable with the students and students with the staff, it would be even stronger for students to be able to have a space to find solutions to conflicts themselves through a mediated process.

Academic component- more staff encouragement to analyze, evaluate and build on student academic skills. This is currently in the process with 25 students being closely followed by each of the 3 Site Coordinators- to follow these students' grades and academic trajectory. I think as tutor within the homework help portion become more familiar with students as well, they should be encouraged to form a relationship with the football coach & also school day teachers to follow up on their students' academic needs.

Allowing for more youth-led facilitation, which the site is slowly growing to build. Again, as the year progresses, there our plans for students to lead, & as the site grows, it will be interesting to follow-up to see youth in the Youth and Government, Dance, and even theater play a leadership role in an intentional, meaningful way. The site is also working on bridging the 3 schools together through a leadership team which has just begun- so efforts have made toward this already.

## SITE PROFILE - HIGH SCHOOL

### DEWEY EAST BAY ASIAN YOUTH CENTER (EBAYC)

#### Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	NA	94%	42%	NA	NA

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

In the 2009-10 program year, this program **did not meet** quality expectations. This program will be visited in Spring 2011.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.51
Supportive Environment	--	4.27
Interaction	--	3.76
Engagement	--	3.67
Academic Climate	--	4.18

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

## SITE PROFILE - HIGH SCHOOL

### EXCEL (McCLYMONDS) ALTERNATIVES IN ACTION OLDER YOUTH: COMPREHENSIVE PROGRAMMING

#### Program Description

McClymonds and Life Academy Youth and Family Centers nurture the social, emotional and academic interests of EXCEL High School and Life Academy students. Each Center engages all youth, with an emphasis on vulnerable youth, in comprehensive programming focused on leadership, career training, college exploration, academics, arts, health/wellness and civic engagement. This collaborative effort, led by Alternatives in Action with school-based health centers, non-profits, school staff and community members, supports youth yearly to be agents of change and prepares them for successful transitions to adulthood.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	123%	42%	27%	NA	62%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

In the 2009-10 program year, this program **met quality expectations**. This program will be visited in Spring 2011.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.51
Supportive Environment	--	4.27
Interaction	--	3.76
Engagement	--	3.67
Academic Climate	--	4.18

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

## SITE PROFILE - HIGH SCHOOL

### FAR WEST (8-12) BAY AREA COMMUNITY RESOURCES (BACR)

#### Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	NA	93%	95%	NA	NA

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

In the 2009-10 program year, this program met quality expectations. This program will be visited in Spring 2011.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.51
Supportive Environment	--	4.27
Interaction	--	3.76
Engagement	--	3.67
Academic Climate	--	4.18

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement



## SITE PROFILE - HIGH SCHOOL

### LIFE ACADEMY ALTERNATIVES IN ACTION OLDER YOUTH: COMPREHENSIVE PROGRAMMING

#### Program Description

McClymonds and Life Academy Youth and Family Centers nurture the social, emotional and academic interests of EXCEL High School and Life Academy students. Each Center engages all youth, with an emphasis on vulnerable youth, in comprehensive programming focused on leadership, career training, college exploration, academics, arts, health/wellness and civic engagement. This collaborative effort, led by Alternatives in Action with school-based health centers, non-profits, school staff and community members, supports youth yearly to be agents of change and prepares them for successful transitions to adulthood.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
118%	123%	119%	46%	365%	62%

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.93	4.51
Supportive Environment	4.61	4.27
Interaction	4.08	3.76
Engagement	4.17	3.67
Academic Climate	4.17	4.18

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The culture of the Life Academy after school program seems to be one of mutual respect, comradary, and learning. The students and the staff respond very positively to each other, and appear to want to be a part of the program. The atmosphere is warm and seems family-like. The staff take time to engage with the students, and listen to what they have to say. The students offer the same to the adults.

Although, the staff are very supportive and encouraging to youth when youth contribute to discussions or activities, it is suggested that all staff use more nonevaluative language when giving feedback.

## SITE PROFILE - HIGH SCHOOL

### MANDELA (FREMONT) YMCA

#### Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	NA	113%	16%	NA	NA

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.15	4.51
Supportive Environment	3.91	4.27
Interaction	3.54	3.76
Engagement	3.17	3.67
Academic Climate	4.17	4.18

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The program provides a strong supportive environment. Staff support youth in building new skills. In drama, dance, and debate- students were asked to try new techniques, challenge themselves beyond their comfort zone, and be prepared to try new things in the future (2 step dance routine, character development, role playing for upcoming mock legislative session). All staff encouraged all students in these activities to build new skills and received support from staff- even with imperfect results or errors. For instance, in the Dance Fusion class, students were asked to go around and tell a story about their day through interpretive dance- some students would stop trying after getting so far, but the teacher replied with, "It's okay- whatever you do is good, just do what you feel."

The enrichment activities provided a good hands on way for youth to engage with materials or to improve a skill or practice. The variety of activities- from dance, theater, and debate- students were asked to concretely engage in these activities in order to hone in on their skills. For instance, in the Literary Arts (Drama) class, students were asked to sit in a circle & enact different emotions altogether; then were put into pairs to improv certain scenes to demonstrate character development.

In Youth and Government class, students were able to give feedback and reflect on how the program was going thus far- what improvements could be made, how to recruit students, and what they'd like to see out of the program to improve. They came up with the idea of holding each other accountable for communicating, amongst themselves & with the staff, as well as the staff with them. The staff will also meet with one of the student leaders- a student who has been the Youth & Government class for at least 2 years, to solicit feedback from him as well.

## SITE PROFILE - HIGH SCHOOL

The program could be stronger through having a youth-centered conflict resolution process in place, separate from the compliance measures used by the school. Currently, the program follows the school policy and relies on school security officers and school administration to follow up; as the staff get more comfortable with the students and students with the staff, it would be even stronger for students to be able to have a space to find solutions to conflicts themselves through a mediated process.

Academic component- more staff encouragement to analyze, evaluate and build on student academic skills. This is currently in the process with 25 students being closely followed by each of the 3 Site Coordinators- to follow these students' grades and academic trajectory. I think as tutor within the homework help portion become more familiar with students as well, they should be encouraged to form a relationship with the football coach & also school day teachers to follow up on their students' academic needs.

Allowing for more youth-led facilitation, which the site is slowly growing to build. Again, as the year progresses, there our plans for students to lead, & as the site grows, it will be interesting to follow-up to see youth in the Youth and Government, Dance, and even theater play a leadership role in an intentional, meaningful way. The site is also working on bridging the 3 schools together through a leadership team which has just begun- so efforts have made toward this already.

## SITE PROFILE - HIGH SCHOOL

### MEDIA ACADEMY (FREMONT) YMCA

#### Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	NA	123%	18%	NA	NA

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.15	4.51
Supportive Environment	3.91	4.27
Interaction	3.54	3.76
Engagement	3.17	3.67
Academic Climate	4.17	4.18

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The program provides a strong supportive environment. Staff support youth in building new skills. In drama, dance, and debate- students were asked to try new techniques, challenge themselves beyond their comfort zone, and be prepared to try new things in the future (2 step dance routine, character development, role playing for upcoming mock legislative session). All staff encouraged all students in these activities to build new skills and received support from staff- even with imperfect results or errors. For instance, in the Dance Fusion class, students were asked to go around and tell a story about their day through interpretive dance- some students would stop trying after getting so far, but the teacher replied with, "It's okay- whatever you do is good, just do what you feel."

The enrichment activities provided a good hands on way for youth to engage with materials or to improve a skill or practice. The variety of activities- from dance, theater, and debate- students were asked to concretely engage in these activities in order to hone in on their skills. For instance, in the Literary Arts (Drama) class, students were asked to sit in a circle & enact different emotions altogether; then were put into pairs to improv certain scenes to demonstrate character development.

In Youth and Government class, students were able to give feedback and reflect on how the program was going thus far- what improvements could be made, how to recruit students, and what they'd like to see out of the program to improve. They came up with the idea of holding each other accountable for communicating, amongst themselves & with the staff, as well as the staff with them. The staff will also meet with one of the student leaders- a student who has been the Youth & Government class for at least 2 years, to solicit feedback from him as well.

## SITE PROFILE - HIGH SCHOOL

The program could be stronger through having a youth-centered conflict resolution process in place, separate from the compliance measures used by the school. Currently, the program follows the school policy and relies on school security officers and school administration to follow up; as the staff get more comfortable with the students and students with the staff, it would be even stronger for students to be able to have a space to find solutions to conflicts themselves through a mediated process.

Academic component- more staff encouragement to analyze, evaluate and build on student academic skills. This is currently in the process with 25 students being closely followed by each of the 3 Site Coordinators- to follow these students' grades and academic trajectory. I think as tutor within the homework help portion become more familiar with students as well, they should be encouraged to form a relationship with the football coach & also school day teachers to follow up on their students' academic needs.

Allowing for more youth-led facilitation, which the site is slowly growing to build. Again, as the year progresses, there our plans for students to lead, & as the site grows, it will be interesting to follow-up to see youth in the Youth and Government, Dance, and even theater play a leadership role in an intentional, meaningful way. The site is also working on bridging the 3 schools together through a leadership team which has just begun- so efforts have made toward this already.

## SITE PROFILE - HIGH SCHOOL

### MET WEST OUSD

#### Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	NA	88%	36%	NA	NA

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

In the 2009-10 program year, this program met quality expectations. This program will be visited in Spring 2011.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.51
Supportive Environment	--	4.27
Interaction	--	3.76
Engagement	--	3.67
Academic Climate	--	4.18

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

## SITE PROFILE - HIGH SCHOOL

### OAKLAND HIGH EAST BAY ASIAN YOUTH CENTER (EBAYC)

#### Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	NA	100%	33%	174%	NA

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.84	4.51
Supportive Environment	4.89	4.27
Interaction	4.33	3.76
Engagement	4.67	3.67
Academic Climate	4.33	4.18

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

The two gender specific groups, Stepping up and Looking Up, have groups of actively engaged and reflective students. The team building activities were well received and the students took ownership of the process.

The Hip Hop Dance creates original and innovative routines directed by the students. The dancers collaborate with each other and teach one another their routines. The music choices are also youth decided.

The tutoring and mentoring group utilizes team building activities to explore life skills and processing skills necessary for their personal growth. The students experience the importance of team work and communication before getting into their academics.

This productive group of high school students would make great collaborative partners with each other and this could provide leadership opportunities for the students. Beats and Rhymes could collaborate with Hip Hop Dance. Stepping Up and Looking Up could do a conference on gender for the students.

Peer-to-peer mentoring opportunities between the different grades during tutoring time could add more assistance for students in need of academic help.

The campus safety is a concern due to the multiple entrances and the variety of activities occurring at the school. Group specific clothing or badges may be helpful in identifying the groups on campus.

## SITE PROFILE - HIGH SCHOOL

### OAKLAND TECHNICAL BAY AREA COMMUNITY RESOURCES (BACR)

#### Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	NA	303%	83%	NA	NA

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

In the 2009-10 program year, this program met quality expectations. This program will be visited in Spring 2011.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.51
Supportive Environment	--	4.27
Interaction	--	3.76
Engagement	--	3.67
Academic Climate	--	4.18

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement



## SITE PROFILE - HIGH SCHOOL

### RUDSDALE CONTINUATION BAY AREA COMMUNITY RESOURCES (BACR)

#### Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	NA	83%	31%	NA	NA

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

In the 2009-10 program year, this program met quality expectations. This program will be visited in Spring 2011.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.51
Supportive Environment	--	4.27
Interaction	--	3.76
Engagement	--	3.67
Academic Climate	--	4.18

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

## SITE PROFILE - HIGH SCHOOL

### SKYLINE YOUTH TOGETHER

#### Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	NA	85%	30%	NA	NA

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

In the 2009-10 program year, this program met quality expectations. This program will be visited in Spring 2011.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.51
Supportive Environment	--	4.27
Interaction	--	3.76
Engagement	--	3.67
Academic Climate	--	4.18

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

## SITE PROFILE - HIGH SCHOOL

### STREET ACADEMY BAY AREA COMMUNITY RESOURCES (BACR)

#### Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	NA	157%	30%	NA	NA

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

In the 2009-10 program year, this program met quality expectations. This program will be visited in Spring 2011.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.51
Supportive Environment	--	4.27
Interaction	--	3.76
Engagement	--	3.67
Academic Climate	--	4.18

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

## SITE PROFILE - HIGH SCHOOL

### YOUTH EMPOWERMENT SCHOOL YOUTH TOGETHER

#### Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

#### Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	NA	89%	25%	NA	NA

\* By mid-year, programs should be at 35-45% of their annual target.

#### Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is **thriving**. In the 2009-10 program year, this program **met quality expectations**.

#### Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.82	4.51
Supportive Environment	4.41	4.27
Interaction	3.5	3.76
Engagement	3.67	3.67
Academic Climate	4.06	4.18

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

#### Observer Notes: Program Strengths & Areas for Improvement

Students have multiple opportunities to reflect on what they are learning, process information, and have a safe space to share freely about their day. The program also has an extensive and strong conflict resolution procedure that is youth and solution-centered. Youth have a strong voice and opportunity to engage in activities and make it their own program.

The program could benefit from more intentional academic development, with a focus on varied modalities of presenting information, and asking for youth input in deciding content and process of certain activities within the class. Also program could benefit from staff moving into a facilitative role, allowing youth to share responsibility in controlling the direction of certain activities.

## APPENDICES

### APPENDIX 1: PAIRED SITES

A small number of school based after school programs are on shared campuses, and therefore share staffing and administrative tasks and funding. These programs receive one grant from OFCY, and have a common set of goals for youth served and units of service. However, they maintain separate state and federal grants, and are monitored as independent programs by OUSD and the California Department of Education.

In the site-level tables, these sites are reported individually; data reported for targeted youth served and units of service, as well as their performance through the end of December 2010 are reported in common (i.e., with the same figures).

These paired sites are:

Acorn Woodland	Encompass
Community United	Futures
Esperanza	Korematsu
Global Family	Learning without Limits
International Community School	Think College Now
Manzanita Community	Manzanita Seed
New Highland	Rise
Alliance	Elmhurst Community School
Coliseum College Prep Middle	Roots
Life Academy	EXCEL

## APPENDICES

### APPENDIX 2: OFCY STRATEGIC PLAN OUTCOMES FOR SCHOOL-BASED PROGRAMS

The Oakland Fund for Children and Youth (OFCY) Strategic Plan 2010-13 sets out a series of grant-specific outcome goals for grantees. These goals are summarized in the table below, along with the data source(s) used to track programs' progress toward the Strategic Plan outcome.

**OFCY Strategic Plan Goals & Data Sources in the Evaluation**

Strategic Plan Outcome	Data Source						
	Program Attendance	YPQA	Youth Survey	Parent Survey	Principal/Teacher Survey	Site Self-Assessment	Academic Records
<b>Elementary School-Based After School</b>							
Youth are learning new skills and building confidence through challenging activities.			✓	✓	✓		
Youth increase their sense of mastery and accomplishment.			✓				
Youth have more caring adults in school or in their community.			✓				
Youth feel like part of the school day.			✓				
Youth in school-based programming have higher school attendance.							✓
Youth sustain or improve their academic performance.							✓
<b>Physical Activity in Elementary After School</b>							
After school physical activity Met the needs and interests of all students.			✓			✓	
Youth feel included in every activity and motivated to be physically active.			✓			✓	
Youth have leadership opportunities in physical activity.						✓	
Youth have opportunities to experience success in developmentally appropriate physical activity.						✓	
Youth set personal and group physical activity						✓	

## APPENDICES

Strategic Plan Outcome	Data Source						
	Program Attendance	YPQA	Youth Survey	Parent Survey	Principal/Teacher Survey	Site Self-Assessment	Academic Records
goals and celebrate their accomplishments. Sites provide moderate physical activity at each session.	✓					✓	
<b>Gardening &amp; Nutrition in Elementary After School</b>							
Children eat more fruits and vegetables during school hours and at home.			✓				
Children's nutrition knowledge increases.			✓				
Youth feel more connected to the school day.			✓				
Youth have exposure to interactive learning activities that promote school success.		✓				✓	
<b>Family &amp; Community Engagement in Elementary After School</b>							
Support families by responding to their needs and interests and empowering parents to act on behalf of their children and themselves.						✓	
Communicate and build trusting relationships with families.				✓	✓	✓	
Develop the capacity of after school youth development staff and after school programs to engage families in education.						✓	
Build linkages across individuals and organizations, including among families, schools, community organizations, and government agencies.						✓	
<b>Middle School-Based After School</b>							
Youth are learning new skills and building confidence through challenging activities.			✓				
Youth increase their self-esteem.			✓				
Youth will improve their communication and social skills.			✓	✓			
Youth are exposed to activities and opportunities that relate to possible career	✓		✓		✓	✓	

## APPENDICES

Strategic Plan Outcome	Data Source						
	Program Attendance	YPQA	Youth Survey	Parent Survey	Principal/Teacher Survey	Site Self-Assessment	Academic Records
interests.							
Youth have more caring adults in school or in their community.			✓				
Youth feel like part of the school day.			✓				
Youth in school-based programming have higher school attendance.							✓
Youth sustain or improve their academic performance.							✓
<b>Middle School Transitions Programs</b>							
Increased confidence about entering the new school year.			✓	NA	NA		
Development of a pro-social peer group that reinforces positive life choices in academics and overall well being.			✓	NA	NA	✓	
Improved communication skills.			✓	NA	NA		
Exposure and enrollment into school year programming that promotes academic and social development.	✓		✓	NA	NA		
Increased family involvement in a young person's educational life.				NA	NA	✓	
Youth feel like part of the school day.			✓	NA	NA		
Increased school attendance rates.				NA	NA		✓
Youth have more caring adults in school or in their community.			✓	NA	NA		



## APPENDICES

### APPENDIX 3: OUSD MASTER PLAN KEY OUTCOMES

The Oakland After School Programs Office issued a Master Plan in Fall 2010 that outlined a set of priority outcomes for regular program participants and their families. These outcomes, and the data sources used to address them, are noted in the table.

**OSD Master Plan Key Outcomes & Data Sources in the Evaluation**

Master Plan Outcome	Data Source						
	Program Attendance	YPQA	Youth Survey	Parent Survey	Principal/Teacher Survey	Site Self-Assessment	Academic Records
<b>For Regular Program Participants</b>							
Improve school day attendance.							✓
Improve academic skills and behaviors, including math, literacy, science, and English fluency (for EL students).			✓	✓			✓
Increase progress toward high school graduation, and knowledge of college and career pathways.			✓		✓		✓
Develop a variety of new interests and skills.			✓	✓	✓		
Experience increased safety during out-of-school-time hours.		✓	✓		✓		
Increase positive social interactions with peers and caring adults.			✓	✓	✓		
Become active participants in their communities.	✓		✓		✓		
Have healthier lifestyles and increased levels of physical activity.			✓		✓		
<b>For Participants' Families and Caregivers</b>							
Increase participation in school-related activities.				✓	✓	✓	
Increase access to community support services.				✓	✓	✓	