OUSD & OFCY School-Based Out of School Time Programs
2015-16 Program Profile Info Sheet

General Information

The Program Profile summarizes data collected by the Evaluation team during the 2015-16 program year. In each profile, the reader will find data specific to the program named at the top of the page along with comparisons to overall figures for programs within the same grade level. Results for the program are listed under the header "**This program**" and comparison figures are listed under the header "**All ES/MS/HS**." Data included in the profile is drawn from the following sources:

- Participation Data and participant demographic information collected through Cityspan attendance tracking system
- Survey Data administered by programs (March 2016-May 2016)
- Point of Service Quality data collected through site observations
- Academic Data and participant demographic information linked through the OUSD district data with the Cityspan attendance tracking system

Program Attendance & Enrollment

Located on Page 1 of the Profile

This information is collected through the Cityspan attendance tracking system, and is entered by each program at the program site. Performance measures reported are:

Enrollment	The number of children and youth served. This information is reported for any programs receiving OFCY funding.
Units of Service (UOS)	The number of service hours provided to youth during the program year. This information is reported for any programs receiving OFCY funding.
Progress Towards Attendance Goal	Per California Department of Education (CDE), the targeted attendance goal is set at 85% of the program's capacity. Progress towards that goal is measured by unique visits.
Participation Rate	Measure the frequency with which youth attended. This rate is calculated for those activities that require ongoing participant involvement; drop-in activities are not included in the calculation.
Average Days Attended	The average number of days participants attended this program.

Participant Demographic Information

Located on Page 1 of the Profile

Youth demographic data is reported for all youth who are entered and enrolled in the Cityspan attendance system and is linked to OUSD district data.

Gender and Race/Ethnicity	% Reported are the proportion of race/ethnicity and gender for all youth who participated in the program through the program year.
% English Language Learner	Proportion of youth participants who are categorized as English Language Learners (provided by OUSD).
% Grade Level Breakdown	Proportion of youth participants by grade level (provided by OUSD).

Survey Results by Outcomes by Theme

Located on Page 2 & 3 of the Profile

After school programs have direct influences on youth (i.e., improved academic behaviors), which in turn contribute to other outcomes (i.e., academic success). Direct outcomes were captured though students' self-reports through the youth survey.

To see youth responses on the survey items, see pages 2 and 3 of the Program Profile. Survey results are only reported where there were more than 5 surveys collected to protect the anonymity of survey respondents. Any fields left "blank" are due to either less than 5 survey responses, or if no data is available to report.

Point of Service Quality

Located on Page 1 & 2 of the Profile

Site visits provide direct observation data about key components of program quality. Each site received one visit from either a site visitor from the evaluation team or OUSD staff. Visits were conducted using the School-Age Program Quality Assessment (SAPQA) for programs serving youth in grades K-5, and the Youth Program Quality Assessment (YPQA) for programs serving youth grades 6th – 12th. Site Visitor comments from site visits are also included on page 2 of the Program Profile.

Description of Quality Domains

Safe Environment	Youth experience both physical and emotional safety. The program environment is safe and sanitary. The social environment is safe.
Supportive Environment	Adults support youth learning and growth with opportunities for active learning and skill-building, and opportunities to develop healthy relationships with peers and adults.
Interaction	There is 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.
Engagement	Youth experience positive challenges and pursue learning. Youth have opportunities to plan, make choices, and reflect and learn from their experiences.
Academic Climate	Activities in the program intentionally promote the development of key academic skills and content-area knowledge.

What the ratings mean

1 rating	Indicates that the practice was not observed, or that the practice was not implemented in accordance with best practices in youth development.
3 rating	Indicates that there was variability in the implementation of the practice across staff and activities.
5 rating	Indicates that the practice was implemented consistently and well across staff and activities.

Program POS Quality Ratings

Thriving	High quality services across all four quality domains. Defined as a site with an overall average (excluding Academic Climate) of 4.5 or higher.
Performing	High quality services in almost all program quality domains, and has a few areas for additional improvement. Defined as a site with overall average scores between 3 and 4.5.
Emerging	Not yet providing high-quality service. Defined as a site that has an overall average of lower than 3.

Academic Data (Contributory Outcomes)

Located on Page 3 of the Profile

The data in this section provides a snapshot of participants' academic data. The two types of academic data included in the profile are:

- School Day Attendance – the figures represent the average number of school days participants attended during the 2015-16 school year; the attendance rate is calculated as the number of days participants attended school by the days they were enrolled. This data is reported as a program averages for youth participants with matched records from OUSD. This data is not available for students who attended alternative high schools (see: http://www.ousddata.org/faq.html for details about attendance data).

- Smarter Balanced Assessment Consortium (SBAC) – participants' results are presented as the percentage of participants who are at-or-above their grade level in English Language Arts / Literacy and Math. The results are presented for all youth participants and also for English Learners, and by gender.

Department of Research, Assessment and Data (RAD) provided this data for youth enrolled at the host schools.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Elementary School Overall

***About this program*:** The Oakland School-Based Partnership, comprised of the Oakland After School Programs Office (OUSD) and the Oakland Fund for Children and Youth (OFCY), funds comprehensive school-based after school programs for Oakland's children and youth. A majority of the programs are supported by both organizations that make up the Oakland After School Programs Partnership, who work together to support district and city goals of providing high quality after school programs to Oakland youth. After school programs in Oakland provide a mix of academic, recreational/physical, and enrichment activities.

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Program Attendance and Enrollment

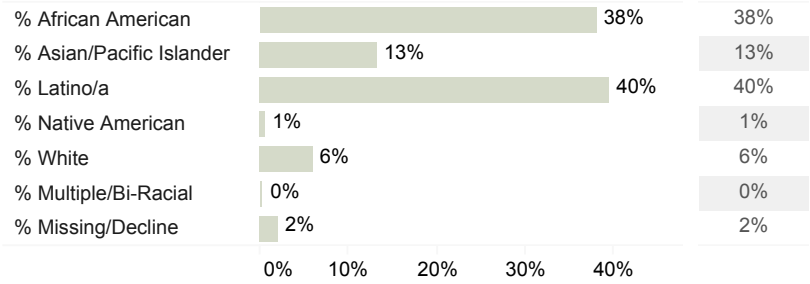
	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	134	134	138	138
Enrollment: % Towards Projected	123%	123%	122%	122%
Units of Service (UOS): Total	59,528	59,528	58,061	58,061
UOS: % Towards Projected	113%	113%	107%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	100%	100%	100%	100%
Average Attendance Rate	89%	89%	87%	87%
Average Days Attended	132	132	127	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity



% English Learner	This Program	All E.S.
% English Learners (EL)	33%	33%
Total Youth with Available EL Status: 5,920		5,920

% Gender	This Program	All E.S.
% Youth: Female	50%	50%
% Youth: Male	50%	50%

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	8%	8%
% Youth: 1st grade	13%	13%
% Youth: 2nd grade	18%	18%
% Youth: 3rd grade	19%	19%
% Youth: 4th grade	19%	19%
% Youth: 5th grade	17%	17%
% Youth: Unknown or Other	5%	5%
Total Youth with Available Grade Level Data: 6,219		6,219

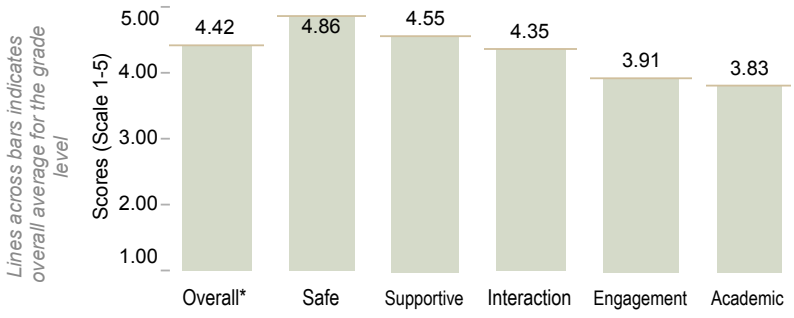
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: -

Assessment Tool Used: -



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All E.S.	This Program	All E.S.
Safe Environment	0%	0%	94%	94%
Supportive Environment	2%	2%	81%	81%
Interaction	5%	5%	74%	74%
Engagement	16%	16%	56%	56%
Academic Climate	15%	15%	58%	58%
Overall*	6%	6%	76%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

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Areas for Improvement

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Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 2,972	All E.S. 15-16 N = 2,972	This Program 14-15 N = 2,902	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	11%	11%	12%	12%
When I am in this program, I have had mean rumors or lies spread about me.	16%	16%	19%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	86%	86%	87%	87%
I feel safe in this program.	88%	88%	89%	89%
Supportive Environment				
There is an adult at this program who cares about me.	92%	92%	93%	93%
In this program, there is an adult who wants me to do my best.	95%	95%	96%	96%
The adults here tell me what I am doing well.	88%	88%	87%	87%
The adults in this program listen to what I have to say.	86%	86%	86%	86%
Interaction				
I feel like I belong at this program.	83%	83%	85%	85%
In this program, I get to help other people.	86%	86%	87%	87%
This program helps me to make friends.	84%	84%	84%	84%
Engagement				
I am interested in what we do in this program.	86%	86%	86%	86%
In this program, I get to choose what I do and how I do it.	58%	58%	61%	61%
In this program, I try new things.	92%	92%	92%	92%
In this program, I do things that are too easy for me.	53%	53%	52%	52%

Elementary School Overall

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 2,972	All E.S. 15-16 N = 2,972	This Program 14-15 N = 2,902	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	87%	87%	87%	87%
This program helps me to listen to others.	86%	86%	88%	88%
This program helps me talk about my feelings.	71%	71%	70%	70%
This program helps me get along with other people my age.	86%	86%	86%	86%
This program helps me get along with adults.	81%	81%	81%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	74%	74%	73%	73%
This program helps me feel good about what I can do.	88%	88%	86%	86%
Since coming to this program, I am better at something that I used to think was hard.	83%	83%	84%	84%
Physical Well Being				
Since coming to this program, I exercise more.	80%	80%	81%	81%
This program helps me to learn how to be healthy.	77%	77%	80%	80%
This program helps me say "no" to things I know are wrong.	85%	85%	85%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	71%	71%	69%	69%
This program helps me to feel like a part of my school.	83%	83%	84%	84%
Since coming to this program, I feel close to people at this school.	78%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	84%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	68%	68%	70%	70%
In this program, I learn more about college.	54%	54%	54%	54%
This program helps me feel ready to go to middle school.	75%	75%	77%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	89%	89%	89%	89%
This program helps me do my homework.	91%	91%	92%	92%
This program helps me learn ways to study (like reading directions).	81%	81%	82%	82%
Since coming to this program, I know how to set goals for myself.	84%	84%	84%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	3,172	22%	3,172	22%
English Learners	920	3%	920	3%
Female	1,608	24%	1,608	24%
Male	1,564	19%	1,564	19%
Math				
All Youth	3,219	20%	3,219	20%
English Learners	954	7%	954	7%
Female	1,630	19%	1,630	19%
Male	1,589	21%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	7,614	7,614
School Day Attendance Rate	95%	95%
Total Youth with Available School Day Attendance: 6,219		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Achieve Academy (East Bay Agency for Children)

***About this program*:** EBAC will work with Achieve Academy to provide a high quality afterschool program to 100 children. EBAC will provide a safe environment and support the students by connecting them with caring adults and their peers, providing academic support and enrichment classes, and building confidence, self-esteem and leadership skills. The program will operate 5 days a week from 1:00 pm-6 pm on Wednesday and from 3:00 pm-6 pm on the other weekdays. All students will receive academics, homework help, enrichment, snack, and recess daily.

Program Attendance and Enrollment

	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	111	134	120	138
Enrollment: % Towards Projected	111%	123%	120%	122%
Units of Service (UOS): Total	58,178	59,528	57,499	58,061
UOS: % Towards Projected	125%	113%	124%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)		100%		100%
Average Attendance Rate	91%	89%	90%	87%
Average Days Attended	128	132	121	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All E.S.
% African American	6%	38%
% Asian/Pacific Islander	2%	13%
% Latino/a	90%	40%
% Native American	0%	1%
% White	0%	6%
% Multiple/Bi-Racial	2%	0%
% Missing/Decline	1%	2%

0% 20% 40% 60% 80% 100%

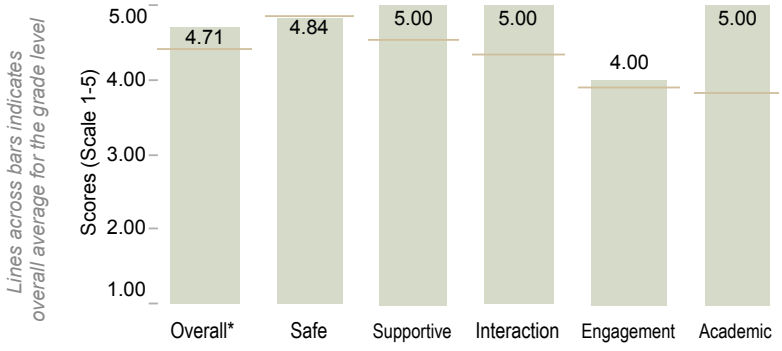
% Gender	This Program	All E.S.
% Youth: Female	51%	50%
% Youth: Male	49%	50%

Source: Cityspan Attendance System, August 2016.

Point of Service Quality

Point of Service Quality Status: **Thriving**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All E.S.	This Program	All E.S.
Safe Environment	0%	0%	89%	94%
Supportive Environment	0%	2%	100%	81%
Interaction	0%	5%	100%	74%
Engagement	0%	16%	40%	56%
Academic Climate	0%	15%	100%	58%
Overall*	0%	6%	88%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

1. Safe Environment: Emotional Safety, Item 1
a. The emotional climate of the session is predominantly positive (e.g., mutually respectful, relaxed, supportive; characterized by teamwork, camaraderie, inclusiveness, and an absence of negative behaviors). Any playful negative behaviors (not considered offensive by parties involved) are mediated (countered, curtailed, defused) by staff or children.
i. Students share excitements about successes; Staff tell you “thank you” and “I appreciate it”; When asked about marking an item on their clipboard student replies that group “agreed.”
1. Interaction: Interaction with Adults, Item 2
a. PQA: Staff consistently works side by side with children.
i. At reflection in gardening, staff member sits in front with youth; throughout all activities multiple interactions of staff members lowering their bodies to speak with youth, staff member sits with and stands next to youth while working on crafts and rotates between different youth.
2. Supportive Environment: Encouragement, Item 1
a. PQA: Staff makes frequent use of open-ended questions (e.g., staff asks open-ended questions throughout the activity and questions are related to the context; most children have opportunities to answer questions that seek opinions or require thoughtful answers).
i. Staff: “What was it like?” “What were your observations?” “What do you think weather means?”
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Areas for Improvement

1. Safe Environment: Emergency Preparedness, Item 1
a. PQA: Written emergency procedures are not posted, but staff is able to locate them.
i. Only one of four classroom “spaces” had written emergency procedures posted.
2. Engagement: School-Age Planning, Item 1
a. PQA: Staff creates an opportunity for all children (individual or group) to make plans (e.g., children plan how to spend their time, how to do something, or who to do it with).
i. Only one of the four activities, students were given time to plan their process and/or project.
3. Engagement: Reflection, Item 1
a. PQA: Staff engages all children in an intentional process of reflecting on what they have done during the program session (e.g., writing in journals; reviewing minutes; sharing progress, accomplishments, or feelings about the experience).
i. Although the gardening activity had an intentional reflection, the music/abc book cleaned activity up did not.
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Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 59	All E.S. 15-16 N = 2,972	This Program 14-15 N = 46	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	12%	11%	22%	12%
When I am in this program, I have had mean rumors or lies spread about me.	15%	16%	30%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	79%	86%	73%	87%
I feel safe in this program.	96%	88%	91%	89%
Supportive Environment				
There is an adult at this program who cares about me.	91%	92%	89%	93%
In this program, there is an adult who wants me to do my best.	98%	95%	93%	96%
The adults here tell me what I am doing well.	79%	88%	71%	87%
The adults in this program listen to what I have to say.	91%	86%	77%	86%
Interaction				
I feel like I belong at this program.	80%	83%	59%	85%
In this program, I get to help other people.	90%	86%	89%	87%
This program helps me to make friends.	86%	84%	84%	84%
Engagement				
I am interested in what we do in this program.	84%	86%	72%	86%
In this program, I get to choose what I do and how I do it.	57%	58%	39%	61%
In this program, I try new things.	95%	92%	78%	92%
In this program, I do things that are too easy for me.	37%	53%	59%	52%

Achieve Academy (East Bay Agency for Children)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

	This Program 15-16 N = 59	All E.S. 15-16 N = 2,972	This Program 14-15 N = 46	All E.S. 14-15 N = 2,902
Social & Emotional Learning				
When I'm in this program, I feel good about myself.	88%	87%	83%	87%
This program helps me to listen to others.	91%	86%	80%	88%
This program helps me talk about my feelings.	67%	71%	42%	70%
This program helps me get along with other people my age.	93%	86%	91%	86%
This program helps me get along with adults.	85%	81%	78%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	60%	74%	52%	73%
This program helps me feel good about what I can do.	89%	88%	69%	86%
Since coming to this program, I am better at something that I used to think was hard.	83%	83%	73%	84%
Physical Well Being				
Since coming to this program, I exercise more.	77%	80%	76%	81%
This program helps me to learn how to be healthy.	81%	77%	78%	80%
This program helps me say "no" to things I know are wrong.	86%	85%	72%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	69%	71%	62%	69%
This program helps me to feel like a part of my school.	86%	83%	72%	84%
Since coming to this program, I feel close to people at this school.	90%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	93%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	64%	68%	63%	70%
In this program, I learn more about college.	29%	54%	43%	54%
This program helps me feel ready to go to middle school.	72%	75%	61%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	93%	89%	85%	89%
This program helps me do my homework.	86%	91%	80%	92%
This program helps me learn ways to study (like reading directions).	81%	81%	65%	82%
Since coming to this program, I know how to set goals for myself.	84%	84%	78%	84%

Source: Youth Surveys, June 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Acorn Woodland (Girls Incorporated of Alameda County)

***About this program*:** The ACORN Woodland Elementary Afterschool Program will provide a safe, supportive afterschool program for 130 low-income students from this high-need East Oakland neighborhood. The youth development-based program design will address students' academic and enrichment needs while promoting better attendance in school. Academic support will include literacy, homework help, academic enrichment, and support for English Language Learners, all linked to school-day programming. Enrichment activities will include sports, fitness, STEM, visual/performing arts, and educational garden-based activities.

Program Attendance and Enrollment

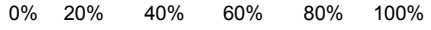
	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	129	134	126	138
Enrollment: % Towards Projected	112%	123%	110%	122%
Units of Service (UOS): Total	50,379	59,528	46,004	58,061
UOS: % Towards Projected	104%	113%	98%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	101%	100%	93%	100%
Average Attendance Rate	90%	89%	89%	87%
Average Days Attended	123	132	115	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All E.S.
% African American	8%	38%
% Asian/Pacific Islander	1%	13%
% Latino/a	88%	40%
% Native American	0%	1%
% White	2%	6%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	2%	2%



% Gender	This Program	All E.S.
% Youth: Female	52%	50%
% Youth: Male	48%	50%

% English Learner	This Program	All E.S.
% English Learners (EL)	59%	33%
Total Youth with Available EL Status: 126		5,920

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	0%	8%
% Youth: 1st grade	19%	13%
% Youth: 2nd grade	21%	18%
% Youth: 3rd grade	18%	19%
% Youth: 4th grade	25%	19%
% Youth: 5th grade	17%	17%
% Youth: Unknown or Other	0%	5%
Total Youth with Available Grade Level Data: 126		6,219

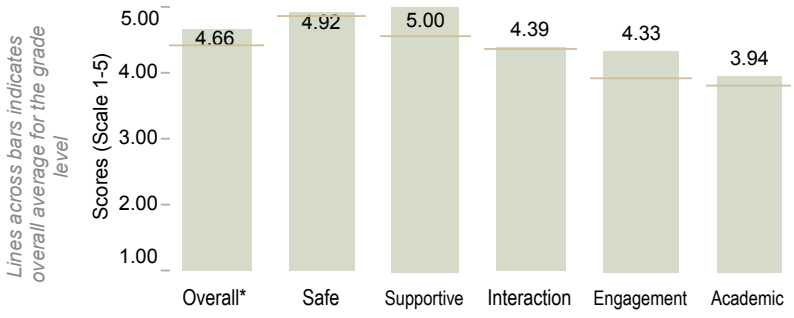
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Thriving**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings: This Program	Percent of 1 Ratings: All E.S.	Percent of 5 Ratings: This Program	Percent of 5 Ratings: All E.S.
Safe Environment	0%	0%	95%	94%
Supportive Environment	0%	2%	100%	81%
Interaction	0%	5%	73%	74%
Engagement	10%	16%	70%	56%
Academic Climate	20%	15%	70%	58%
Overall*	4%	6%	85%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

1. Youth in all classes were given opportunities to reflect. A lot of time was given for this; so all youth were able to share their thoughts on the activity.
2. Youth often had opportunities to practice school-aged leadership by leading the school assemblies or helping each other out when they were working together in small groups to read the book and answer questions.
3. Staff asked a lot of open-ended questions to youth during Academics, and encouraged youth to ask questions of the book they were reading as well.
--

Areas for Improvement

1. During the program, youth were not given opportunities to offer feedback on the activities. Staff may consider incorporating this into reflection at the end to better gauge youth's opinions of the activities.
2. Staff could provide youth with more opportunities to make choices during each activity. Most activities were heavily led by the staff and did not give youth opportunities to choose how to do an activity.
3. Staff could incorporate more opportunities for youth to get to know each other, such as through icebreakers, and they could even provide youth with opportunities to lead these.
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 58	All E.S. 15-16 N = 2,972	This Program 14-15 N = 52	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	14%	11%	12%	12%
When I am in this program, I have had mean rumors or lies spread about me.	12%	16%	12%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	84%	86%	83%	87%
I feel safe in this program.	88%	88%	94%	89%
Supportive Environment				
There is an adult at this program who cares about me.	88%	92%	96%	93%
In this program, there is an adult who wants me to do my best.	91%	95%	100%	96%
The adults here tell me what I am doing well.	89%	88%	92%	87%
The adults in this program listen to what I have to say.	91%	86%	87%	86%
Interaction				
I feel like I belong at this program.	79%	83%	84%	85%
In this program, I get to help other people.	86%	86%	85%	87%
This program helps me to make friends.	82%	84%	90%	84%
Engagement				
I am interested in what we do in this program.	86%	86%	83%	86%
In this program, I get to choose what I do and how I do it.	39%	58%	58%	61%
In this program, I try new things.	95%	92%	94%	92%
In this program, I do things that are too easy for me.	39%	53%	51%	52%

Acorn Woodland (Girls Incorporated of Alameda County)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 58	All E.S. 15-16 N = 2,972	This Program 14-15 N = 52	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	84%	87%	87%	87%
This program helps me to listen to others.	89%	86%	90%	88%
This program helps me talk about my feelings.	67%	71%	71%	70%
This program helps me get along with other people my age.	78%	86%	87%	86%
This program helps me get along with adults.	75%	81%	82%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	81%	74%	79%	73%
This program helps me feel good about what I can do.	93%	88%	85%	86%
Since coming to this program, I am better at something that I used to think was hard.	88%	83%	88%	84%
Physical Well Being				
Since coming to this program, I exercise more.	79%	80%	90%	81%
This program helps me to learn how to be healthy.	76%	77%	65%	80%
This program helps me say "no" to things I know are wrong.	83%	85%	92%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	59%	71%	69%	69%
This program helps me to feel like a part of my school.	84%	83%	85%	84%
Since coming to this program, I feel close to people at this school.	66%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	89%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	47%	68%	48%	70%
In this program, I learn more about college.	35%	54%	31%	54%
This program helps me feel ready to go to middle school.	76%	75%	78%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	81%	89%	87%	89%
This program helps me do my homework.	89%	91%	85%	92%
This program helps me learn ways to study (like reading directions).	88%	81%	87%	82%
Since coming to this program, I know how to set goals for myself.	84%	84%	87%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	63	33%	3,172	22%
English Learners	29	10%	920	3%
Female	30	37%	1,608	24%
Male	33	30%	1,564	19%
Math				
All Youth	74	23%	3,219	20%
English Learners	31	16%	954	7%
Female	37	24%	1,630	19%
Male	37	22%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	172	7,614
School Day Attendance Rate	97%	95%
Total Youth with Available School Day Attendance: 126		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Allendale (Higher Ground)

***About this program*:** The Allendale Elementary Afterschool Program will provide a safe, supportive afterschool program for 108 low-income students from this high-need Oakland neighborhood. The youth development-based program design will address students' academic and enrichment needs while promoting better attendance in school. Academic support will include literacy, homework help, academic enrichment, and support for English Language Learners, all linked to school-day programming. Enrichment activities will include sports, fitness, STEM, visual/performing arts, and educational garden-based activities

-

Program Attendance and Enrollment

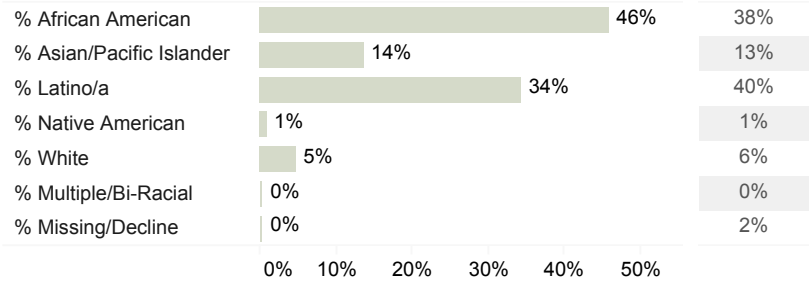
	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	103	134	112	138
Enrollment: % Towards Projected	103%	123%	112%	122%
Units of Service (UOS): Total	51,908	59,528	56,672	58,061
UOS: % Towards Projected	103%	113%	110%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	91%	100%	93%	100%
Average Attendance Rate	90%	89%	88%	87%
Average Days Attended	138	132	129	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity



% Gender	This Program	All E.S.
% Youth: Female	45%	50%
% Youth: Male	55%	50%

% English Learner	This Program	All E.S.
% English Learners (EL)	29%	33%
Total Youth with Available EL Status: 102		5,920

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	12%	8%
% Youth: 1st grade	19%	13%
% Youth: 2nd grade	20%	18%
% Youth: 3rd grade	11%	19%
% Youth: 4th grade	21%	19%
% Youth: 5th grade	19%	17%
% Youth: Unknown or Other	0%	5%
Total Youth with Available Grade Level Data: 102		6,219

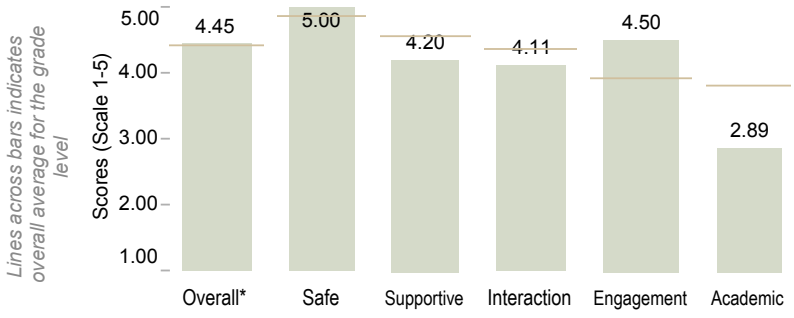
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Performing**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings: This Program	Percent of 1 Ratings: All E.S.	Percent of 5 Ratings: This Program	Percent of 5 Ratings: All E.S.
Safe Environment	0%	0%	100%	94%
Supportive Environment	0%	2%	58%	81%
Interaction	0%	5%	55%	74%
Engagement	0%	16%	70%	56%
Academic Climate	30%	15%	30%	58%
Overall*	4%	6%	65%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

1. Teachers who were observed asked open-ended questions several times during all four sessions observed.
2. In all the sessions observed, all materials were ready and all teachers clearly explained steps to students.
3. In all sessions observed, past sessions were referenced at least in one or two ways. Teachers either explicitly asked students to recall something that was learned in a past session or students used material generated or learned in a prior session.
--

Areas for Improvement

1. Planning was not a practice that was observed consistently as I was able to observe evidence of planning and actual planning during the bullying project session, but not the other sessions.
2. Sessions could use more time for students to engage with open-ended materials. Although students in k-1 academics did have access to materials for drawing and coloring, this was not observed consistently throughout the program.
3. Incorporate explicitly asking students questions to make connections to what students are learning during the school day.
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 41	All E.S. 15-16 N = 2,972	This Program 14-15 N = 55	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	10%	11%	7%	12%
When I am in this program, I have had mean rumors or lies spread about me.	22%	16%	22%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	78%	86%	98%	87%
I feel safe in this program.	75%	88%	100%	89%
Supportive Environment				
There is an adult at this program who cares about me.	90%	92%	100%	93%
In this program, there is an adult who wants me to do my best.	90%	95%	100%	96%
The adults here tell me what I am doing well.	83%	88%	100%	87%
The adults in this program listen to what I have to say.	83%	86%	100%	86%
Interaction				
I feel like I belong at this program.	78%	83%	100%	85%
In this program, I get to help other people.	80%	86%	100%	87%
This program helps me to make friends.	75%	84%	100%	84%
Engagement				
I am interested in what we do in this program.	68%	86%	100%	86%
In this program, I get to choose what I do and how I do it.	37%	58%	98%	61%
In this program, I try new things.	90%	92%	100%	92%
In this program, I do things that are too easy for me.	64%	53%	95%	52%

Allendale (Higher Ground)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 41	All E.S. 15-16 N = 2,972	This Program 14-15 N = 55	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	83%	87%	100%	87%
This program helps me to listen to others.	73%	86%	100%	88%
This program helps me talk about my feelings.	62%	71%	96%	70%
This program helps me get along with other people my age.	78%	86%	98%	86%
This program helps me get along with adults.	70%	81%	100%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	56%	74%	98%	73%
This program helps me feel good about what I can do.	82%	88%	100%	86%
Since coming to this program, I am better at something that I used to think was hard.	73%	83%	100%	84%
Physical Well Being				
Since coming to this program, I exercise more.	90%	80%	100%	81%
This program helps me to learn how to be healthy.	69%	77%	100%	80%
This program helps me say "no" to things I know are wrong.	85%	85%	96%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	70%	71%	100%	69%
This program helps me to feel like a part of my school.	71%	83%	98%	84%
Since coming to this program, I feel close to people at this school.	63%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	69%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	66%	68%	100%	70%
In this program, I learn more about college.	83%	54%	98%	54%
This program helps me feel ready to go to middle school.	77%	75%	100%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	93%	89%	98%	89%
This program helps me do my homework.	85%	91%	100%	92%
This program helps me learn ways to study (like reading directions).	78%	81%	100%	82%
Since coming to this program, I know how to set goals for myself.	85%	84%	100%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	45	9%	3,172	22%
English Learners	11	0%	920	3%
Female	22	14%	1,608	24%
Male	23	4%	1,564	19%
Math				
All Youth	45	9%	3,219	20%
English Learners	11	0%	954	7%
Female	22	9%	1,630	19%
Male	23	9%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	164	7,614
School Day Attendance Rate	96%	95%
Total School Day Attendance: 102		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

ASCEND (ES) (Oakland Leaf)

***About this program*:** Oakland Leaf After-School Program at ASCEND is a free program providing academic, enrichment, and recreation classes 5 days per week, August through June, for 177 days. The program serves 112 students grades K-8 daily. The after-school community reflects the demographics of the school: 94% Latino, 92% FRL and 60% ELL. Oakland Leaf ASP provides culturally relevant project-based classes with an emphasis on the arts, student identity and social justice. We provide students with limited economic resources opportunities to achieve academic success and develop into thoughtful, creative citizens.

Program Attendance and Enrollment

	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	160	134	157	138
Enrollment: % Towards Projected	122%	123%	120%	122%
Units of Service (UOS): Total	51,070	59,528	44,470	58,061
UOS: % Towards Projected	137%	113%	107%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)		100%		100%
Average Attendance Rate	88%	89%	88%	87%
Average Days Attended	118	132	117	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All E.S.
% African American	4%	38%
% Asian/Pacific Islander	4%	13%
% Latino/a	88%	40%
% Native American	1%	1%
% White	0%	6%
% Multiple/Bi-Racial	2%	0%
% Missing/Decline	1%	2%

0% 20% 40% 60% 80% 100%

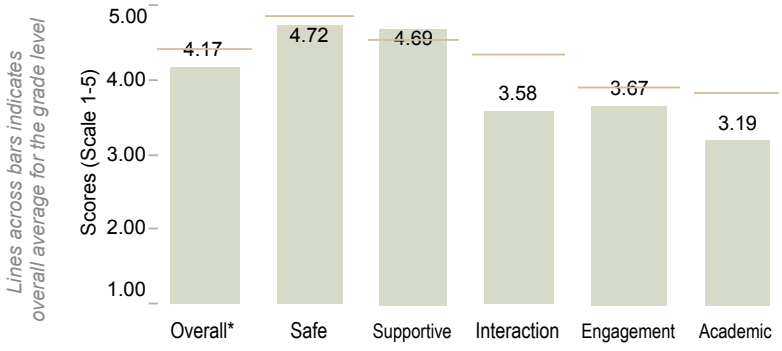
% Gender	This Program	All E.S.
% Youth: Female	47%	50%
% Youth: Male	53%	50%

Source: Cityspan Attendance System, August 2016.

Point of Service Quality

Point of Service Quality Status: **Performing**

Assessment Tool Used: **YPQA and Academic Climate**



	Percent of 1 Ratings: This Program	Percent of 1 Ratings: All E.S.	Percent of 5 Ratings: This Program	Percent of 5 Ratings: All E.S.
Safe Environment	0%	0%	89%	94%
Supportive Environment	0%	2%	85%	81%
Interaction	8%	5%	42%	74%
Engagement	13%	16%	38%	56%
Academic Climate	40%	15%	50%	58%
Overall*	3%	6%	71%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

1. Youth often worked in groups, giving them opportunities to get to know each other, as well as work together for a common goal, for example making group posters.
2. In Creative Play, youth were encouraged to plan out their wolf posters, including who would do which part, before they started working on them.
3. Some youth were given the opportunity to mentor other youth by going into the younger grade classrooms and assisting with homework and other projects.
--

Areas for Improvement

1. Staff could improve program by asking more open-ended questions during the activity to promote youth engaging with the concepts.
2. Program is encouraged to incorporate leadership opportunities for all youth. For example, youth could take turns leading a reflection activity every day.
3. Many youth did not get the opportunity to reflect after activities. Staff should consider incorporating reflection opportunities for all youth.
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 35	All E.S. 15-16 N = 2,972	This Program 14-15 N = 37	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	14%	11%	8%	12%
When I am in this program, I have had mean rumors or lies spread about me.	9%	16%	14%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	77%	86%	79%	87%
I feel safe in this program.	83%	88%	92%	89%
Supportive Environment				
There is an adult at this program who cares about me.	86%	92%	94%	93%
In this program, there is an adult who wants me to do my best.	94%	95%	95%	96%
The adults here tell me what I am doing well.	83%	88%	92%	87%
The adults in this program listen to what I have to say.	89%	86%	89%	86%
Interaction				
I feel like I belong at this program.	91%	83%	97%	85%
In this program, I get to help other people.	89%	86%	95%	87%
This program helps me to make friends.	91%	84%	86%	84%
Engagement				
I am interested in what we do in this program.	94%	86%	89%	86%
In this program, I get to choose what I do and how I do it.	57%	58%	63%	61%
In this program, I try new things.	94%	92%	89%	92%
In this program, I do things that are too easy for me.	63%	53%	64%	52%

ASCEND (ES) (Oakland Leaf)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

	This Program 15-16 N = 35	All E.S. 15-16 N = 2,972	This Program 14-15 N = 37	All E.S. 14-15 N = 2,902
Social & Emotional Learning				
When I'm in this program, I feel good about myself.	82%	87%	94%	87%
This program helps me to listen to others.	86%	86%	91%	88%
This program helps me talk about my feelings.	63%	71%	81%	70%
This program helps me get along with other people my age.	83%	86%	92%	86%
This program helps me get along with adults.	74%	81%	79%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	80%	74%	85%	73%
This program helps me feel good about what I can do.	94%	88%	92%	86%
Since coming to this program, I am better at something that I used to think was hard.	89%	83%	86%	84%
Physical Well Being				
Since coming to this program, I exercise more.	97%	80%	83%	81%
This program helps me to learn how to be healthy.	89%	77%	86%	80%
This program helps me say "no" to things I know are wrong.	69%	85%	75%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	63%	71%	73%	69%
This program helps me to feel like a part of my school.	80%	83%	89%	84%
Since coming to this program, I feel close to people at this school.	77%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	91%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	74%	68%	50%	70%
In this program, I learn more about college.	66%	54%	53%	54%
This program helps me feel ready to go to middle school.	71%	75%	83%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	91%	89%	89%	89%
This program helps me do my homework.	91%	91%	97%	92%
This program helps me learn ways to study (like reading directions).	77%	81%	83%	82%
Since coming to this program, I know how to set goals for myself.	83%	84%	94%	84%

Source: Youth Surveys, June 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Bella Vista (East Bay Asian Youth Center)

***About this program*:** Expanded Learning @ Bella Vista is an after-school learning program dedicated to fostering a college-going culture with all students and their families. Expanded Learning @ Bella Vista serves 80 students who attend Bella Vista Elementary School. This program operates 177 days a year, 3 hours each day, and provides all students a diverse menu of learning activities, including academic support, enrichment education, college-going culture activities, and parent engagement.

Program Attendance and Enrollment

	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	109	134	106	138
Enrollment: % Towards Projected	145%	123%	141%	122%
Units of Service (UOS): Total	55,320	59,528	47,840	58,061
UOS: % Towards Projected	123%	113%	107%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	109%	100%	93%	100%
Average Attendance Rate	95%	89%	96%	87%
Average Days Attended	156	132	130	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All E.S.
% African American	23%	38%
% Asian/Pacific Islander	61%	13%
% Latino/a	15%	40%
% Native American	0%	1%
% White	1%	6%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	0%	2%

0% 20% 40% 60%

% English Learner	This Program	All E.S.
% English Learners (EL)	37%	33%
Total Youth with Available EL Status: 109		5,920

% Gender	This Program	All E.S.
% Youth: Female	43%	50%
% Youth: Male	57%	50%

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	6%	8%
% Youth: 1st grade	9%	13%
% Youth: 2nd grade	19%	18%
% Youth: 3rd grade	23%	19%
% Youth: 4th grade	23%	19%
% Youth: 5th grade	19%	17%
% Youth: Unknown or Other	0%	5%
Total Youth with Available Grade Level Data: 109		6,219

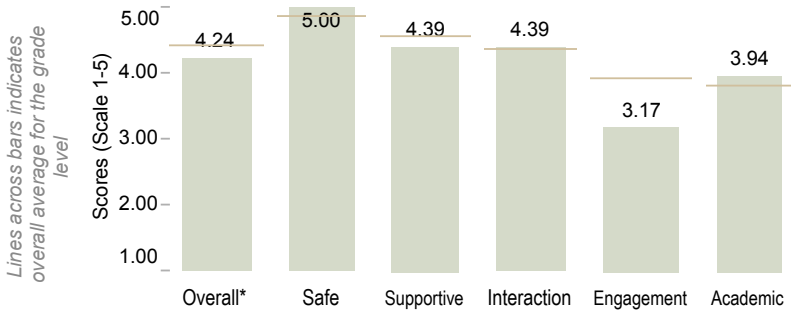
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Performing**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All E.S.	This Program	All E.S.
Safe Environment	0%	0%	100%	94%
Supportive Environment	0%	2%	72%	81%
Interaction	0%	5%	73%	74%
Engagement	30%	16%	30%	56%
Academic Climate	0%	15%	50%	58%
Overall*	4%	6%	70%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

1. Students had sufficient and suitable space to do activities and the classrooms were flexible for students to carry out tasks.
2. Students were asked open-ended questions frequently in every activity.
3. Throughout every activity that was observed, staff members did a great job with maintaining the session flow of their classes by having materials ready, explaining activities clearly, and giving students enough time for activities.
--

Areas for Improvement

Bella Vista can improve by providing opportunities for children to plan. Staff could also provide children with authentic choices and open-ended choices. It is also suggested that staff members provide structured opportunities for youth to lead a group so that they may grow in this ability. For example, while students are in small groups, the staff member can encourage one student from each group to be the lead speaker when sharing out to the entire class.
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 60	All E.S. 15-16 N = 2,972	This Program 14-15 N = 66	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	3%	11%	2%	12%
When I am in this program, I have had mean rumors or lies spread about me.	10%	16%	21%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	88%	86%	88%	87%
I feel safe in this program.	92%	88%	95%	89%
Supportive Environment				
There is an adult at this program who cares about me.	95%	92%	85%	93%
In this program, there is an adult who wants me to do my best.	100%	95%	89%	96%
The adults here tell me what I am doing well.	92%	88%	74%	87%
The adults in this program listen to what I have to say.	93%	86%	73%	86%
Interaction				
I feel like I belong at this program.	87%	83%	80%	85%
In this program, I get to help other people.	95%	86%	77%	87%
This program helps me to make friends.	90%	84%	68%	84%
Engagement				
I am interested in what we do in this program.	95%	86%	71%	86%
In this program, I get to choose what I do and how I do it.	88%	58%	70%	61%
In this program, I try new things.	90%	92%	85%	92%
In this program, I do things that are too easy for me.	39%	53%	47%	52%

Bella Vista (East Bay Asian Youth Center)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 60	All E.S. 15-16 N = 2,972	This Program 14-15 N = 66	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	95%	87%	77%	87%
This program helps me to listen to others.	93%	86%	85%	88%
This program helps me talk about my feelings.	87%	71%	62%	70%
This program helps me get along with other people my age.	92%	86%	77%	86%
This program helps me get along with adults.	92%	81%	74%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	78%	74%	62%	73%
This program helps me feel good about what I can do.	95%	88%	82%	86%
Since coming to this program, I am better at something that I used to think was hard.	90%	83%	79%	84%
Physical Well Being				
Since coming to this program, I exercise more.	90%	80%	88%	81%
This program helps me to learn how to be healthy.	82%	77%	79%	80%
This program helps me say "no" to things I know are wrong.	92%	85%	76%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	73%	71%	62%	69%
This program helps me to feel like a part of my school.	93%	83%	82%	84%
Since coming to this program, I feel close to people at this school.	90%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	90%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	82%	68%	88%	70%
In this program, I learn more about college.	95%	54%	92%	54%
This program helps me feel ready to go to middle school.	87%	75%	79%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	97%	89%	92%	89%
This program helps me do my homework.	95%	91%	95%	92%
This program helps me learn ways to study (like reading directions).	90%	81%	83%	82%
Since coming to this program, I know how to set goals for myself.	93%	84%	83%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	63	37%	3,172	22%
English Learners	10	0%	920	3%
Female	27	33%	1,608	24%
Male	36	39%	1,564	19%
Math				
All Youth	66	44%	3,219	20%
English Learners	12	17%	954	7%
Female	29	41%	1,630	19%
Male	37	46%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	172	7,614
School Day Attendance Rate	97%	95%
Total School Day Attendance: 109		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Bridges Academy (Bay Area Community Resources)

***About this program*:** BACR will provide comprehensive, high quality after school services at Bridges Academy for 84 students in grades K-5, provided at the school site, 5 days/week, every school day during the year. Students will receive targeted academic assistance to address their struggles in English and Math; enrichment activities that challenge them to build skills, work in teams, challenge themselves, and gain exposure to arts, science and culture, health and fitness; and social emotional learning built into all activities so that students feel safe and connected and form caring relationships.

Program Attendance and Enrollment

	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	121	134	127	138
Enrollment: % Towards Projected	103%	123%	110%	122%
Units of Service (UOS): Total	35,310	59,528	35,424	58,061
UOS: % Towards Projected	108%	113%	129%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	87%	100%	89%	100%
Average Attendance Rate	90%	89%	85%	87%
Average Days Attended	112	132	109	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All E.S.
% African American	2%	38%
% Asian/Pacific Islander	3%	13%
% Latino/a	87%	40%
% Native American	1%	1%
% White	5%	6%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	2%	2%

0% 20% 40% 60% 80% 100%

% Gender	This Program	All E.S.
% Youth: Female	52%	50%
% Youth: Male	48%	50%

% English Learner	This Program	All E.S.
% English Learners (EL)	70%	33%
Total Youth with Available EL Status: 121		5,920

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	0%	8%
% Youth: 1st grade	16%	13%
% Youth: 2nd grade	21%	18%
% Youth: 3rd grade	25%	19%
% Youth: 4th grade	23%	19%
% Youth: 5th grade	16%	17%
% Youth: Unknown or Other	0%	5%
Total Youth with Available Grade Level Data: 121		6,219

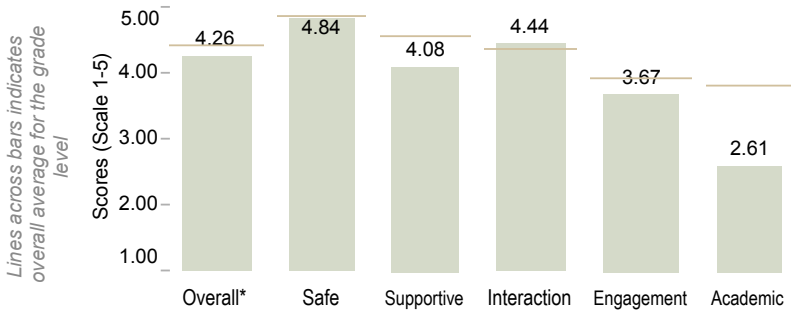
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Performing**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All E.S.	This Program	All E.S.
Safe Environment	0%	0%	89%	94%
Supportive Environment	0%	2%	56%	81%
Interaction	0%	5%	73%	74%
Engagement	30%	16%	50%	56%
Academic Climate	40%	15%	20%	58%
Overall*	10%	6%	62%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

1. Staff consistently worked side by side with youth and circulated the classroom.
2. Staff interacted with students in positive ways and communicated with children at eye level.
3. There were opportunities for children to have authentic and open-ended choices within activities.
4. Children were provided with routine tasks without staff intervening.

--

Areas for Improvement

There were no planning opportunities observed. Staff may consider incorporating planning within activities. To improve Active Engagement, it is suggested that all students are provided a chance to talk about activities. To improve the Academic Climate portion, it is suggested that staff implement staff-youth conversations in their lessons and to also present the lesson in more than one way to children. It is also recommended that staff ask children questions that help them make connections between the current lesson and their school day/personal experiences.

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Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 60	All E.S. 15-16 N = 2,972	This Program 14-15 N = 52	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	12%	11%	21%	12%
When I am in this program, I have had mean rumors or lies spread about me.	20%	16%	31%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	80%	86%	87%	87%
I feel safe in this program.	93%	88%	85%	89%
Supportive Environment				
There is an adult at this program who cares about me.	88%	92%	85%	93%
In this program, there is an adult who wants me to do my best.	95%	95%	88%	96%
The adults here tell me what I am doing well.	87%	88%	83%	87%
The adults in this program listen to what I have to say.	90%	86%	81%	86%
Interaction				
I feel like I belong at this program.	93%	83%	79%	85%
In this program, I get to help other people.	84%	86%	88%	87%
This program helps me to make friends.	92%	84%	83%	84%
Engagement				
I am interested in what we do in this program.	91%	86%	81%	86%
In this program, I get to choose what I do and how I do it.	50%	58%	39%	61%
In this program, I try new things.	90%	92%	85%	92%
In this program, I do things that are too easy for me.	60%	53%	73%	52%

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 60	All E.S. 15-16 N = 2,972	This Program 14-15 N = 52	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	93%	87%	83%	87%
This program helps me to listen to others.	92%	86%	88%	88%
This program helps me talk about my feelings.	72%	71%	67%	70%
This program helps me get along with other people my age.	88%	86%	83%	86%
This program helps me get along with adults.	89%	81%	77%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	74%	74%	62%	73%
This program helps me feel good about what I can do.	91%	88%	83%	86%
Since coming to this program, I am better at something that I used to think was hard.	88%	83%	79%	84%
Physical Well Being				
Since coming to this program, I exercise more.	69%	80%	75%	81%
This program helps me to learn how to be healthy.	79%	77%	76%	80%
This program helps me say "no" to things I know are wrong.	84%	85%	83%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	79%	71%	75%	69%
This program helps me to feel like a part of my school.	95%	83%	77%	84%
Since coming to this program, I feel close to people at this school.	72%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	93%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	67%	68%	46%	70%
In this program, I learn more about college.	45%	54%	37%	54%
This program helps me feel ready to go to middle school.	79%	75%	73%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	95%	89%	94%	89%
This program helps me do my homework.	96%	91%	88%	92%
This program helps me learn ways to study (like reading directions).	84%	81%	77%	82%
Since coming to this program, I know how to set goals for myself.	81%	84%	67%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	64	3%	3,172	22%
English Learners	40	0%	920	3%
Female	31	3%	1,608	24%
Male	33	3%	1,564	19%
Math				
All Youth	66	9%	3,219	20%
English Learners	42	0%	954	7%
Female	31	10%	1,630	19%
Male	35	9%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	166	7,614
School Day Attendance Rate	96%	95%
Total School Day Attendance: 121		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Brookfield (Higher Ground)

***About this program*:** HGNDC in partnership with Brookfield Village Elementary School will support the site's greater community school vision by providing the comprehensive Lions Roar ASP that builds a learning community that uses STEAM methodologies to expose students to relevant learning experiences that build on their islands of competency. The program will also offer a well-rounded enrichment experience through Visual/Performing Arts, Health and Wellness and Community Service/Service Learning activities. The program will operate for a minimum of 180 days from the end of school through at least 6:00 pm.

Program Attendance and Enrollment

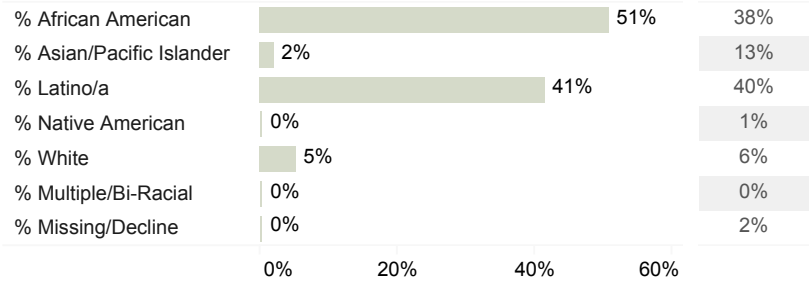
	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	108	134	102	138
Enrollment: % Towards Projected	108%	123%	102%	122%
Units of Service (UOS): Total	48,032	59,528	49,978	58,061
UOS: % Towards Projected	104%	113%	105%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	90%	100%	93%	100%
Average Attendance Rate	91%	89%	93%	87%
Average Days Attended	133	132	145	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity



% Gender	This Program	All E.S.
% Youth: Female	49%	50%
% Youth: Male	51%	50%

% English Learner	This Program	All E.S.
% English Learners (EL)	41%	33%
Total Youth with Available EL Status: 92		5,920

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	17%	8%
% Youth: 1st grade	13%	13%
% Youth: 2nd grade	18%	18%
% Youth: 3rd grade	19%	19%
% Youth: 4th grade	14%	19%
% Youth: 5th grade	17%	17%
% Youth: Unknown or Other	2%	5%
Total Youth with Available Grade Level Data: 94		6,219

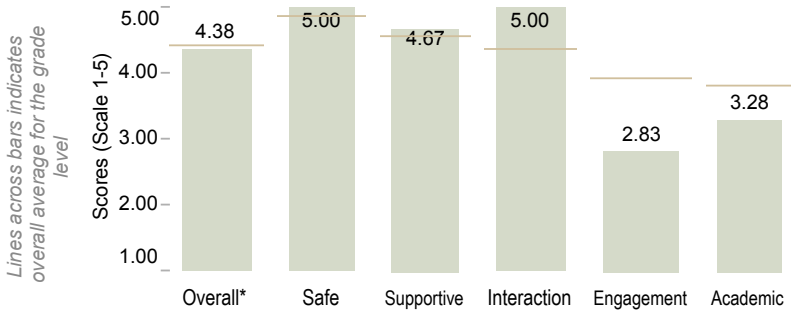
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Performing**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All E.S.	This Program	All E.S.
Safe Environment	0%	0%	100%	94%
Supportive Environment	0%	2%	89%	81%
Interaction	0%	5%	100%	74%
Engagement	50%	16%	40%	56%
Academic Climate	30%	15%	50%	58%
Overall*	12%	6%	81%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

1) Children and staff strongly identified with the program. For example, staff started the program with a chant of "When I say 'Brook,' you say 'Field'" to engage the children in the program.
2) All staff told children the specific learning or skill-building focus for each session and each focus was clearly linked to the activity. These learning or skill-building focuses encouraged all youth to try new skills and perform at higher levels. If applicable, staff had the learning or skill-building focus for the session written on the board.
3) Staff provided structured opportunities for children to lead. During snack time, one child made the announcements and two children lead their peers in cheers for cheer.
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Areas for Improvement

Staff at Brookfield may want to consider some additions to their program:
1) No planning was observed during the observation. Staff can provide opportunities for youth to plan on how they will spend their time during the activity or for the future.
2) Staff rarely asked students open-ended questions. Most questions asked were close-ended. It is recommended that staff asks students open-ended questions; specifically questions that help students make connections between topics covered in school or their personal experience (e.g., interests, hobbies, goals) and the session. Open-ended questions help challenge children's thinking.
3) Provide students with more opportunities to make choices within the activities. This will help children explore their interests.
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 62	All E.S. 15-16 N = 2,972	This Program 14-15 N = 47	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	10%	11%	0%	12%
When I am in this program, I have had mean rumors or lies spread about me.	7%	16%	0%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	92%	86%	100%	87%
I feel safe in this program.	85%	88%	100%	89%
Supportive Environment				
There is an adult at this program who cares about me.	86%	92%	100%	93%
In this program, there is an adult who wants me to do my best.	95%	95%	100%	96%
The adults here tell me what I am doing well.	90%	88%	100%	87%
The adults in this program listen to what I have to say.	76%	86%	100%	86%
Interaction				
I feel like I belong at this program.	77%	83%	100%	85%
In this program, I get to help other people.	77%	86%	100%	87%
This program helps me to make friends.	84%	84%	100%	84%
Engagement				
I am interested in what we do in this program.	85%	86%	100%	86%
In this program, I get to choose what I do and how I do it.	53%	58%	100%	61%
In this program, I try new things.	86%	92%	98%	92%
In this program, I do things that are too easy for me.	67%	53%	36%	52%

Brookfield (Higher Ground)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 62	All E.S. 15-16 N = 2,972	This Program 14-15 N = 47	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	81%	87%	100%	87%
This program helps me to listen to others.	89%	86%	100%	88%
This program helps me talk about my feelings.	71%	71%	100%	70%
This program helps me get along with other people my age.	83%	86%	100%	86%
This program helps me get along with adults.	74%	81%	100%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	72%	74%	98%	73%
This program helps me feel good about what I can do.	86%	88%	100%	86%
Since coming to this program, I am better at something that I used to think was hard.	82%	83%	100%	84%
Physical Well Being				
Since coming to this program, I exercise more.	73%	80%	100%	81%
This program helps me to learn how to be healthy.	78%	77%	100%	80%
This program helps me say "no" to things I know are wrong.	84%	85%	100%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	76%	71%	98%	69%
This program helps me to feel like a part of my school.	90%	83%	100%	84%
Since coming to this program, I feel close to people at this school.	77%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	92%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	70%	68%	98%	70%
In this program, I learn more about college.	63%	54%	98%	54%
This program helps me feel ready to go to middle school.	83%	75%	100%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	92%	89%	100%	89%
This program helps me do my homework.	90%	91%	100%	92%
This program helps me learn ways to study (like reading directions).	79%	81%	100%	82%
Since coming to this program, I know how to set goals for myself.	91%	84%	100%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	47	6%	3,172	22%
English Learners	21	5%	920	3%
Female	23	4%	1,608	24%
Male	24	8%	1,564	19%
Math				
All Youth	47	6%	3,219	20%
English Learners	21	5%	954	7%
Female	23	4%	1,630	19%
Male	24	8%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	161	7,614
School Day Attendance Rate	94%	95%
Total School Day Attendance: 94		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Burckhalter (Ujimaa Foundation)

***About this program*:** The Ujimaa After-School Program (UASP) will provide comprehensive services to boost the esteem of children through academically, culturallly, and kinesthetically charged activities. Maximum groups of 20 children will be paired with a loving After-School Educator who will strive to nurture each child's needs. The UASP will also provide much exposure to children by offering field trips to each grade level to local colleges and natural environments which will be reinforced with literature and career days. Electing students will also participate in a series of organized sports.

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Program Attendance and Enrollment

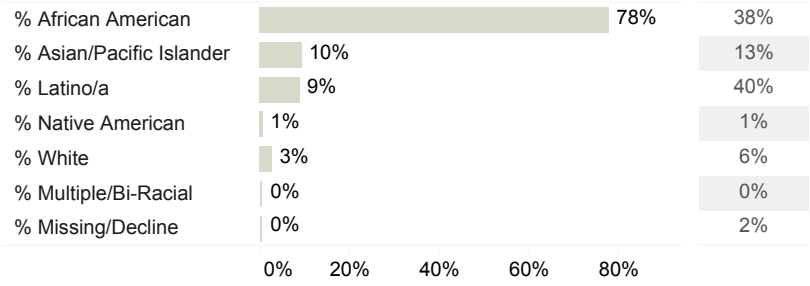
	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	136	134	135	138
Enrollment: % Towards Projected	136%	123%	135%	122%
Units of Service (UOS): Total	67,908	59,528	65,939	58,061
UOS: % Towards Projected	100%	113%	97%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	123%	100%	119%	100%
Average Attendance Rate	90%	89%	85%	87%
Average Days Attended	139	132	135	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity



% English Learner	This Program	All E.S.
% English Learners (EL)	8%	33%
Total Youth with Available EL Status: 135		5,920

% Gender	This Program	All E.S.
% Youth: Female	52%	50%
% Youth: Male	48%	50%

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	15%	8%
% Youth: 1st grade	16%	13%
% Youth: 2nd grade	15%	18%
% Youth: 3rd grade	17%	19%
% Youth: 4th grade	19%	19%
% Youth: 5th grade	17%	17%
% Youth: Unknown or Other	1%	5%
Total Youth with Available Grade Level Data: 136		6,219

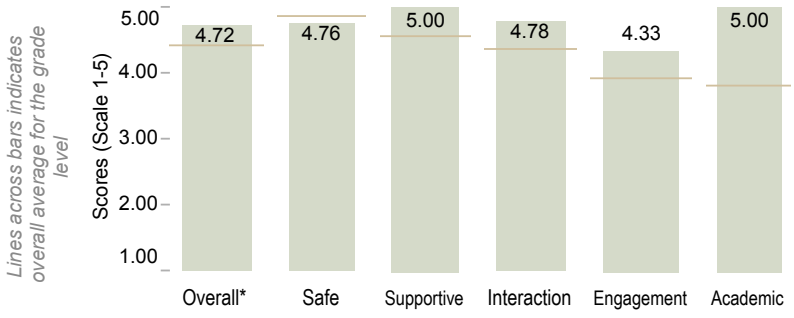
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Thriving**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All E.S.	This Program	All E.S.
Safe Environment	5%	0%	89%	94%
Supportive Environment	0%	2%	100%	81%
Interaction	0%	5%	91%	74%
Engagement	0%	16%	60%	56%
Academic Climate	0%	15%	100%	58%
Overall*	1%	6%	90%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

1. Interaction: Interaction with Adults, Item 4
a. PQA: Staff consistently interacts with children in positive ways (e.g., discusses or explains rules and limits, models positive affect, follows children's leads).
i. Throughout both activities, staff members interacted with students in positive ways. Staff spoke of classroom values and respect for both staff and children. Staff explained reasoning for telling youth a direction.
Staff "If you don't know, then you should be listening so we all know." Staff, "I like how we are following instructions…shows me you can get bigger challenges."
2. Supportive Environment: Encouragement, Item 2
a. PQA: Staff makes frequent use of open-ended questions (e.g., staff asks open-ended questions throughout the activity and questions are related to the context; most children have opportunities to answer questions that seek opinions or require thoughtful answers).
i. Staff members use of back and forth open-ended questions in both activities was phenomenal. Staff engaged youth through a wide variety of open-ended questions. Staff asked, "What do you think that is" (after asking about gravity), "Tell me what you think will happen?" and "How did people feel about the shoe design?" After a student mentioned a piece of artwork, "What can you tell me about it?"
3. Supportive Environment: Skill Building, Item 1
a. PQA: Staff tells children a specific learning or skill-building focus for the session or activity (e.g., objective, learning target, goal) and the focus is clearly linked to the activity (e.g., students do activity related to focus, language from focus is described in activity).
i. In both activities, staff members had objectives and outcomes posted, staff member (after intro) reiterated focus. Throughout both activities, staff members made references to objectives in students' questions or responses. In reflection, staff member referred to the objectives and activity was clearly linked.
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Areas for Improvement

1. Safe Environment: Emergency Preparedness, Item 1
a. PQA: There are no written emergency procedures (e.g., fire escape route, lost swimmer drill, severe weather instructions), or staff are unable to locate procedures. b. During observations, in each of the classroom spaces visited, emergency procedures were neither posted nor available for view.
2. Safe Environment: Accommodating Environment, Item 1
a. PQA: Program space is crowded in some areas.
i. During observation in Toy Science, the program space for the children was limited. Students complained of "not having enough" space for the project and observer noted youth bumping in to each other a few times. There was furniture in the room that also limited space.
3. Interaction: School Age Leadership, Item 4
a. PQA: Staff provides opportunities for one or more children to informally or spontaneously exercise leadership (e.g., during free time a child organizes a group game; a child spontaneously volunteers to demonstrate something to whole group).
b. In Toy Science Activity, students were in groups but there weren't any assignments of roles. Students spontaneously took lead and some students did not. In Colorful arts activity, students worked individually on design. During refection, staff led activity and children provided answers. In the welcome, students were asked to improve a piece of role-play. Volunteers were called on. The welcome adds to scoring (staff to youth interactions), but the foundation of scoring is on the activities themselves. To score a 5, staff must provide children an opportunity to lead or facilitate. Students in colorful arts could have lead reflection. Roles assignments and presentation could be lead by children in Toy Science activity.
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Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 36	All E.S. 15-16 N = 2,972	This Program 14-15 N = 51	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	9%	11%	2%	12%
When I am in this program, I have had mean rumors or lies spread about me.	24%	16%	34%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	77%	86%	84%	87%
I feel safe in this program.	91%	88%	94%	89%
Supportive Environment				
There is an adult at this program who cares about me.	94%	92%	90%	93%
In this program, there is an adult who wants me to do my best.	97%	95%	92%	96%
The adults here tell me what I am doing well.	80%	88%	86%	87%
The adults in this program listen to what I have to say.	74%	86%	67%	86%
Interaction				
I feel like I belong at this program.	71%	83%	82%	85%
In this program, I get to help other people.	92%	86%	80%	87%
This program helps me to make friends.	74%	84%	70%	84%
Engagement				
I am interested in what we do in this program.	97%	86%	84%	86%
In this program, I get to choose what I do and how I do it.	34%	58%	42%	61%
In this program, I try new things.	86%	92%	94%	92%
In this program, I do things that are too easy for me.	41%	53%	46%	52%

Burckhalter (Ujimaa Foundation)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 36	All E.S. 15-16 N = 2,972	This Program 14-15 N = 51	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	78%	87%	84%	87%
This program helps me to listen to others.	82%	86%	86%	88%
This program helps me talk about my feelings.	43%	71%	58%	70%
This program helps me get along with other people my age.	82%	86%	80%	86%
This program helps me get along with adults.	82%	81%	78%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	74%	74%	76%	73%
This program helps me feel good about what I can do.	94%	88%	88%	86%
Since coming to this program, I am better at something that I used to think was hard.	83%	83%	88%	84%
Physical Well Being				
Since coming to this program, I exercise more.	79%	80%	66%	81%
This program helps me to learn how to be healthy.	89%	77%	70%	80%
This program helps me say "no" to things I know are wrong.	83%	85%	80%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	53%	71%	66%	69%
This program helps me to feel like a part of my school.	71%	83%	82%	84%
Since coming to this program, I feel close to people at this school.	72%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	88%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	75%	68%	74%	70%
In this program, I learn more about college.	46%	54%	71%	54%
This program helps me feel ready to go to middle school.	89%	75%	76%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	89%	89%	86%	89%
This program helps me do my homework.	94%	91%	86%	92%
This program helps me learn ways to study (like reading directions).	91%	81%	78%	82%
Since coming to this program, I know how to set goals for myself.	82%	84%	88%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	66	38%	3,172	22%
English Learners	3		920	3%
Female	35	46%	1,608	24%
Male	31	29%	1,564	19%
Math				
All Youth	66	41%	3,219	20%
English Learners	3		954	7%
Female	35	49%	1,630	19%
Male	31	32%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	161	7,614
School Day Attendance Rate	95%	95%
Total Youth with Available School Day Attendance: 136		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Carl Munck (Learning for Life)

***About this program*:** SFBAC, Learning for Life (lfl) serves as the Lead Agency at Carl B. Munck and implements STRIDE (Students and Teachers Reaching Infinite Dreams Through Education) as a comprehensive program serving 120 students daily with small-group academic support aligned with in-school learning objectives and a diverse menu of skill-building enrichment activities. Staff will use some elements of the positive youth development, researched-based model of National Learning for Life to implement the program. The program leadership team includes the coordinator, principal, academic liaison, agency director.

Program Attendance and Enrollment

	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	117	134	119	138
Enrollment: % Towards Projected	90%	123%	92%	122%
Units of Service (UOS): Total	47,008	59,528	49,896	58,061
UOS: % Towards Projected	79%	113%	85%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	103%	100%	110%	100%
Average Attendance Rate	77%	89%	90%	87%
Average Days Attended	138	132	144	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All E.S.
% African American	74%	38%
% Asian/Pacific Islander	4%	13%
% Latino/a	9%	40%
% Native American	3%	1%
% White	6%	6%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	3%	2%

% English Learner	This Program	All E.S.
% English Learners (EL)	6%	33%
Total Youth with Available EL Status: 116		5,920

% Gender	This Program	All E.S.
% Youth: Female	48%	50%
% Youth: Male	52%	50%

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	17%	8%
% Youth: 1st grade	13%	13%
% Youth: 2nd grade	15%	18%
% Youth: 3rd grade	18%	19%
% Youth: 4th grade	21%	19%
% Youth: 5th grade	15%	17%
% Youth: Unknown or Other	1%	5%
Total Youth with Available Grade Level Data: 117		6,219

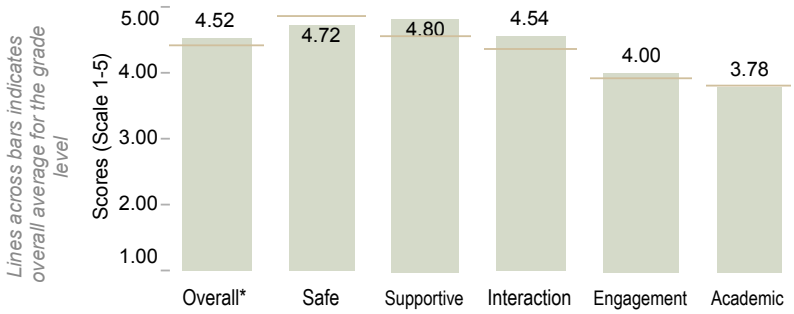
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Thriving**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All E.S.	This Program	All E.S.
Safe Environment	0%	0%	89%	94%
Supportive Environment	0%	2%	94%	81%
Interaction	0%	5%	80%	74%
Engagement	0%	16%	50%	56%
Academic Climate	0%	15%	40%	58%
Overall*	0%	6%	76%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

1. Supportive Environment: Skill Building, Item 1
a. PQA: Staff models skills for all children
i. In both activities, staff members provided multiple examples and modeled those examples to all youth.
2. Supportive Environment: Active Engagement, Item 1
a. PQA: The activities involved children in engaging with (creating, combining, reforming) materials or ideas (e.g., role play, projects, experiments, writing and illustrating stories, outside exploration) for at least half of the time.
i. In both activities, students are engaged. Dance Practicing and performing; Kickball playing a game/scrimmage.
3. Engagement: Reflection, Item 1
a. PQA: Staff engaged all children in an intentional process of reflecting on what they have done during the program session (e.g., writing in journals; reviewing minutes; sharing progress, accomplishments, or feelings about the experience).
i. “Tell me something about today what you liked.” “What did we learn…”
--

Areas for Improvement

1. Engagement: School Age Planning, Item 3
a. PQA: Staff encourages children to share plans, but only verbally.
i. During the observed time, although there are a couple of moments of brief planning for some, plans on making changes are shared orally. To score a 5 students must share plans in a tangible way.
2. Safe Environment: Emotional Safety, Item 1
a. PQA: The emotional climate of the session is neutral or characterized by both positive and negative behaviors.
i. The climate contained both negative and positive behaviors. Staff: “You are doing good in the back” “Student “I liked how you did that” Student,
ii. “You frick’in idiot! You guys are cheaters.” Student “Shut up! That’s why no one likes your crocked…”
3. Safe Environment: Emergency Preparedness, Item 1
a. PQA: Written emergency procedures are not posted, but staff is able to locate them.
i. Although staff’s office displayed written emergency procedures neither activity spaces had written or posted emergency procedures. To score a 5, activity spaces must have written posted emergency procedures.
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 43	All E.S. 15-16 N = 2,972	This Program 14-15 N = 55	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	12%	11%	16%	12%
When I am in this program, I have had mean rumors or lies spread about me.	26%	16%	27%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	72%	86%	70%	87%
I feel safe in this program.	69%	88%	82%	89%
Supportive Environment				
There is an adult at this program who cares about me.	95%	92%	100%	93%
In this program, there is an adult who wants me to do my best.	98%	95%	91%	96%
The adults here tell me what I am doing well.	84%	88%	89%	87%
The adults in this program listen to what I have to say.	60%	86%	70%	86%
Interaction				
I feel like I belong at this program.	60%	83%	81%	85%
In this program, I get to help other people.	81%	86%	75%	87%
This program helps me to make friends.	67%	84%	68%	84%
Engagement				
I am interested in what we do in this program.	65%	86%	80%	86%
In this program, I get to choose what I do and how I do it.	23%	58%	45%	61%
In this program, I try new things.	83%	92%	73%	92%
In this program, I do things that are too easy for me.	60%	53%	58%	52%

Carl Munck (Learning for Life)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 43	All E.S. 15-16 N = 2,972	This Program 14-15 N = 55	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	70%	87%	78%	87%
This program helps me to listen to others.	56%	86%	85%	88%
This program helps me talk about my feelings.	45%	71%	48%	70%
This program helps me get along with other people my age.	58%	86%	81%	86%
This program helps me get along with adults.	58%	81%	62%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	70%	74%	65%	73%
This program helps me feel good about what I can do.	62%	88%	65%	86%
Since coming to this program, I am better at something that I used to think was hard.	53%	83%	69%	84%
Physical Well Being				
Since coming to this program, I exercise more.	42%	80%	56%	81%
This program helps me to learn how to be healthy.	52%	77%	42%	80%
This program helps me say "no" to things I know are wrong.	79%	85%	78%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	56%	71%	48%	69%
This program helps me to feel like a part of my school.	57%	83%	64%	84%
Since coming to this program, I feel close to people at this school.	55%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	60%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	49%	68%	49%	70%
In this program, I learn more about college.	19%	54%	16%	54%
This program helps me feel ready to go to middle school.	38%	75%	61%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	74%	89%	75%	89%
This program helps me do my homework.	69%	91%	67%	92%
This program helps me learn ways to study (like reading directions).	48%	81%	60%	82%
Since coming to this program, I know how to set goals for myself.	74%	84%	72%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	55	31%	3,172	22%
English Learners	1		920	3%
Female	27	37%	1,608	24%
Male	28	25%	1,564	19%
Math				
All Youth	55	22%	3,219	20%
English Learners	1		954	7%
Female	27	22%	1,630	19%
Male	28	21%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	159	7,614
School Day Attendance Rate	94%	95%
Total Youth with Available School Day Attendance: 117		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Cleveland (East Bay Asian Youth Center)

***About this program*:** Expanded Learning @ Cleveland is an after-school learning program dedicated to fostering a college-going culture with all students and their families. Expanded Learning @ Cleveland serves 80 students who attend Cleveland Elementary School. This program operates 177 days a year, 3 hours each day, and provides all students a diverse menu of learning activities, including academic support, enrichment education, college-going culture activities, and parent engagement.

Program Attendance and Enrollment

	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	101	134	92	138
Enrollment: % Towards Projected	135%	123%	123%	122%
Units of Service (UOS): Total	51,584	59,528	45,456	58,061
UOS: % Towards Projected	118%	113%	105%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	102%	100%	89%	100%
Average Attendance Rate	91%	89%	91%	87%
Average Days Attended	157	132	150	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All E.S.
% African American	24%	38%
% Asian/Pacific Islander	54%	13%
% Latino/a	5%	40%
% Native American	0%	1%
% White	16%	6%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	1%	2%

0% 20% 40% 60%

% English Learner	This Program	All E.S.
% English Learners (EL)	20%	33%
Total Youth with Available EL Status: 101		5,920

% Gender	This Program	All E.S.
% Youth: Female	50%	50%
% Youth: Male	50%	50%

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	10%	8%
% Youth: 1st grade	13%	13%
% Youth: 2nd grade	20%	18%
% Youth: 3rd grade	23%	19%
% Youth: 4th grade	15%	19%
% Youth: 5th grade	20%	17%
% Youth: Unknown or Other	0%	5%
Total Youth with Available Grade Level Data: 101		6,219

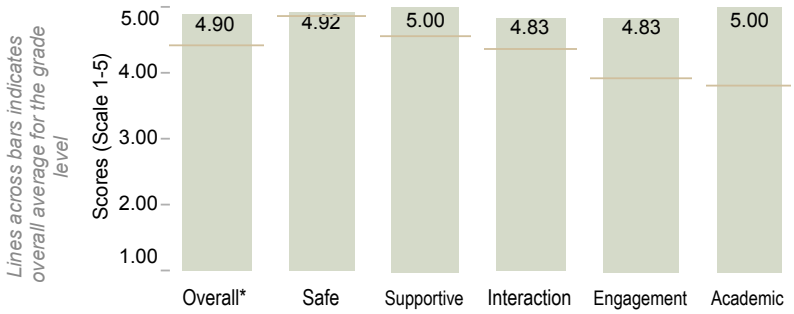
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Thriving**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings: This Program	Percent of 1 Ratings: All E.S.	Percent of 5 Ratings: This Program	Percent of 5 Ratings: All E.S.
Safe Environment	0%	0%	95%	94%
Supportive Environment	0%	2%	100%	81%
Interaction	0%	5%	91%	74%
Engagement	0%	16%	90%	56%
Academic Climate	0%	15%	100%	58%
Overall*	0%	6%	96%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

1. Interaction: School Age Leadership, Item 3
a. PQA: Staff provides structured opportunities for one or more children to lead a group (e.g., facilitate a discussion, lead a song, project, event or other activity).
i. In Dig, students co-facilitated curriculum and took leadership in pieces of the transition (PowerPoint, etc.).
2. Supportive Environment: Active Engagement, Item 3
a. Staff had children make a connection between the current activity and their prior knowledge or experience (e.g., staff asked children what they learned in a related experiment, staff asked children what similar tools they have at home, staff had children draw a picture of their favorite fruit or vegetable).
i. In both activities staff made reference and connection to previous knowledge. “In your last session (staff name) went over…”
3. Interaction: Interaction with Adults, Item 2
a. PQA: Staff consistently works side by side with children.
i. Staff worked closely with the youth equally for the majority of the activity. Music activity: Staff sat in a circle with youth; Dig it: staff stepped back from the front and with youth to side; Welcome: staff member bent down and listened to the welcome with the students.
--

Areas for Improvement

1. Safe Environment: Emergency Preparedness, Item 1
a. PQA: Written emergency procedures are not posted, but staff is able to locate them.
i. Although written emergency procedures were posted in dig it and the office, the space for the activity musical instruments did not have written emergency procedures posted. To score a 5, all activity spaces must have written procedures posted in plain view.
2. Interaction: Belonging, Item 1
a. PQA: Staff provides informal opportunities for children to get to know each other (e.g., children engage in informal conversations, children get to know each other as a by-product of an activity).
i. During observation, informal opportunities to know each other based on conversation were noted, but not a structured opportunity. To score a 5, a structured opportunity with the purpose of youth getting to know each other must occur (such as in an icebreaker, intro, personal update, team builder, etc.).
3. Engagement: School-Age Planning, Item 2
a. PQA: Staff uses at least one identifiable planning strategy to support children’s planning (e.g., children always verbalize their plans).
i. Throughout the observation, only one type of planning strategy was noted as utilized in each activity (verbal). To score a 5, two or more strategies must be utilized as youth plan.
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 51	All E.S. 15-16 N = 2,972	This Program 14-15 N = 34	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	25%	11%	6%	12%
When I am in this program, I have had mean rumors or lies spread about me.	34%	16%	26%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	67%	86%	87%	87%
I feel safe in this program.	76%	88%	100%	89%
Supportive Environment				
There is an adult at this program who cares about me.	78%	92%	100%	93%
In this program, there is an adult who wants me to do my best.	75%	95%	100%	96%
The adults here tell me what I am doing well.	59%	88%	76%	87%
The adults in this program listen to what I have to say.	63%	86%	94%	86%
Interaction				
I feel like I belong at this program.	49%	83%	94%	85%
In this program, I get to help other people.	75%	86%	100%	87%
This program helps me to make friends.	70%	84%	94%	84%
Engagement				
I am interested in what we do in this program.	53%	86%	94%	86%
In this program, I get to choose what I do and how I do it.	24%	58%	53%	61%
In this program, I try new things.	78%	92%	97%	92%
In this program, I do things that are too easy for me.	59%	53%	38%	52%

Cleveland (East Bay Asian Youth Center)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 51	All E.S. 15-16 N = 2,972	This Program 14-15 N = 34	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	53%	87%	85%	87%
This program helps me to listen to others.	78%	86%	100%	88%
This program helps me talk about my feelings.	48%	71%	76%	70%
This program helps me get along with other people my age.	62%	86%	94%	86%
This program helps me get along with adults.	41%	81%	82%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	43%	74%	76%	73%
This program helps me feel good about what I can do.	62%	88%	94%	86%
Since coming to this program, I am better at something that I used to think was hard.	59%	83%	79%	84%
Physical Well Being				
Since coming to this program, I exercise more.	59%	80%	82%	81%
This program helps me to learn how to be healthy.	56%	77%	85%	80%
This program helps me say "no" to things I know are wrong.	62%	85%	91%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	44%	71%	64%	69%
This program helps me to feel like a part of my school.	52%	83%	94%	84%
Since coming to this program, I feel close to people at this school.	48%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	50%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	53%	68%	74%	70%
In this program, I learn more about college.	35%	54%	53%	54%
This program helps me feel ready to go to middle school.	56%	75%	68%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	76%	89%	94%	89%
This program helps me do my homework.	78%	91%	94%	92%
This program helps me learn ways to study (like reading directions).	43%	81%	79%	82%
Since coming to this program, I know how to set goals for myself.	61%	84%	97%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	57	49%	3,172	22%
English Learners	6	0%	920	3%
Female	27	56%	1,608	24%
Male	30	43%	1,564	19%
Math				
All Youth	57	49%	3,219	20%
English Learners	6	50%	954	7%
Female	27	52%	1,630	19%
Male	30	47%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	174	7,614
School Day Attendance Rate	97%	95%
Total Youth with Available School Day Attendance: 101		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Community United (Lockwood) (Safe Passages)

About this program: CUES ASP supports the delivery of high quality developmentally appropriate academic and enrichment activities for historically underserved elementary students in East Oakland. In alignment with the regular school day, the program will provide academic and enrichment activities that will help build a strong foundation for on-going student engagement and success. Program activities include: STEM, literacy development, gardening, nutrition, community building, sports, and recreation, with an emphasis on gender programming for 4th and 5th graders. The program will serve 98, 1st - 5th grade

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Program Attendance and Enrollment

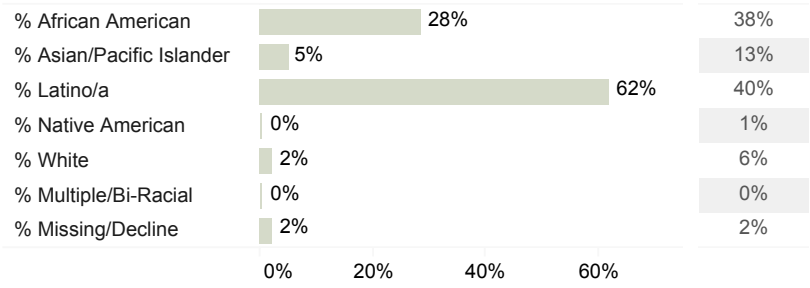
	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	137	134	143	138
Enrollment: % Towards Projected	114%	123%	119%	122%
Units of Service (UOS): Total	67,714	59,528	59,707	58,061
UOS: % Towards Projected	118%	113%	102%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	114%	100%	115%	100%
Average Attendance Rate	90%	89%	92%	87%
Average Days Attended	128	132	121	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity



% English Learner	This Program	All E.S.
% English Learners (EL)	49%	33%
Total Youth with Available EL Status: 137		5,920

% Gender	This Program	All E.S.
% Youth: Female	45%	50%
% Youth: Male	55%	50%

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	0%	8%
% Youth: 1st grade	18%	13%
% Youth: 2nd grade	23%	18%
% Youth: 3rd grade	24%	19%
% Youth: 4th grade	19%	19%
% Youth: 5th grade	15%	17%
% Youth: Unknown or Other	0%	5%
Total Youth with Available Grade Level Data: 137		6,219

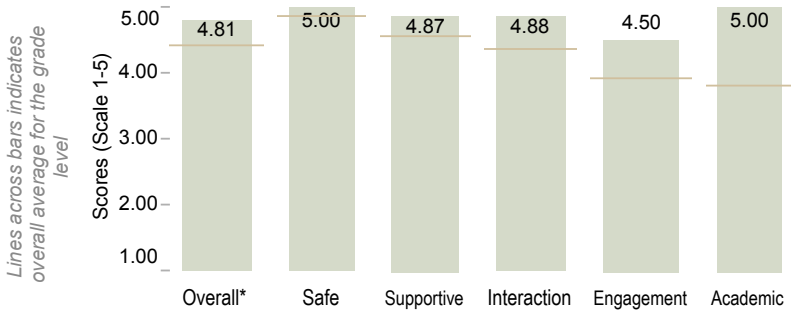
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Thriving**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All E.S.	This Program	All E.S.
Safe Environment	0%	0%	100%	94%
Supportive Environment	0%	2%	94%	81%
Interaction	0%	5%	93%	74%
Engagement	0%	16%	70%	56%
Academic Climate	0%	15%	100%	58%
Overall*	0%	6%	93%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

1. Supportive Environment: Warm Welcome, Item 1 a. PQA: All children are greeted by staff as they arrive or at the start of the session. i. Staff member high-fived students, asked about school and home life; started a circle, “How are you? What would you do in a Zombie apocalypse?” Subject chosen by group; staff member engaged and participated with students; Student “My day was awesome.” Staff “Great. You made good choices today.” Student “I would hide in a Costco with you (referring to staff member).” Staff “See you there, brother.”
2. Supportive Environment: Active Engagement, Item 1 a. PQA: The activities involve children in engaging with (creating, combining, reforming) materials or ideas (e.g., role play, projects, experiments, writing and illustrating stories, outside exploration) for at least half of the time. i. Students made trombones with gloves. Students reshaped and refitted to change the sound. Staff “When, you are making changes to your trombone, think about how it changes the sound.”
3. Engagement: School-Age Planning, Item 1 a. PQA: Staff creates an opportunity for all children (individual or group) to make plans (e.g., children plan how to spend their time, how to do something, or who to do it with). i. Students created designs and plans on a piece of paper for sail boat cars. As students were building their “prototype,” plans were in front of students. Observed several times when students looked at plans and either gathered more or different materials. Staff member was consistent in referring to plans, “You can keep adding (material), but you need to think about (design)…can I see your plan? Let me see your plan and describe it to me.”
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Areas for Improvement

1. Engagement: Reflection, Item 1 a. PQA: Staff engages some children in an intentional process of reflecting on what they have done during the program session. i. Although an intention reflection was noted in one of the two activities using a ball to ask questions (“what challenges did you have?”), staff member skipped logging of observations (told to students) and abruptly ended the reflection with only a small percentage of students engaged and/or physically in “reflection circle”. Staff “I’m trying to talk to (student), go be apart of the reflection.” (Reflection was being lead by second staff). 2-4 students walking around circle. 4 students left circle and began to grab supplies at a table. Circle turned into a line. ii. In different activity (soccer), staff member ended activity after water break. No intentional process of reflection was observed.
2. Engagement: Reflection Item 2 a. PQA: Staff uses at least one identifiable strategy to help children to share what they have done and reflects on their experiences (e.g., staff asks children, “What did you do today?”) i. Staff uses a ball for kids to choose question to reflect. Using at least two strategies scores five. Site score is averaged based on both reflections. ii. In soccer activity, no reflection observed. Using at least two strategies scores five. Site score is averaged based on both reflections.
3. Interaction: Interaction with Adults, Item 4 a. PQA: Staff sometimes interacts with children in positive ways. i. Interactions were characterized both positive and negative and illustrates at times management of behaviors. 1. Staff “I like the way (student name) is lined up.” 2. Staff “Excuse me, we should be cleaning up.” 3. Staff “Since you are done, can you help people with your awesome idea?” 4. Student, “I need help.” Staff “Okay. What do you want to do?” 5. Staff “You need to watch your mouth.” 6. Staff “You girls. Let’s go!” 7. Speaking directly to one student, staff: “You need to go get in line. Bye!” 8. As a student was walking toward belongings, staff “”What are you doing? Getting your stuff, right? Go get in line!”
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Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 52	All E.S. 15-16 N = 2,972	This Program 14-15 N = 54	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	12%	11%	15%	12%
When I am in this program, I have had mean rumors or lies spread about me.	14%	16%	28%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	90%	86%	94%	87%
I feel safe in this program.	94%	88%	91%	89%
Supportive Environment				
There is an adult at this program who cares about me.	90%	92%	100%	93%
In this program, there is an adult who wants me to do my best.	98%	95%	100%	96%
The adults here tell me what I am doing well.	96%	88%	81%	87%
The adults in this program listen to what I have to say.	88%	86%	93%	86%
Interaction				
I feel like I belong at this program.	84%	83%	93%	85%
In this program, I get to help other people.	96%	86%	89%	87%
This program helps me to make friends.	88%	84%	79%	84%
Engagement				
I am interested in what we do in this program.	88%	86%	96%	86%
In this program, I get to choose what I do and how I do it.	42%	58%	57%	61%
In this program, I try new things.	100%	92%	96%	92%
In this program, I do things that are too easy for me.	58%	53%	66%	52%

Community United (Lockwood) (Safe Passages)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 52	All E.S. 15-16 N = 2,972	This Program 14-15 N = 54	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	98%	87%	94%	87%
This program helps me to listen to others.	90%	86%	89%	88%
This program helps me talk about my feelings.	78%	71%	78%	70%
This program helps me get along with other people my age.	88%	86%	94%	86%
This program helps me get along with adults.	90%	81%	88%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	77%	74%	74%	73%
This program helps me feel good about what I can do.	98%	88%	76%	86%
Since coming to this program, I am better at something that I used to think was hard.	88%	83%	74%	84%
Physical Well Being				
Since coming to this program, I exercise more.	85%	80%	92%	81%
This program helps me to learn how to be healthy.	90%	77%	72%	80%
This program helps me say "no" to things I know are wrong.	90%	85%	80%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	85%	71%	53%	69%
This program helps me to feel like a part of my school.	85%	83%	80%	84%
Since coming to this program, I feel close to people at this school.	88%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	83%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	81%	68%	77%	70%
In this program, I learn more about college.	35%	54%	28%	54%
This program helps me feel ready to go to middle school.	83%	75%	85%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	92%	89%	89%	89%
This program helps me do my homework.	94%	91%	98%	92%
This program helps me learn ways to study (like reading directions).	94%	81%	85%	82%
Since coming to this program, I know how to set goals for myself.	94%	84%	85%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	76	9%	3,172	22%
English Learners	36	0%	920	3%
Female	33	12%	1,608	24%
Male	43	7%	1,564	19%
Math				
All Youth	77	9%	3,219	20%
English Learners	37	0%	954	7%
Female	33	12%	1,630	19%
Male	44	7%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	165	7,614
School Day Attendance Rate	95%	95%
Total Youth with Available School Day Attendance: 137		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

East Oakland Pride (Webster) (East Bay Agency for Children)

About this program: The East Oakland Pride Elementary ASP will provide a safe, supportive afterschool program for 108 low-income students from this high-need East Oakland neighborhood. The youth development-based program design will address students' academic and enrichment needs, while promoting better attendance in school. Academic support will include literacy, homework help, academic enrichment, and support for English Language Learners, all linked to school-day programming. Enrichment activities will include sports, fitness, STEM, visual/performing arts, and educational garden-based activities.

Program Attendance and Enrollment

	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	133	134	175	138
Enrollment: % Towards Projected	133%	123%	152%	122%
Units of Service (UOS): Total	46,770	59,528	61,031	58,061
UOS: % Towards Projected	98%	113%	97%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	93%	100%	114%	100%
Average Attendance Rate	90%	89%	84%	87%
Average Days Attended	109	132	86	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All E.S.
% African American	33%	38%
% Asian/Pacific Islander	4%	13%
% Latino/a	61%	40%
% Native American	0%	1%
% White	2%	6%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	0%	2%

% English Learner	This Program	All E.S.
% English Learners (EL)	42%	33%
Total Youth with Available EL Status: 132		5,920

% Gender	This Program	All E.S.
% Youth: Female	48%	50%
% Youth: Male	52%	50%

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	0%	8%
% Youth: 1st grade	18%	13%
% Youth: 2nd grade	23%	18%
% Youth: 3rd grade	22%	19%
% Youth: 4th grade	14%	19%
% Youth: 5th grade	23%	17%
% Youth: Unknown or Other	0%	5%
Total Youth with Available Grade Level Data: 132		6,219

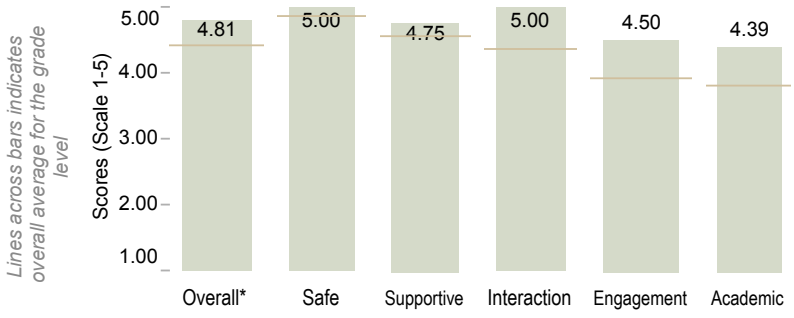
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Thriving**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings: This Program	Percent of 1 Ratings: All E.S.	Percent of 5 Ratings: This Program	Percent of 5 Ratings: All E.S.
Safe Environment	0%	0%	100%	94%
Supportive Environment	0%	2%	84%	81%
Interaction	0%	5%	100%	74%
Engagement	10%	16%	80%	56%
Academic Climate	10%	15%	80%	58%
Overall*	3%	6%	89%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

Creating an overall safe environment and creating a space for positive interactions for youtth.
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Areas for Improvement

Ask questions to help youth make connections between topics covered in school and during session.
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Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 56	All E.S. 15-16 N = 2,972	This Program 14-15 N = 61	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	2%	11%	8%	12%
When I am in this program, I have had mean rumors or lies spread about me.	7%	16%	10%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	86%	86%	95%	87%
I feel safe in this program.	86%	88%	87%	89%
Supportive Environment				
There is an adult at this program who cares about me.	91%	92%	90%	93%
In this program, there is an adult who wants me to do my best.	86%	95%	98%	96%
The adults here tell me what I am doing well.	91%	88%	93%	87%
The adults in this program listen to what I have to say.	93%	86%	85%	86%
Interaction				
I feel like I belong at this program.	89%	83%	85%	85%
In this program, I get to help other people.	80%	86%	85%	87%
This program helps me to make friends.	89%	84%	92%	84%
Engagement				
I am interested in what we do in this program.	91%	86%	95%	86%
In this program, I get to choose what I do and how I do it.	84%	58%	74%	61%
In this program, I try new things.	91%	92%	85%	92%
In this program, I do things that are too easy for me.	44%	53%	72%	52%

East Oakland Pride (Webster) (East Bay Agency for Children)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 56	All E.S. 15-16 N = 2,972	This Program 14-15 N = 61	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	89%	87%	92%	87%
This program helps me to listen to others.	89%	86%	87%	88%
This program helps me talk about my feelings.	82%	71%	82%	70%
This program helps me get along with other people my age.	87%	86%	85%	86%
This program helps me get along with adults.	93%	81%	82%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	76%	74%	68%	73%
This program helps me feel good about what I can do.	91%	88%	93%	86%
Since coming to this program, I am better at something that I used to think was hard.	88%	83%	79%	84%
Physical Well Being				
Since coming to this program, I exercise more.	65%	80%	87%	81%
This program helps me to learn how to be healthy.	76%	77%	93%	80%
This program helps me say "no" to things I know are wrong.	80%	85%	92%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	76%	71%	85%	69%
This program helps me to feel like a part of my school.	82%	83%	88%	84%
Since coming to this program, I feel close to people at this school.	82%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	91%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	64%	68%	72%	70%
In this program, I learn more about college.	61%	54%	62%	54%
This program helps me feel ready to go to middle school.	67%	75%	90%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	82%	89%	82%	89%
This program helps me do my homework.	93%	91%	93%	92%
This program helps me learn ways to study (like reading directions).	86%	81%	95%	82%
Since coming to this program, I know how to set goals for myself.	71%	84%	82%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	63	8%	3,172	22%
English Learners	25	0%	920	3%
Female	33	6%	1,608	24%
Male	30	10%	1,564	19%
Math				
All Youth	67	6%	3,219	20%
English Learners	29	0%	954	7%
Female	34	3%	1,630	19%
Male	33	9%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	160	7,614
School Day Attendance Rate	95%	95%
Total School Day Attendance: 132		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Emerson (Bay Area Community Resources)

***About this program*:** BACR will provide comprehensive, high quality after school services at Emerson Elementary for 84 students in grades K-5, provided at the school site, 5 days/week, every school day during the year. Students will receive targeted academic assistance to address their struggles in English and Math; enrichment activities that challenge them to build skills, work in teams, challenge themselves, and gain exposure to arts, science and culture, health and fitness; and social emotional learning built into all activities so that students feel safe and connected and form caring relationships.

Program Attendance and Enrollment

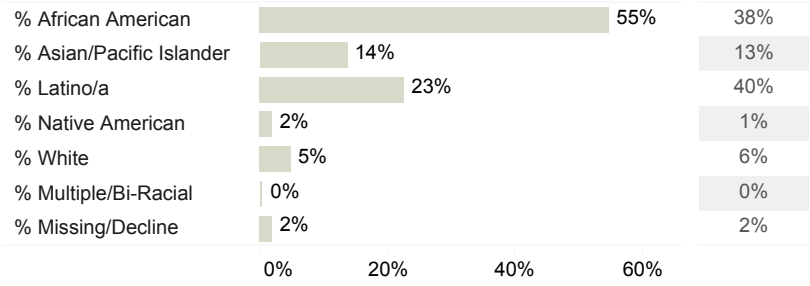
	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	102	134	107	138
Enrollment: % Towards Projected	89%	123%	93%	122%
Units of Service (UOS): Total	96,299	59,528	57,765	58,061
UOS: % Towards Projected	171%	113%	99%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	89%	100%	101%	100%
Average Attendance Rate	88%	89%	89%	87%
Average Days Attended	136	132	147	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity



% Gender	This Program	All E.S.
% Youth: Female	45%	50%
% Youth: Male	55%	50%

% English Learner	This Program	All E.S.
% English Learners (EL)	20%	33%
Total Youth with Available EL Status: 102		5,920

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	0%	8%
% Youth: 1st grade	18%	13%
% Youth: 2nd grade	18%	18%
% Youth: 3rd grade	24%	19%
% Youth: 4th grade	23%	19%
% Youth: 5th grade	19%	17%
% Youth: Unknown or Other	0%	5%
Total Youth with Available Grade Level Data: 102		6,219

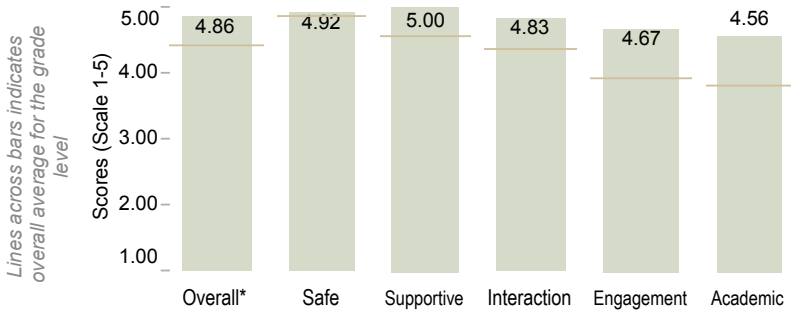
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Thriving**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings: This Program	Percent of 1 Ratings: All E.S.	Percent of 5 Ratings: This Program	Percent of 5 Ratings: All E.S.
Safe Environment	0%	0%	95%	94%
Supportive Environment	0%	2%	100%	81%
Interaction	0%	5%	91%	74%
Engagement	0%	16%	80%	56%
Academic Climate	10%	15%	90%	58%
Overall*	1%	6%	93%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

The caring staff at Emerson Elementary's after school program provide a variety of enriching activities to youth. In general, staff are careful in explicitly stating behavioral expectations and norms. During the Tight Squeeze activity, youth struggled with focusing on the activity at hand and staff called youth together to circle up so that each person could share something that worked, did not work, and why. This helped youth to get refocused on the activity and demonstrated strong staff practice with classroom/behavior management. In the Fashion Design activity, girls worked in groups to create fashionable paper-and-tape outfits for the culture they were studying. In the course of the activity, youth worked in small groups to plan, create and display (via a hallway fashion show) their creations. This activity allowed youth to practice group processing skills, while having a way to engage with abstract concepts in a concrete way. This group of girls was very supportive and positive in cheering for each group's creations. During the Kids Lit activity (1st grade), staff employed many open-ended questions in the course of the reflection period to help younger youth get a hang of completing their predictions with their observations, based on their experiment of building houses out of different materials. Similarly, staff in the 2nd grade Kids Lit activity worked closely with children, asking a lot of open-ended questions to help youth with creating their stories about colors.
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Areas for Improvement

To improve already strong practices around planning and reflection, staff may consider incorporating multiple modes/methods for youth to share their plans and their reflections. In most of the activities observed, reflection was done primary as a group and verbally. During the homework activity, an icebreaker activity was scheduled but not completed (shake-off); youth had trouble focusing and staff may consider making sure to do this to help youth focus on their homework hour.
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Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 61	All E.S. 15-16 N = 2,972	This Program 14-15 N = 49	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	12%	11%	0%	12%
When I am in this program, I have had mean rumors or lies spread about me.	22%	16%	8%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	90%	86%	88%	87%
I feel safe in this program.	93%	88%	98%	89%
Supportive Environment				
There is an adult at this program who cares about me.	98%	92%	98%	93%
In this program, there is an adult who wants me to do my best.	100%	95%	100%	96%
The adults here tell me what I am doing well.	93%	88%	90%	87%
The adults in this program listen to what I have to say.	90%	86%	88%	86%
Interaction				
I feel like I belong at this program.	92%	83%	92%	85%
In this program, I get to help other people.	83%	86%	88%	87%
This program helps me to make friends.	97%	84%	90%	84%
Engagement				
I am interested in what we do in this program.	89%	86%	94%	86%
In this program, I get to choose what I do and how I do it.	49%	58%	61%	61%
In this program, I try new things.	98%	92%	98%	92%
In this program, I do things that are too easy for me.	36%	53%	31%	52%

Emerson (Bay Area Community Resources)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 61	All E.S. 15-16 N = 2,972	This Program 14-15 N = 49	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	98%	87%	92%	87%
This program helps me to listen to others.	90%	86%	83%	88%
This program helps me talk about my feelings.	76%	71%	69%	70%
This program helps me get along with other people my age.	93%	86%	96%	86%
This program helps me get along with adults.	88%	81%	90%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	72%	74%	85%	73%
This program helps me feel good about what I can do.	97%	88%	98%	86%
Since coming to this program, I am better at something that I used to think was hard.	95%	83%	96%	84%
Physical Well Being				
Since coming to this program, I exercise more.	79%	80%	88%	81%
This program helps me to learn how to be healthy.	80%	77%	76%	80%
This program helps me say "no" to things I know are wrong.	86%	85%	85%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	69%	71%	69%	69%
This program helps me to feel like a part of my school.	90%	83%	85%	84%
Since coming to this program, I feel close to people at this school.	83%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	91%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	73%	68%	90%	70%
In this program, I learn more about college.	87%	54%	53%	54%
This program helps me feel ready to go to middle school.	83%	75%	76%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	97%	89%	80%	89%
This program helps me do my homework.	90%	91%	88%	92%
This program helps me learn ways to study (like reading directions).	87%	81%	82%	82%
Since coming to this program, I know how to set goals for myself.	89%	84%	90%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	57	16%	3,172	22%
English Learners	8	0%	920	3%
Female	26	0%	1,608	24%
Male	31	29%	1,564	19%
Math				
All Youth	59	14%	3,219	20%
English Learners	8	13%	954	7%
Female	27	4%	1,630	19%
Male	32	22%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	167	7,614
School Day Attendance Rate	95%	95%
Total School Day Attendance: 102		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Encompass Academy (Oakland Leaf)

***About this program*:** Oakland Leaf After-School Program at EnCompass Academy is a free program providing academic, enrichment, and recreation classes 5 days per week, August through June, for 177 days. The program serves 120 students daily. The after-school community reflects the demographics of the school: 72% Latino, 90% FRL; 61% ELL. Oakland Leaf ASP provides culturally relevant project-based classes with an emphasis on the arts, student identity and social justice. We provide students with limited economic resources opportunities to achieve academic success and develop into thoughtful, creative citizens.

Program Attendance and Enrollment

	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	198	134	124	138
Enrollment: % Towards Projected	233%	123%	146%	122%
Units of Service (UOS): Total	54,802	59,528	44,581	58,061
UOS: % Towards Projected	133%	113%	77%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	146%	100%	91%	100%
Average Attendance Rate	91%	89%	91%	87%
Average Days Attended	110	132	113	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All E.S.
% African American	24%	38%
% Asian/Pacific Islander	3%	13%
% Latino/a	68%	40%
% Native American	0%	1%
% White	3%	6%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	1%	2%

% English Learner	This Program	All E.S.
% English Learners (EL)	43%	33%
Total Youth with Available EL Status: 205		5,920

% Gender	This Program	All E.S.
% Youth: Female	55%	50%
% Youth: Male	45%	50%

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	1%	8%
% Youth: 1st grade	14%	13%
% Youth: 2nd grade	19%	18%
% Youth: 3rd grade	15%	19%
% Youth: 4th grade	22%	19%
% Youth: 5th grade	30%	17%
% Youth: Unknown or Other	0%	5%
Total Youth with Available Grade Level Data: 205		6,219

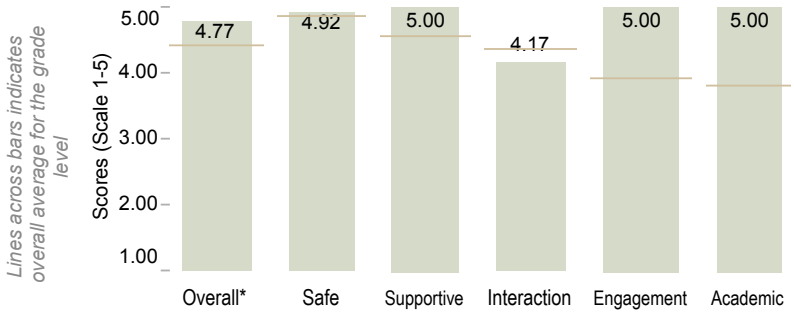
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Thriving**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All E.S.	This Program	All E.S.
Safe Environment	0%	0%	95%	94%
Supportive Environment	0%	2%	100%	81%
Interaction	0%	5%	64%	74%
Engagement	0%	16%	100%	56%
Academic Climate	0%	15%	100%	58%
Overall*	0%	6%	93%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

1. Engagement: Reflection, Item 1
a. PQA: Staff engages all children in an intentional process of reflecting on what they have done during the program session (e.g., writing in journals; reviewing minutes; sharing progress, accomplishments, or feelings about the experience).
i. In gardening, students sat on the floor in a circle and discussed their feelings about their day, what they learned, and a call to action (saving water) for the weekend. One student was able to vocalize a learning of photosynthesis during this reflection.
2. Supportive Environment: Skill Building, Item 5
a. PQA: When children struggle (with errors, imperfect results or failure), staff always provides learning supports or encouragement (e.g., children are helped to problem solve, encouraged to try another approach, told why an error was made, encouraged to keep trying, given guidance or explanation when needed).
i. In the Literacy 2, a student was having trouble spelling a word; Staff, "Let's try to sound it out. What letters do you hear?"
3. Supportive Environment: Encouragement, Item 1
a. PQA: Staff supports at least some contributions or accomplishments of children by acknowledging what they've said or done with specific, non-evaluative language (e.g., "Yes, the cleanup project you suggested is a way to give back to the community," "It looks like you put a lot of time into choosing the colors for your painting").
i. Student gave detailed complements and feedback. Staff, ""Nice handwriting!" "I appreciate you asking for (object)." "I appreciate (student) and (student) for reading on the carpet."
--

Areas for Improvement

1. Safe Environment: Emergency Preparedness, Item 1
a. PQA: Written emergency procedures are not posted, but staff is able to locate them.
i. Although the most of the activities had written emergency procedures, Literacy 2 did not have written emergency procedures during observations. To score a 5, all activity spaces must have written emergency procedures in plain view.
2. Interaction: Belonging, Item 1
a. PQA: Staff provides informal opportunities for children to get to know each other (e.g., children engage in informal conversations, children get to know each other as a by-product of an activity).
i. Although students got to know each other in some of the activities, no observation of a structure opportunity was noted. To score a 5 there must be a structured opportunity with the purpose of youth getting to know each other.
3. Interaction: School Age Leadership, Item 1
a. PQA: Staff provides a limited opportunity for children to practice group-process skills (e.g., all children are paired off or grouped briefly to talk about a topic, but this is the only opportunity for group process skills).
i. During observation, only two of the four activities provided groups opportunity to work and contribute together. The site score is an average based on all activities. To score a 5, there must be multiple opportunities for youth to practice group-processing skills.
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 39	All E.S. 15-16 N = 2,972	This Program 14-15 N = 36	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	13%	11%	3%	12%
When I am in this program, I have had mean rumors or lies spread about me.	15%	16%	14%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	95%	86%	86%	87%
I feel safe in this program.	95%	88%	94%	89%
Supportive Environment				
There is an adult at this program who cares about me.	100%	92%	94%	93%
In this program, there is an adult who wants me to do my best.	100%	95%	94%	96%
The adults here tell me what I am doing well.	100%	88%	89%	87%
The adults in this program listen to what I have to say.	92%	86%	94%	86%
Interaction				
I feel like I belong at this program.	90%	83%	86%	85%
In this program, I get to help other people.	92%	86%	92%	87%
This program helps me to make friends.	95%	84%	92%	84%
Engagement				
I am interested in what we do in this program.	95%	86%	81%	86%
In this program, I get to choose what I do and how I do it.	84%	58%	28%	61%
In this program, I try new things.	100%	92%	97%	92%
In this program, I do things that are too easy for me.	54%	53%	72%	52%

Encompass Academy (Oakland Leaf)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 39	All E.S. 15-16 N = 2,972	This Program 14-15 N = 36	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	97%	87%	86%	87%
This program helps me to listen to others.	97%	86%	89%	88%
This program helps me talk about my feelings.	85%	71%	67%	70%
This program helps me get along with other people my age.	92%	86%	91%	86%
This program helps me get along with adults.	95%	81%	89%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	92%	74%	78%	73%
This program helps me feel good about what I can do.	100%	88%	86%	86%
Since coming to this program, I am better at something that I used to think was hard.	95%	83%	72%	84%
Physical Well Being				
Since coming to this program, I exercise more.	74%	80%	67%	81%
This program helps me to learn how to be healthy.	100%	77%	86%	80%
This program helps me say "no" to things I know are wrong.	90%	85%	92%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	71%	71%	61%	69%
This program helps me to feel like a part of my school.	92%	83%	86%	84%
Since coming to this program, I feel close to people at this school.	87%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	92%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	74%	68%	72%	70%
In this program, I learn more about college.	34%	54%	29%	54%
This program helps me feel ready to go to middle school.	76%	75%	75%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	97%	89%	78%	89%
This program helps me do my homework.	97%	91%	92%	92%
This program helps me learn ways to study (like reading directions).	92%	81%	81%	82%
Since coming to this program, I know how to set goals for myself.	95%	84%	89%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	124	23%	3,172	22%
English Learners	40	5%	920	3%
Female	71	21%	1,608	24%
Male	53	26%	1,564	19%
Math				
All Youth	127	16%	3,219	20%
English Learners	43	5%	954	7%
Female	71	11%	1,630	19%
Male	56	21%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	165	7,614
School Day Attendance Rate	96%	95%
Total Youth with Available School Day Attendance: 205		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Esperanza Academy (Stonehurst) (Bay Area Community Resources)

***About this program*:** BACR will provide comprehensive, high quality after school services at Esperanza Elementary for 84 students in grades 1-5, provided at the school site, 5 days/week, every school day during the year. Students will receive targeted academic assistance to address their struggles in English and Math; enrichment activities that challenge them to build skills, work in teams, challenge themselves, and gain exposure to arts, science and culture, health and fitness; and social emotional learning built into all activities so that students feel safe and connected and form caring relationships.

Program Attendance and Enrollment

	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	114	134	127	138
Enrollment: % Towards Projected	95%	123%	106%	122%
Units of Service (UOS): Total	60,773	59,528	57,286	58,061
UOS: % Towards Projected	116%	113%	113%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	110%	100%	110%	100%
Average Attendance Rate	92%	89%	93%	87%
Average Days Attended	148	132	131	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All E.S.
% African American	3%	38%
% Asian/Pacific Islander	0%	13%
% Latino/a	96%	40%
% Native American	0%	1%
% White	1%	6%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	0%	2%

0% 50% 100%

% English Learner	This Program	All E.S.
% English Learners (EL)	77%	33%
Total Youth with Available EL Status: 114		5,920

% Gender	This Program	All E.S.
% Youth: Female	49%	50%
% Youth: Male	51%	50%

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	0%	8%
% Youth: 1st grade	17%	13%
% Youth: 2nd grade	23%	18%
% Youth: 3rd grade	24%	19%
% Youth: 4th grade	19%	19%
% Youth: 5th grade	18%	17%
% Youth: Unknown or Other	0%	5%
Total Youth with Available Grade Level Data: 114		6,219

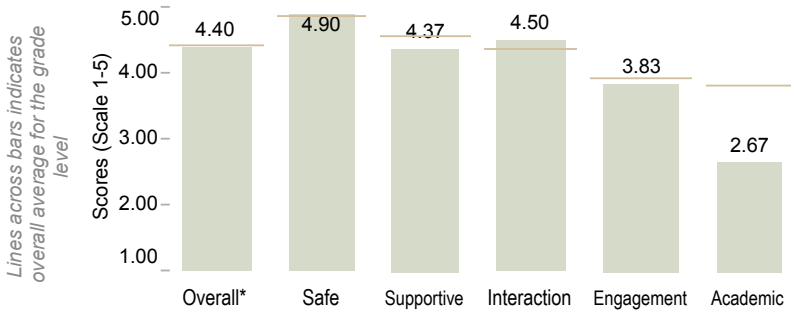
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Performing**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All E.S.	This Program	All E.S.
Safe Environment	0%	0%	95%	94%
Supportive Environment	0%	2%	71%	81%
Interaction	9%	5%	82%	74%
Engagement	30%	16%	60%	56%
Academic Climate	30%	15%	20%	58%
Overall*	10%	6%	70%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

1. The program provides multiple opportunities for youth to develop leadership. In one activity, staff encouraged a youth in second grade to go show his peers how to finish the turkey themed art project.
2. Youth had authentic responsibility within the program. For example, youth passed out materials and assisted staff with routine tasks like erasing the white board.
3. All youth had an opportunity to reflect on their day at school as well as their experience during Community Games.
--

Areas for Improvement

The program can improve by providing more opportunities for youth to plan. Staff could also work side-by-side with youth more frequently. Staff can ask more open-ended questions. Staff can also ask more questions that encourage youth to make connections between the program and their school day, and questions that encourage youth to make connections between the activity content and their personal experiences.
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 52	All E.S. 15-16 N = 2,972	This Program 14-15 N = 62	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	8%	11%	5%	12%
When I am in this program, I have had mean rumors or lies spread about me.	22%	16%	5%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	76%	86%	100%	87%
I feel safe in this program.	86%	88%	100%	89%
Supportive Environment				
There is an adult at this program who cares about me.	84%	92%	98%	93%
In this program, there is an adult who wants me to do my best.	90%	95%	100%	96%
The adults here tell me what I am doing well.	86%	88%	100%	87%
The adults in this program listen to what I have to say.	75%	86%	95%	86%
Interaction				
I feel like I belong at this program.	72%	83%	98%	85%
In this program, I get to help other people.	69%	86%	98%	87%
This program helps me to make friends.	86%	84%	98%	84%
Engagement				
I am interested in what we do in this program.	65%	86%	92%	86%
In this program, I get to choose what I do and how I do it.	34%	58%	81%	61%
In this program, I try new things.	92%	92%	97%	92%
In this program, I do things that are too easy for me.	69%	53%	44%	52%

Esperanza Academy (Stonehurst) (Bay Area Community Resources)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

	This Program 15-16 N = 52	All E.S. 15-16 N = 2,972	This Program 14-15 N = 62	All E.S. 14-15 N = 2,902
Social & Emotional Learning				
When I'm in this program, I feel good about myself.	82%	87%	100%	87%
This program helps me to listen to others.	88%	86%	98%	88%
This program helps me talk about my feelings.	71%	71%	93%	70%
This program helps me get along with other people my age.	90%	86%	98%	86%
This program helps me get along with adults.	69%	81%	87%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	41%	74%	90%	73%
This program helps me feel good about what I can do.	84%	88%	100%	86%
Since coming to this program, I am better at something that I used to think was hard.	61%	83%	100%	84%
Physical Well Being				
Since coming to this program, I exercise more.	78%	80%	90%	81%
This program helps me to learn how to be healthy.	78%	77%	97%	80%
This program helps me say "no" to things I know are wrong.	79%	85%	97%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	73%	71%	82%	69%
This program helps me to feel like a part of my school.	83%	83%	92%	84%
Since coming to this program, I feel close to people at this school.	80%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	79%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	53%	68%	65%	70%
In this program, I learn more about college.	54%	54%	77%	54%
This program helps me feel ready to go to middle school.	71%	75%	74%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	88%	89%	100%	89%
This program helps me do my homework.	92%	91%	100%	92%
This program helps me learn ways to study (like reading directions).	79%	81%	97%	82%
Since coming to this program, I know how to set goals for myself.	74%	84%	98%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	65	17%	3,172	22%
English Learners	41	10%	920	3%
Female	31	23%	1,608	24%
Male	34	12%	1,564	19%
Math				
All Youth	67	18%	3,219	20%
English Learners	43	5%	954	7%
Female	31	16%	1,630	19%
Male	36	19%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	172	7,614
School Day Attendance Rate	97%	95%
Total School Day Attendance: 114		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Franklin (East Bay Asian Youth Center)

***About this program*:** Expanded Learning @ Franklin is an after-school learning program dedicated to fostering a college-going culture with all students and their families. Expanded Learning @ Franklin serves 120 students who attend Franklin Elementary School. This program operates 177 days a year, 3 hours each day, and provides all students a diverse menu of learning activities, including academic support, enrichment education, college-going culture activities, and parent engagement.

Program Attendance and Enrollment

	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	137	134	126	138
Enrollment: % Towards Projected	137%	123%	126%	122%
Units of Service (UOS): Total	71,733	59,528	61,109	58,061
UOS: % Towards Projected	123%	113%	106%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	99%	100%	87%	100%
Average Attendance Rate	97%	89%	93%	87%
Average Days Attended	159	132	148	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All E.S.
% African American	12%	38%
% Asian/Pacific Islander	72%	13%
% Latino/a	12%	40%
% Native American	0%	1%
% White	0%	6%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	3%	2%

0% 20% 40% 60% 80%

% English Learner	This Program	All E.S.
% English Learners (EL)	48%	33%
Total Youth with Available EL Status: 135		5,920

% Gender	This Program	All E.S.
% Youth: Female	47%	50%
% Youth: Male	53%	50%

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	0%	8%
% Youth: 1st grade	0%	13%
% Youth: 2nd grade	21%	18%
% Youth: 3rd grade	27%	19%
% Youth: 4th grade	32%	19%
% Youth: 5th grade	18%	17%
% Youth: Unknown or Other	1%	5%
Total Youth with Available Grade Level Data: 137		6,219

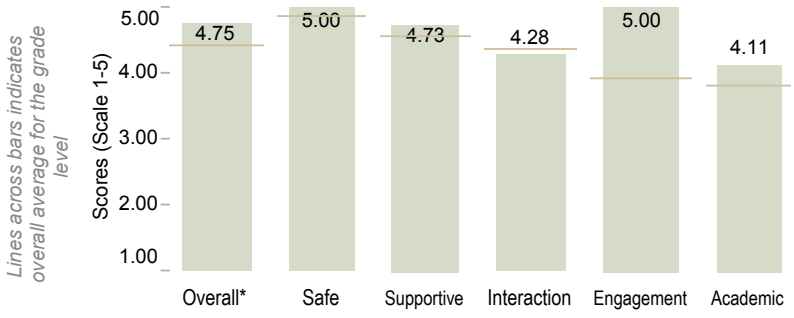
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Thriving**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All E.S.	This Program	All E.S.
Safe Environment	0%	0%	100%	94%
Supportive Environment	0%	2%	89%	81%
Interaction	0%	5%	64%	74%
Engagement	0%	16%	100%	56%
Academic Climate	10%	15%	70%	58%
Overall*	1%	6%	87%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

Across all activities observed, staff told students specific learning targets for the sessions with corresponding activities. Students were given opportunity to plan with the incorporation of making authentic and open-ended choices. Students were provided time to really reflect on activities.
--

Areas for Improvement

Although, staff told students a connection between the activity and prior sessions, staff could of encourage or help them make connections on their own. To improve the Belonging domain, staff could create structured activities that help students to get to know each other. Staff can also provide intentional opportunities for students to help their peers.
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 81	All E.S. 15-16 N = 2,972	This Program 14-15 N = 92	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	5%	11%	9%	12%
When I am in this program, I have had mean rumors or lies spread about me.	4%	16%	18%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	95%	86%	81%	87%
I feel safe in this program.	95%	88%	95%	89%
Supportive Environment				
There is an adult at this program who cares about me.	99%	92%	89%	93%
In this program, there is an adult who wants me to do my best.	99%	95%	97%	96%
The adults here tell me what I am doing well.	90%	88%	89%	87%
The adults in this program listen to what I have to say.	91%	86%	89%	86%
Interaction				
I feel like I belong at this program.	85%	83%	83%	85%
In this program, I get to help other people.	91%	86%	78%	87%
This program helps me to make friends.	87%	84%	81%	84%
Engagement				
I am interested in what we do in this program.	94%	86%	87%	86%
In this program, I get to choose what I do and how I do it.	69%	58%	64%	61%
In this program, I try new things.	89%	92%	94%	92%
In this program, I do things that are too easy for me.	47%	53%	54%	52%

Franklin (East Bay Asian Youth Center)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 81	All E.S. 15-16 N = 2,972	This Program 14-15 N = 92	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	89%	87%	86%	87%
This program helps me to listen to others.	93%	86%	88%	88%
This program helps me talk about my feelings.	73%	71%	68%	70%
This program helps me get along with other people my age.	97%	86%	87%	86%
This program helps me get along with adults.	95%	81%	80%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	73%	74%	54%	73%
This program helps me feel good about what I can do.	90%	88%	90%	86%
Since coming to this program, I am better at something that I used to think was hard.	89%	83%	84%	84%
Physical Well Being				
Since coming to this program, I exercise more.	80%	80%	83%	81%
This program helps me to learn how to be healthy.	82%	77%	77%	80%
This program helps me say "no" to things I know are wrong.	91%	85%	82%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	74%	71%	69%	69%
This program helps me to feel like a part of my school.	90%	83%	86%	84%
Since coming to this program, I feel close to people at this school.	81%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	90%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	90%	68%	74%	70%
In this program, I learn more about college.	89%	54%	51%	54%
This program helps me feel ready to go to middle school.	75%	75%	73%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	93%	89%	97%	89%
This program helps me do my homework.	98%	91%	92%	92%
This program helps me learn ways to study (like reading directions).	94%	81%	89%	82%
Since coming to this program, I know how to set goals for myself.	91%	84%	83%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	98	27%	3,172	22%
English Learners	38	8%	920	3%
Female	45	29%	1,608	24%
Male	53	25%	1,564	19%
Math				
All Youth	101	37%	3,219	20%
English Learners	41	20%	954	7%
Female	45	38%	1,630	19%
Male	56	36%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	170	7,614
School Day Attendance Rate	98%	95%
Total School Day Attendance: 137		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Fred T. Korematsu (Stonehurst) (Bay Area Community Resources)

***About this program*:** BACR will provide comprehensive, high quality after school services at Fred T. Korematsu Discovery Academy for 90 students in grades 1-5, provided at the school site, 5 days/week, every school day during the year. Students will receive targeted academic assistance to address their struggles in English and Math; enrichment activities that challenge them to build skills and work in teams, and gain exposure to arts, science and culture, health and fitness; and social emotional learning built into all activities so that students feel safe and connected and form caring relationships.

Program Attendance and Enrollment

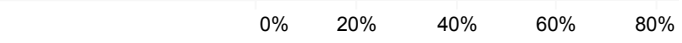
	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	113	134	113	138
Enrollment: % Towards Projected	97%	123%	97%	122%
Units of Service (UOS): Total	73,450	59,528	46,605	58,061
UOS: % Towards Projected	138%	113%	88%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	88%	100%	97%	100%
Average Attendance Rate	79%	89%	85%	87%
Average Days Attended	122	132	132	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All E.S.
% African American	18%	38%
% Asian/Pacific Islander	8%	13%
% Latino/a	70%	40%
% Native American	0%	1%
% White	3%	6%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	2%	2%



% English Learner	This Program	All E.S.
% English Learners (EL)	59%	33%
Total Youth with Available EL Status: 111		5,920

% Gender	This Program	All E.S.
% Youth: Female	50%	50%
% Youth: Male	50%	50%

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	5%	8%
% Youth: 1st grade	12%	13%
% Youth: 2nd grade	20%	18%
% Youth: 3rd grade	21%	19%
% Youth: 4th grade	19%	19%
% Youth: 5th grade	19%	17%
% Youth: Unknown or Other	2%	5%
Total Youth with Available Grade Level Data: 113		6,219

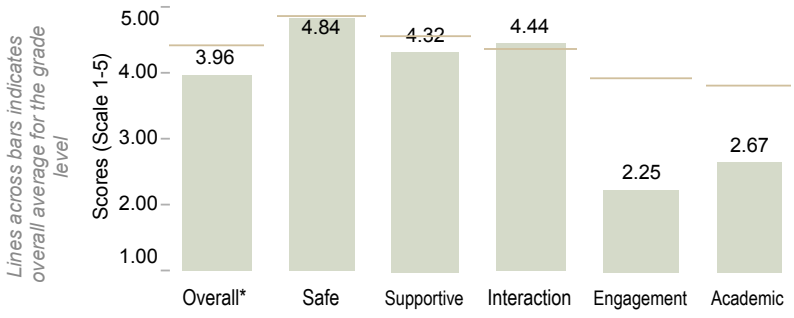
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Performing**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All E.S.	This Program	All E.S.
Safe Environment	0%	0%	88%	94%
Supportive Environment	6%	2%	78%	81%
Interaction	0%	5%	73%	74%
Engagement	60%	16%	10%	56%
Academic Climate	30%	15%	20%	58%
Overall*	15%	6%	61%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

1. Staff did a great job interacting with students at eye level and circulated around the classroom to support students.
2. In all of the sessions observed, students had opportunities to help each other either informally by working with a partner or when the teacher instructed students to help each other with a task.
3. In all the sessions observed youth had the opportunity to engage with materials or ideas. For example, in STEM, students discussed sounds and created a tuba.
--

Areas for Improvement

1. Students would benefit by having opportunities to make plans and share the plans they create.
2. Students would also benefit from including more intentional reflection time as well as time for them to give feedback to staff about the process and/or content of the session.
3. Greet students individually or as a group at the beginning of each session.
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 29	All E.S. 15-16 N = 2,972	This Program 14-15 N = 54	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	22%	11%	12%	12%
When I am in this program, I have had mean rumors or lies spread about me.	21%	16%	40%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	89%	86%	83%	87%
I feel safe in this program.	89%	88%	87%	89%
Supportive Environment				
There is an adult at this program who cares about me.	100%	92%	85%	93%
In this program, there is an adult who wants me to do my best.	97%	95%	98%	96%
The adults here tell me what I am doing well.	100%	88%	83%	87%
The adults in this program listen to what I have to say.	83%	86%	72%	86%
Interaction				
I feel like I belong at this program.	89%	83%	70%	85%
In this program, I get to help other people.	69%	86%	87%	87%
This program helps me to make friends.	83%	84%	70%	84%
Engagement				
I am interested in what we do in this program.	93%	86%	87%	86%
In this program, I get to choose what I do and how I do it.	52%	58%	74%	61%
In this program, I try new things.	100%	92%	91%	92%
In this program, I do things that are too easy for me.	59%	53%	51%	52%

Fred T. Korematsu (Stonehurst) (Bay Area Community Resources)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 29	All E.S. 15-16 N = 2,972	This Program 14-15 N = 54	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	83%	87%	80%	87%
This program helps me to listen to others.	86%	86%	72%	88%
This program helps me talk about my feelings.	62%	71%	41%	70%
This program helps me get along with other people my age.	97%	86%	87%	86%
This program helps me get along with adults.	90%	81%	75%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	86%	74%	40%	73%
This program helps me feel good about what I can do.	93%	88%	81%	86%
Since coming to this program, I am better at something that I used to think was hard.	79%	83%	91%	84%
Physical Well Being				
Since coming to this program, I exercise more.	86%	80%	62%	81%
This program helps me to learn how to be healthy.	76%	77%	46%	80%
This program helps me say "no" to things I know are wrong.	76%	85%	69%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	76%	71%	62%	69%
This program helps me to feel like a part of my school.	83%	83%	65%	84%
Since coming to this program, I feel close to people at this school.	93%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	86%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	48%	68%	63%	70%
In this program, I learn more about college.	41%	54%	70%	54%
This program helps me feel ready to go to middle school.	86%	75%	74%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	97%	89%	93%	89%
This program helps me do my homework.	100%	91%	96%	92%
This program helps me learn ways to study (like reading directions).	90%	81%	87%	82%
Since coming to this program, I know how to set goals for myself.	86%	84%	72%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	63	14%	3,172	22%
English Learners	31	6%	920	3%
Female	30	17%	1,608	24%
Male	33	12%	1,564	19%
Math				
All Youth	63	21%	3,219	20%
English Learners	31	19%	954	7%
Female	30	17%	1,630	19%
Male	33	24%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	166	7,614
School Day Attendance Rate	96%	95%
Total School Day Attendance: 113		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Fruitvale (Learning for Life)

***About this program*:** SFBAC, Learning for Life (lfl) serves as the Lead Agency at Fruitvale Elementary and implements Fruitvale ASP as a comprehensive program serving 100 students daily with small-group academic support aligned with in-school learning objectives and a diverse menu of skill-building enrichment activities. Staff will use some elements of the positive youth development, researched-based model of National Learning for Life to implement the program using an asset-based approach. The program leadership team includes the site coordinator, principal, academic liaison and agency director.

Program Attendance and Enrollment

	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	148	134	162	138
Enrollment: % Towards Projected	148%	123%	162%	122%
Units of Service (UOS): Total	62,721	59,528	58,244	58,061
UOS: % Towards Projected	112%	113%	104%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	123%	100%	116%	100%
Average Attendance Rate	88%	89%	85%	87%
Average Days Attended	130	132	112	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All E.S.
% African American	47%	38%
% Asian/Pacific Islander	12%	13%
% Latino/a	36%	40%
% Native American	3%	1%
% White	1%	6%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	2%	2%

% English Learner	This Program	All E.S.
% English Learners (EL)	27%	33%
Total Youth with Available EL Status: 147		5,920

% Gender	This Program	All E.S.
% Youth: Female	46%	50%
% Youth: Male	54%	50%

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	14%	8%
% Youth: 1st grade	16%	13%
% Youth: 2nd grade	17%	18%
% Youth: 3rd grade	18%	19%
% Youth: 4th grade	17%	19%
% Youth: 5th grade	18%	17%
% Youth: Unknown or Other	1%	5%
Total Youth with Available Grade Level Data: 148		6,219

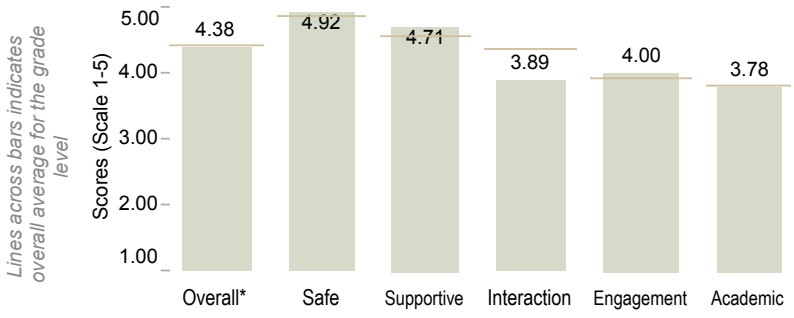
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Performing**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All E.S.	This Program	All E.S.
Safe Environment	0%	0%	95%	94%
Supportive Environment	0%	2%	83%	81%
Interaction	0%	5%	45%	74%
Engagement	0%	16%	50%	56%
Academic Climate	20%	15%	60%	58%
Overall*	3%	6%	72%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

In general, staff at Fruitvale elementary were supportive and warm towards youth. Staff were explicit about connecting verbal behavioral guidelines to their agreements. Staff were firm and patient as youth struggled at times to transition from one period to another and did so in a respectful manner.
1) During the Science activity, staff led off with a strong recap of prior hands-on science experiments to link the current activity to prior sessions. This included asking youth to name other activities and materials they remember using in past experiments. This practice helps youth to link the current activity with their prior knowledge/experience.
2) During 2nd grade academics, each child solved one problem in front of the group. In the course of doing so, staff used open-ended questions to encourage children to share their thinking and their method of solving each problem. This was a great example of providing leadership opportunities for children, while encouraging deep thinking about the math content they were practicing that day.
3) The Kindergarten class is structured with ample opportunities for children to take roles and responsibilities. Staff used equity sticks at the opening of the activity to cycle through youth in assigning daily roles. Staff explained the reasoning for how roles were assigned and demonstrated strong classroom management skills in the course of taking care of role assignments for the day.
--

Areas for Improvement

1. For future hands-on science activities, staff may consider reviewing the steps and purpose of the activity prior to the experiment so that youth are clear on the steps and the intended purpose of the experiment. For example, during the gummy bear experiment, staff briefly mentioned "osmosis" and "membranes" as the topic but did not thoroughly explain how the concepts applied to the activity. Staff distributed handouts on the activity and this could have been a good opportunity to review the content of the sheet and to allow youth to ask questions about the process and engage more thoroughly with the scientific content of the activity. Making this type of adjustment would strengthen the connection between the abstract (science concepts) and the concrete (hands-on exploration).
2) In general, staff may consider incorporating grouping strategies so that children can work in purposeful small groups. This practice was observed in only 1 of the activities on the day of observation and expanding this practice could provide youth with additional ways to talk productively about their activities.
3) Staff may also consider expanding planning opportunities during activities so that children can make choices and plan how they will be spending their time during activities. Reflection was observed during the activities and incorporating planning more consistently would strengthen the plan-do-review process in this program overall.
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Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 56	All E.S. 15-16 N = 2,972	This Program 14-15 N = 68	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	2%	11%	6%	12%
When I am in this program, I have had mean rumors or lies spread about me.	7%	16%	10%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	95%	86%	85%	87%
I feel safe in this program.	96%	88%	91%	89%
Supportive Environment				
There is an adult at this program who cares about me.	98%	92%	88%	93%
In this program, there is an adult who wants me to do my best.	100%	95%	97%	96%
The adults here tell me what I am doing well.	93%	88%	88%	87%
The adults in this program listen to what I have to say.	95%	86%	82%	86%
Interaction				
I feel like I belong at this program.	93%	83%	80%	85%
In this program, I get to help other people.	93%	86%	82%	87%
This program helps me to make friends.	88%	84%	82%	84%
Engagement				
I am interested in what we do in this program.	91%	86%	84%	86%
In this program, I get to choose what I do and how I do it.	77%	58%	31%	61%
In this program, I try new things.	96%	92%	97%	92%
In this program, I do things that are too easy for me.	82%	53%	48%	52%

Fruitvale (Learning for Life)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 56	All E.S. 15-16 N = 2,972	This Program 14-15 N = 68	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	93%	87%	82%	87%
This program helps me to listen to others.	93%	86%	84%	88%
This program helps me talk about my feelings.	82%	71%	51%	70%
This program helps me get along with other people my age.	91%	86%	82%	86%
This program helps me get along with adults.	87%	81%	81%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	88%	74%	63%	73%
This program helps me feel good about what I can do.	91%	88%	74%	86%
Since coming to this program, I am better at something that I used to think was hard.	88%	83%	82%	84%
Physical Well Being				
Since coming to this program, I exercise more.	93%	80%	74%	81%
This program helps me to learn how to be healthy.	91%	77%	76%	80%
This program helps me say "no" to things I know are wrong.	96%	85%	81%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	89%	71%	72%	69%
This program helps me to feel like a part of my school.	89%	83%	78%	84%
Since coming to this program, I feel close to people at this school.	91%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	95%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	70%	68%	46%	70%
In this program, I learn more about college.	52%	54%	31%	54%
This program helps me feel ready to go to middle school.	73%	75%	63%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	100%	89%	87%	89%
This program helps me do my homework.	96%	91%	92%	92%
This program helps me learn ways to study (like reading directions).	95%	81%	78%	82%
Since coming to this program, I know how to set goals for myself.	93%	84%	73%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	67	15%	3,172	22%
English Learners	13	0%	920	3%
Female	34	21%	1,608	24%
Male	33	9%	1,564	19%
Math				
All Youth	67	9%	3,219	20%
English Learners	13	8%	954	7%
Female	34	12%	1,630	19%
Male	33	6%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	165	7,614
School Day Attendance Rate	94%	95%
Total Youth with Available School Day Attendance: 148		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Futures Elementary (East Oakland Youth Development Center)

***About this program*:** BACR will provide comprehensive, high quality after school services at Futures Elementary for 84 students in grades K-5, provided at the school site, 5 days/week, every school day during the year. Students will receive targeted academic assistance to address their struggles in English and Math; enrichment activities that challenge them to build skills, work in teams, challenge themselves, and gain exposure to arts, science and culture, health and fitness; and social emotional learning built into all activities so that students feel safe and connected and form caring relationships.

Program Attendance and Enrollment

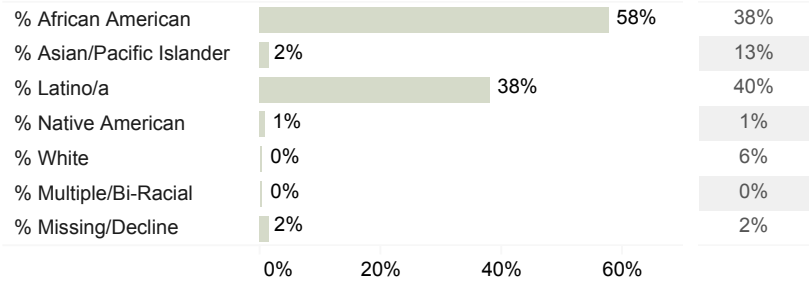
	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	131	134	127	138
Enrollment: % Towards Projected	109%	123%	106%	122%
Units of Service (UOS): Total	61,192	59,528	52,391	58,061
UOS: % Towards Projected	104%	113%	92%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	101%	100%	101%	100%
Average Attendance Rate	90%	89%	87%	87%
Average Days Attended	118	132	114	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity



% Gender	This Program	All E.S.
% Youth: Female	52%	50%
% Youth: Male	48%	50%

% English Learner	This Program	All E.S.
% English Learners (EL)	31%	33%
Total Youth with Available EL Status: 131		5,920

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	15%	8%
% Youth: 1st grade	16%	13%
% Youth: 2nd grade	18%	18%
% Youth: 3rd grade	18%	19%
% Youth: 4th grade	14%	19%
% Youth: 5th grade	19%	17%
% Youth: Unknown or Other	0%	5%
Total Youth with Available Grade Level Data: 131		6,219

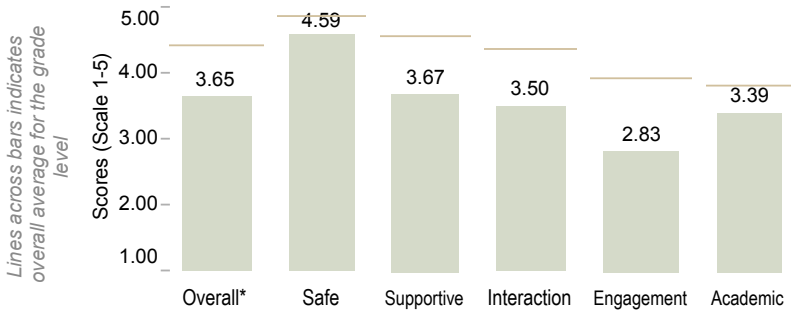
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Performing**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All E.S.	This Program	All E.S.
Safe Environment	0%	0%	84%	94%
Supportive Environment	0%	2%	39%	81%
Interaction	18%	5%	45%	74%
Engagement	50%	16%	40%	56%
Academic Climate	10%	15%	30%	58%
Overall*	12%	6%	51%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

The after-school program at Futures Elementary is very well organized; staff members are prepared for activities and sessions start and end on time. The academic enrichment component of the program provides opportunities for young people to learn about the systems of the body through hands-on activities and discussions with staff members. Daily reflection periods offer youth the opportunity to talk about what they learned and offer feedback to staff. Staff members are attentive to youth, circulating around the room and checking in with individuals and small groups often. The after-school program uses similar behavior guidance techniques as in the school day, including "High five" and "0 level voices."
--

Areas for Improvement

Youth had few opportunities to make authentic choices during the course of the observation, but instead made their way through a set of activities described in the lesson plan. During the observation, youth had few opportunities to demonstrate school-age leadership, such as helping others with a task. One observed staff member interacted negatively with youth during the observation, telling youth that they could not get a drink of water or go to the bathroom, and eventually telling some to "shut up."
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 48	All E.S. 15-16 N = 2,972	This Program 14-15 N = 60	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	9%	11%	25%	12%
When I am in this program, I have had mean rumors or lies spread about me.	17%	16%	42%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	98%	86%	85%	87%
I feel safe in this program.	94%	88%	87%	89%
Supportive Environment				
There is an adult at this program who cares about me.	100%	92%	95%	93%
In this program, there is an adult who wants me to do my best.	96%	95%	100%	96%
The adults here tell me what I am doing well.	96%	88%	85%	87%
The adults in this program listen to what I have to say.	91%	86%	83%	86%
Interaction				
I feel like I belong at this program.	90%	83%	82%	85%
In this program, I get to help other people.	96%	86%	88%	87%
This program helps me to make friends.	98%	84%	92%	84%
Engagement				
I am interested in what we do in this program.	92%	86%	87%	86%
In this program, I get to choose what I do and how I do it.	43%	58%	68%	61%
In this program, I try new things.	94%	92%	98%	92%
In this program, I do things that are too easy for me.	53%	53%	43%	52%

Futures Elementary (East Oakland Youth Development Center)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 48	All E.S. 15-16 N = 2,972	This Program 14-15 N = 60	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	96%	87%	86%	87%
This program helps me to listen to others.	98%	86%	90%	88%
This program helps me talk about my feelings.	72%	71%	78%	70%
This program helps me get along with other people my age.	96%	86%	84%	86%
This program helps me get along with adults.	96%	81%	80%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	85%	74%	83%	73%
This program helps me feel good about what I can do.	96%	88%	87%	86%
Since coming to this program, I am better at something that I used to think was hard.	89%	83%	90%	84%
Physical Well Being				
Since coming to this program, I exercise more.	87%	80%	95%	81%
This program helps me to learn how to be healthy.	94%	77%	73%	80%
This program helps me say "no" to things I know are wrong.	85%	85%	78%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	87%	71%	70%	69%
This program helps me to feel like a part of my school.	89%	83%	80%	84%
Since coming to this program, I feel close to people at this school.	89%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	93%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	74%	68%	91%	70%
In this program, I learn more about college.	46%	54%	38%	54%
This program helps me feel ready to go to middle school.	85%	75%	70%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	96%	89%	93%	89%
This program helps me do my homework.	100%	91%	95%	92%
This program helps me learn ways to study (like reading directions).	94%	81%	92%	82%
Since coming to this program, I know how to set goals for myself.	98%	84%	87%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	61	5%	3,172	22%
English Learners	23	0%	920	3%
Female	36	6%	1,608	24%
Male	25	4%	1,564	19%
Math				
All Youth	60	5%	3,219	20%
English Learners	23	0%	954	7%
Female	36	3%	1,630	19%
Male	24	8%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	161	7,614
School Day Attendance Rate	94%	95%
Total School Day Attendance: 131		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Garfield (East Bay Asian Youth Center)

***About this program*:** Expanded Learning @ Garfield is an after-school learning program dedicated to fostering a college-going culture with all students and their families. Expanded Learning @ Garfield serves 160 students who attend Garfield Elementary School. This program operates 177 days a year, 3 hours each day, and provides all students a diverse menu of learning activities, including academic support, enrichment education, college-going culture activities, and parent engagement.

Program Attendance and Enrollment

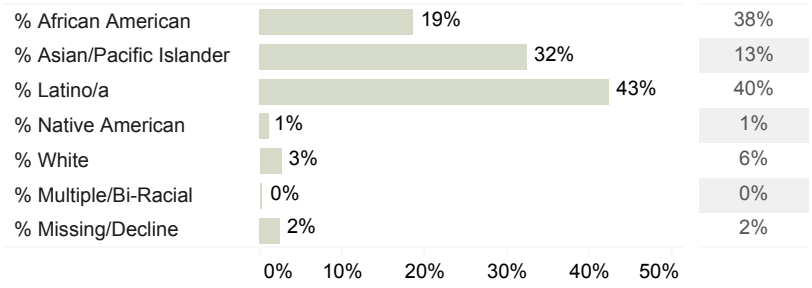
	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	256	134	223	138
Enrollment: % Towards Projected	183%	123%	159%	122%
Units of Service (UOS): Total	102,562	59,528	95,971	58,061
UOS: % Towards Projected	126%	113%	119%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	101%	100%	92%	100%
Average Attendance Rate	86%	89%	85%	87%
Average Days Attended	122	132	122	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity



	All E.S.
% African American	38%
% Asian/Pacific Islander	13%
% Latino/a	40%
% Native American	1%
% White	6%
% Multiple/Bi-Racial	0%
% Missing/Decline	2%

% Gender	This Program	All E.S.
% Youth: Female	52%	50%
% Youth: Male	48%	50%

% English Learner	This Program	All E.S.
% English Learners (EL)	54%	33%
Total Youth with Available EL Status: 255		5,920

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	7%	8%
% Youth: 1st grade	15%	13%
% Youth: 2nd grade	16%	18%
% Youth: 3rd grade	21%	19%
% Youth: 4th grade	20%	19%
% Youth: 5th grade	20%	17%
% Youth: Unknown or Other	0%	5%
Total Youth with Available Grade Level Data: 256		6,219

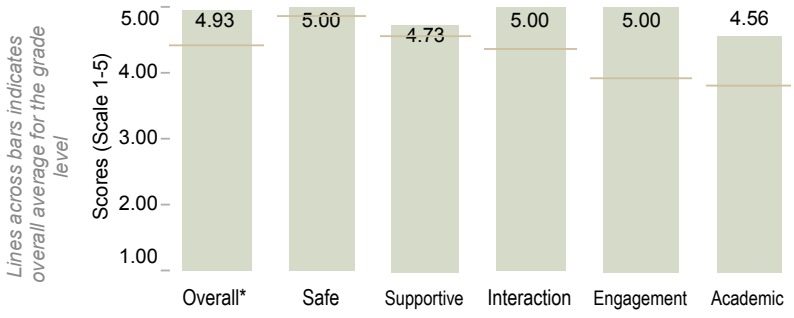
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Thriving**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All E.S.	This Program	All E.S.
Safe Environment	0%	0%	100%	94%
Supportive Environment	6%	2%	94%	81%
Interaction	0%	5%	100%	74%
Engagement	0%	16%	100%	56%
Academic Climate	10%	15%	90%	58%
Overall*	3%	6%	97%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

The after-school program at Garfield Elementary was very organized and welcoming. Staff members in all activities asked students open-ended questions throughout sessions. Students were engaged by answering questions and working on hands-on activities. In all activities observed, staff members called on students to read the learning target of the day out loud to the class. The staff members made sure students understood the learning target and did activities that connected to the day's learning target. Staff members did a great job of breaking hard tasks down for students and also made sure students understood the task.
--

Areas for Improvement

It is recommended that students be greeted as they arrive in all activities, even if staff and youth have been together in a previous activity. It is also suggested the staff members help youth connect what they are learning in the activity with what they did during the school day.
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 113	All E.S. 15-16 N = 2,972	This Program 14-15 N = 142	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	3%	11%	3%	12%
When I am in this program, I have had mean rumors or lies spread about me.	2%	16%	2%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	96%	86%	100%	87%
I feel safe in this program.	97%	88%	100%	89%
Supportive Environment				
There is an adult at this program who cares about me.	98%	92%	99%	93%
In this program, there is an adult who wants me to do my best.	99%	95%	99%	96%
The adults here tell me what I am doing well.	99%	88%	100%	87%
The adults in this program listen to what I have to say.	99%	86%	100%	86%
Interaction				
I feel like I belong at this program.	96%	83%	100%	85%
In this program, I get to help other people.	96%	86%	99%	87%
This program helps me to make friends.	97%	84%	99%	84%
Engagement				
I am interested in what we do in this program.	95%	86%	100%	86%
In this program, I get to choose what I do and how I do it.	94%	58%	99%	61%
In this program, I try new things.	97%	92%	99%	92%
In this program, I do things that are too easy for me.	70%	53%	15%	52%

Garfield (East Bay Asian Youth Center)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 113	All E.S. 15-16 N = 2,972	This Program 14-15 N = 142	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	97%	87%	100%	87%
This program helps me to listen to others.	95%	86%	99%	88%
This program helps me talk about my feelings.	93%	71%	99%	70%
This program helps me get along with other people my age.	97%	86%	96%	86%
This program helps me get along with adults.	93%	81%	99%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	93%	74%	98%	73%
This program helps me feel good about what I can do.	96%	88%	99%	86%
Since coming to this program, I am better at something that I used to think was hard.	96%	83%	99%	84%
Physical Well Being				
Since coming to this program, I exercise more.	95%	80%	99%	81%
This program helps me to learn how to be healthy.	94%	77%	99%	80%
This program helps me say "no" to things I know are wrong.	96%	85%	98%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	90%	71%	96%	69%
This program helps me to feel like a part of my school.	95%	83%	99%	84%
Since coming to this program, I feel close to people at this school.	96%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	95%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	96%	68%	99%	70%
In this program, I learn more about college.	95%	54%	99%	54%
This program helps me feel ready to go to middle school.	97%	75%	99%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	99%	89%	100%	89%
This program helps me do my homework.	100%	91%	99%	92%
This program helps me learn ways to study (like reading directions).	95%	81%	99%	82%
Since coming to this program, I know how to set goals for myself.	98%	84%	98%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	138	15%	3,172	22%
English Learners	58	2%	920	3%
Female	69	17%	1,608	24%
Male	69	13%	1,564	19%
Math				
All Youth	140	19%	3,219	20%
English Learners	60	5%	954	7%
Female	70	21%	1,630	19%
Male	70	16%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	167	7,614
School Day Attendance Rate	97%	95%
Total School Day Attendance: 256		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Glenview (Bay Area Community Resources)

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

Program Attendance and Enrollment

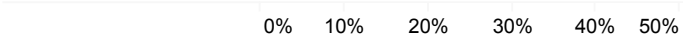
	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	160	134	129	138
Enrollment: % Towards Projected		123%		122%
Units of Service (UOS): Total		59,528		58,061
UOS: % Towards Projected		113%		107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	103%	100%	128%	100%
Average Attendance Rate	95%	89%	88%	87%
Average Days Attended	156	132	154	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All E.S.
% African American	42%	38%
% Asian/Pacific Islander	17%	13%
% Latino/a	14%	40%
% Native American	0%	1%
% White	23%	6%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	4%	2%



% English Learner	This Program	All E.S.
% English Learners (EL)	21%	33%
Total Youth with Available EL Status: 103		5,920

% Gender	This Program	All E.S.
% Youth: Female	48%	50%
% Youth: Male	52%	50%

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	9%	8%
% Youth: 1st grade	17%	13%
% Youth: 2nd grade	16%	18%
% Youth: 3rd grade	20%	19%
% Youth: 4th grade	20%	19%
% Youth: 5th grade	18%	17%
% Youth: Unknown or Other	0%	5%
Total Youth with Available Grade Level Data: 103		6,219

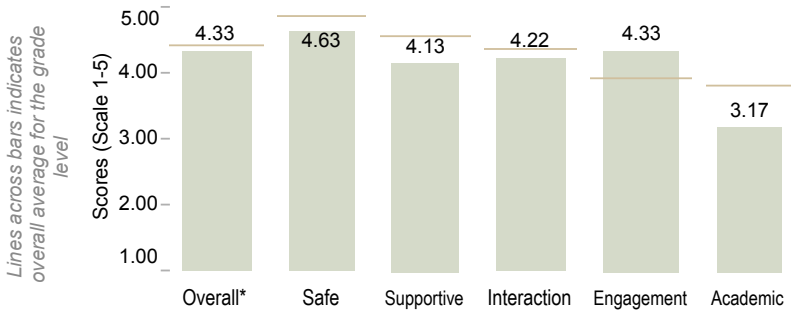
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Performing**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All E.S.	This Program	All E.S.
Safe Environment	0%	0%	79%	94%
Supportive Environment	6%	2%	61%	81%
Interaction	0%	5%	64%	74%
Engagement	10%	16%	70%	56%
Academic Climate	0%	15%	10%	58%
Overall*	3%	6%	60%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

The staff gave children responsibilities during the course of the activity, such as laying out materials and leading the class rules. In almost every activity an older youth (middle or high school) helped elementary youth in the program. This is a strong example of leadership. Staff structured the 5th grade group reflection, so that children shared their thoughts and made connections between the activity content and their leadership styles. During the 2nd grade straw bridge activity, staff encouraged children to work together.
--

Areas for Improvement

Staff were not observed modeling activities for children. Some, but not all, staff shared the learning objective with children. Some children had opportunities to plan but staff did not provide time for children to share their plans with others. Staff reserved the opportunities to help other children for the older youth. Consider ways to provide the elementary children opportunities to help other students. Staff can see exit gates on the playground but should ensure that the gates are locked at all times.
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 55	All E.S. 15-16 N = 2,972	This Program 14-15 N = 68	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	0%	11%	9%	12%
When I am in this program, I have had mean rumors or lies spread about me.	0%	16%	9%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	100%	86%	88%	87%
I feel safe in this program.	100%	88%	97%	89%
Supportive Environment				
There is an adult at this program who cares about me.	100%	92%	99%	93%
In this program, there is an adult who wants me to do my best.	100%	95%	97%	96%
The adults here tell me what I am doing well.	100%	88%	81%	87%
The adults in this program listen to what I have to say.	100%	86%	84%	86%
Interaction				
I feel like I belong at this program.	100%	83%	84%	85%
In this program, I get to help other people.	100%	86%	82%	87%
This program helps me to make friends.	100%	84%	78%	84%
Engagement				
I am interested in what we do in this program.	100%	86%	84%	86%
In this program, I get to choose what I do and how I do it.	82%	58%	87%	61%
In this program, I try new things.	100%	92%	93%	92%
In this program, I do things that are too easy for me.	40%	53%	38%	52%

Glenview (Bay Area Community Resources)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

	This Program 15-16 N = 55	All E.S. 15-16 N = 2,972	This Program 14-15 N = 68	All E.S. 14-15 N = 2,902
Social & Emotional Learning				
When I'm in this program, I feel good about myself.	100%	87%	87%	87%
This program helps me to listen to others.	100%	86%	90%	88%
This program helps me talk about my feelings.	100%	71%	65%	70%
This program helps me get along with other people my age.	100%	86%	79%	86%
This program helps me get along with adults.	95%	81%	76%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	100%	74%	75%	73%
This program helps me feel good about what I can do.	100%	88%	85%	86%
Since coming to this program, I am better at something that I used to think was hard.	100%	83%	78%	84%
Physical Well Being				
Since coming to this program, I exercise more.	98%	80%	73%	81%
This program helps me to learn how to be healthy.	100%	77%	90%	80%
This program helps me say "no" to things I know are wrong.	100%	85%	93%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	89%	71%	70%	69%
This program helps me to feel like a part of my school.	100%	83%	76%	84%
Since coming to this program, I feel close to people at this school.	94%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	100%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	98%	68%	94%	70%
In this program, I learn more about college.	100%	54%	85%	54%
This program helps me feel ready to go to middle school.	100%	75%	79%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	100%	89%	97%	89%
This program helps me do my homework.	100%	91%	90%	92%
This program helps me learn ways to study (like reading directions).	100%	81%	81%	82%
Since coming to this program, I know how to set goals for myself.	100%	84%	78%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	58	34%	3,172	22%
English Learners	10	10%	920	3%
Female	29	38%	1,608	24%
Male	29	31%	1,564	19%
Math				
All Youth	58	24%	3,219	20%
English Learners	10	20%	954	7%
Female	29	21%	1,630	19%
Male	29	28%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	169	7,614
School Day Attendance Rate	97%	95%
Total School Day Attendance: 103		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Global Family School (Jefferson) (Bay Area Community Resources)

***About this program*:** BACR will provide comprehensive, high quality after school services at Global Family for 84 students in grades K-5, provided at the school site, 5 days/week, every school day during the year. Students will receive targeted academic assistance to address their struggles in English and Math; enrichment activities that challenge them to build skills, work in teams, challenge themselves, and gain exposure to arts, science and culture, health and fitness; and social emotional learning built into all activities so that students feel safe and connected and form caring relationships.

Program Attendance and Enrollment

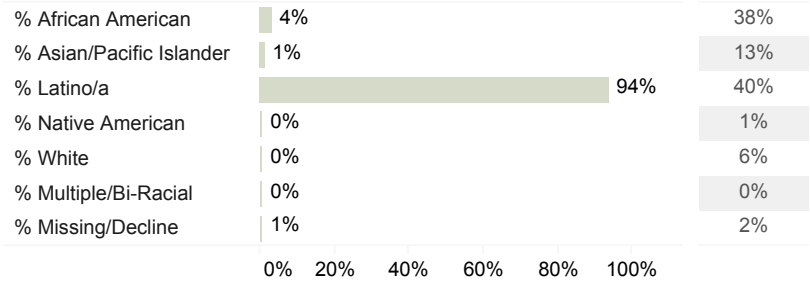
	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	124	134	139	138
Enrollment: % Towards Projected	113%	123%	126%	122%
Units of Service (UOS): Total	57,382	59,528	50,380	58,061
UOS: % Towards Projected	113%	113%	94%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	111%	100%	98%	100%
Average Attendance Rate	95%	89%	92%	87%
Average Days Attended	126	132	113	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity



% Gender	This Program	All E.S.
% Youth: Female	53%	50%
% Youth: Male	47%	50%

% English Learner	This Program	All E.S.
% English Learners (EL)	77%	33%
Total Youth with Available EL Status: 136		5,920

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	12%	8%
% Youth: 1st grade	14%	13%
% Youth: 2nd grade	20%	18%
% Youth: 3rd grade	18%	19%
% Youth: 4th grade	19%	19%
% Youth: 5th grade	17%	17%
% Youth: Unknown or Other	1%	5%
Total Youth with Available Grade Level Data: 137		6,219

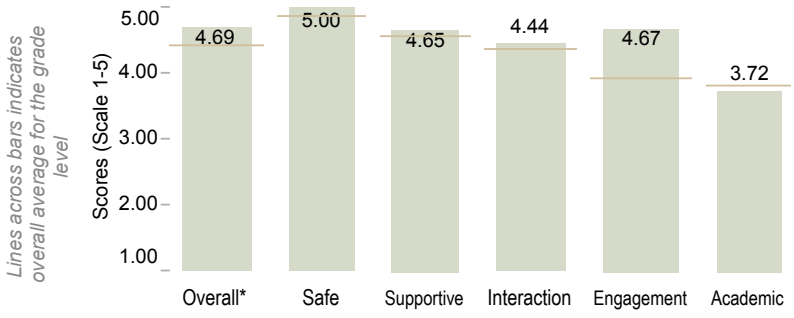
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Thriving**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All E.S.	This Program	All E.S.
Safe Environment	0%	0%	100%	94%
Supportive Environment	0%	2%	83%	81%
Interaction	0%	5%	73%	74%
Engagement	0%	16%	80%	56%
Academic Climate	20%	15%	60%	58%
Overall*	3%	6%	82%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

1. Staff members consistently interact with students in positive ways (i.e. bending low to speak with students, smiling, and making eye contact).
2.Students have all the materials they need to carry out projects and have lots of space to work around. Staff does a great job of stating the learning target/goal of the class followed by applicable activities.
3. Students are given the opportunity to work in groups to plan. This was evident in the Science class. Students were asked to design their roller coaster as a team by talking and drawing out their plan.
--

Areas for Improvement

1. It is suggested that students are greeted in every class they are in.
2. To improve the Academic Climate portion of this evaluation, it is recommended that students are asked frequent questions that help them make connections about prior knowledge to the current activity. For instance, a staff member did a great job of reminding students of prior projects they have done in previous classes but it would be stronger to turn those statements into questions so that students can make those connections on their own. It is also recommended that staff members ask frequent questions relating the activity at hand with school day learning.
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 61	All E.S. 15-16 N = 2,972	This Program 14-15 N = 60	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	2%	11%	8%	12%
When I am in this program, I have had mean rumors or lies spread about me.	3%	16%	13%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	95%	86%	98%	87%
I feel safe in this program.	97%	88%	97%	89%
Supportive Environment				
There is an adult at this program who cares about me.	95%	92%	98%	93%
In this program, there is an adult who wants me to do my best.	95%	95%	98%	96%
The adults here tell me what I am doing well.	97%	88%	95%	87%
The adults in this program listen to what I have to say.	97%	86%	97%	86%
Interaction				
I feel like I belong at this program.	92%	83%	97%	85%
In this program, I get to help other people.	98%	86%	97%	87%
This program helps me to make friends.	92%	84%	92%	84%
Engagement				
I am interested in what we do in this program.	98%	86%	95%	86%
In this program, I get to choose what I do and how I do it.	89%	58%	81%	61%
In this program, I try new things.	97%	92%	100%	92%
In this program, I do things that are too easy for me.	45%	53%	67%	52%

Global Family School (Jefferson) (Bay Area Community Resources)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 61	All E.S. 15-16 N = 2,972	This Program 14-15 N = 60	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	93%	87%	95%	87%
This program helps me to listen to others.	95%	86%	88%	88%
This program helps me talk about my feelings.	78%	71%	70%	70%
This program helps me get along with other people my age.	96%	86%	90%	86%
This program helps me get along with adults.	91%	81%	67%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	76%	74%	73%	73%
This program helps me feel good about what I can do.	98%	88%	97%	86%
Since coming to this program, I am better at something that I used to think was hard.	97%	83%	88%	84%
Physical Well Being				
Since coming to this program, I exercise more.	95%	80%	88%	81%
This program helps me to learn how to be healthy.	95%	77%	97%	80%
This program helps me say "no" to things I know are wrong.	92%	85%	93%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	76%	71%	52%	69%
This program helps me to feel like a part of my school.	93%	83%	93%	84%
Since coming to this program, I feel close to people at this school.	90%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	97%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	89%	68%	83%	70%
In this program, I learn more about college.	33%	54%	83%	54%
This program helps me feel ready to go to middle school.	95%	75%	85%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	100%	89%	100%	89%
This program helps me do my homework.	100%	91%	100%	92%
This program helps me learn ways to study (like reading directions).	97%	81%	93%	82%
Since coming to this program, I know how to set goals for myself.	95%	84%	87%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	70	19%	3,172	22%
English Learners	49	2%	920	3%
Female	39	15%	1,608	24%
Male	31	23%	1,564	19%
Math				
All Youth	72	11%	3,219	20%
English Learners	51	2%	954	7%
Female	39	10%	1,630	19%
Male	33	12%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	175	7,614
School Day Attendance Rate	97%	95%
Total School Day Attendance: 137		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Grass Valley (Bay Area Community Resources)

***About this program*:** BACR will provide comprehensive, high quality after school services at Grass Valley Elementary for 84 students in grades K-5, provided at the school site, 5 days/week, every school day during the year. Students will receive targeted academic assistance to address their struggles in English and Math; enrichment activities that challenge them to build skills, work in teams, challenge themselves, and gain exposure to arts, science and culture, health and fitness; and social emotional learning built into all activities so that students feel safe and connected and form caring relationships.

Program Attendance and Enrollment

	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	120	134	117	138
Enrollment: % Towards Projected	103%	123%	101%	122%
Units of Service (UOS): Total	63,543	59,528	60,163	58,061
UOS: % Towards Projected	124%	113%	111%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	112%	100%	112%	100%
Average Attendance Rate	90%	89%	90%	87%
Average Days Attended	146	132	149	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All E.S.
% African American	86%	38%
% Asian/Pacific Islander	3%	13%
% Latino/a	8%	40%
% Native American	0%	1%
% White	3%	6%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	2%	2%

0% 20% 40% 60% 80% 100%

% English Learner	This Program	All E.S.
% English Learners (EL)	3%	33%
Total Youth with Available EL Status: 117		5,920

% Gender	This Program	All E.S.
% Youth: Female	50%	50%
% Youth: Male	50%	50%

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	19%	8%
% Youth: 1st grade	16%	13%
% Youth: 2nd grade	13%	18%
% Youth: 3rd grade	11%	19%
% Youth: 4th grade	19%	19%
% Youth: 5th grade	20%	17%
% Youth: Unknown or Other	3%	5%
Total Youth with Available Grade Level Data: 120		6,219

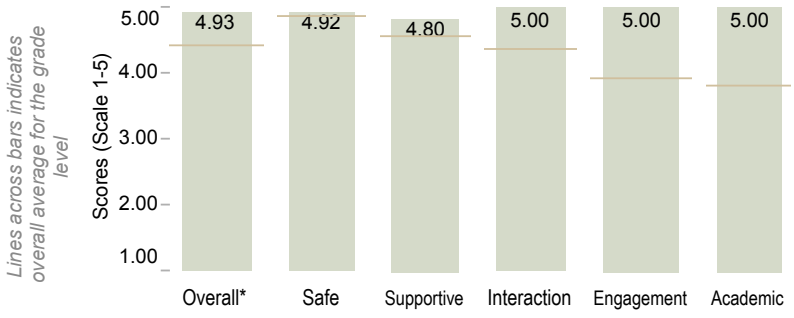
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Thriving**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings: This Program	Percent of 1 Ratings: All E.S.	Percent of 5 Ratings: This Program	Percent of 5 Ratings: All E.S.
Safe Environment	0%	0%	95%	94%
Supportive Environment	0%	2%	94%	81%
Interaction	0%	5%	100%	74%
Engagement	0%	16%	100%	56%
Academic Climate	0%	15%	100%	58%
Overall*	0%	6%	97%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

1. Supportive Environment: Encouragement, Item a. PQA: Staff makes frequent use of open-ended questions (e.g., staff asks open-ended questions throughout the activity and questions are related to the context; most children have opportunities to answer questions that seek opinions or require thoughtful answers) 1. Staff: “What does speech feel like?” 2. Staff: “How did it feel to lead?”
2. Supportive Environment: Active Engagement, Item 1 a. PQA: The activities involve children in engaging with (creating, combining, reforming) materials or ideas (e.g., role play, projects, experiments, writing and illustrating stories, outside exploration) for at least half of the time. i. Throughout all activities, students are engaged in concepts and their application. 1. Student “It means if you go somewhere and you are not dressed, it’s okay.” Student continued to elaborate. Multiple students added their viewpoint after a quote was read. 2. Students were given a debate topic and assigned a stance (for or against). Students worked with group to develop claims. Judges were encouraged to state (from notes) “how” they were persuaded, not just why. 3. In fitness activity, staff choreographed routines of stretches each with a different beat and song.
3. Engagement: Reflection, Item 1 a. PQA: Staff engages all children in an intentional process of reflecting on what they have done during the program session (e.g., writing in journals; reviewing minutes; sharing progress, accomplishments, or feelings about the experience). 1. In activity, on posters hung on wall, students reflected on questions based on concepts from sessions. Student then shared out responses.
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Areas for Improvement

1. Safe Environment: Accommodating Environment, Item 5 a. PQA: There is some furniture appropriate to the physical size of children served, but not enough appropriately sized furniture for all children. i. In the fitness activity, students sat close together and older taller youth were asked to “crisscross applesauce”. Noted some students were uncomfortable: kept moving legs in and out of position. One student complained to staff member about their legs in an uncomfortable position. ii. In cafeteria, combined classes were asked to sit at two tables. Students were of different ages and sizes. Multiple students adjusting positions during beginning lecture and whispering “excuse me” as their bodies bumped into each other upon movement.” iii. In the classroom during activity, students were of different sizes and some sat in chairs and at tables not appropriate for their size. Some students feet hung above ground, others legs were too long and student had to sit at an angle. Other students had table near knees.
2. Supportive Environment: Encouragement Item 1 a. PQA: Staff supports contributions or accomplishments of children but uses subjective or evaluative comments, such as “Good job!”, “I like it!” or “You’re so smart!” 1. Although at times staff members do support contributions or accomplishments with detail or explicit feedback, a. “Thank you (student name) for (action).” b. “I’m so proud of (student name) for your straight line.” 2. A majority of the time, support is given with evaluative responses. a. “Go (student name)” b. “Yeah, (student name), I see you.” c. “That’s wonderful” d. “Awesome!” e. “Wow. That’s great.” f. “I like that.”
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 58	All E.S. 15-16 N = 2,972	This Program 14-15 N = 60	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	11%	11%	2%	12%
When I am in this program, I have had mean rumors or lies spread about me.	11%	16%	3%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	89%	86%	97%	87%
I feel safe in this program.	89%	88%	100%	89%
Supportive Environment				
There is an adult at this program who cares about me.	96%	92%	100%	93%
In this program, there is an adult who wants me to do my best.	98%	95%	100%	96%
The adults here tell me what I am doing well.	89%	88%	98%	87%
The adults in this program listen to what I have to say.	91%	86%	100%	86%
Interaction				
I feel like I belong at this program.	88%	83%	100%	85%
In this program, I get to help other people.	89%	86%	98%	87%
This program helps me to make friends.	86%	84%	90%	84%
Engagement				
I am interested in what we do in this program.	88%	86%	97%	86%
In this program, I get to choose what I do and how I do it.	56%	58%	63%	61%
In this program, I try new things.	91%	92%	98%	92%
In this program, I do things that are too easy for me.	60%	53%	17%	52%

Grass Valley (Bay Area Community Resources)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

	This Program 15-16 N = 58	All E.S. 15-16 N = 2,972	This Program 14-15 N = 60	All E.S. 14-15 N = 2,902
Social & Emotional Learning				
When I'm in this program, I feel good about myself.	83%	87%	97%	87%
This program helps me to listen to others.	89%	86%	97%	88%
This program helps me talk about my feelings.	68%	71%	90%	70%
This program helps me get along with other people my age.	93%	86%	93%	86%
This program helps me get along with adults.	85%	81%	87%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	86%	74%	93%	73%
This program helps me feel good about what I can do.	91%	88%	98%	86%
Since coming to this program, I am better at something that I used to think was hard.	86%	83%	98%	84%
Physical Well Being				
Since coming to this program, I exercise more.	86%	80%	100%	81%
This program helps me to learn how to be healthy.	86%	77%	100%	80%
This program helps me say "no" to things I know are wrong.	86%	85%	98%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	78%	71%	80%	69%
This program helps me to feel like a part of my school.	86%	83%	98%	84%
Since coming to this program, I feel close to people at this school.	86%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	87%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	75%	68%	80%	70%
In this program, I learn more about college.	55%	54%	63%	54%
This program helps me feel ready to go to middle school.	79%	75%	80%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	89%	89%	77%	89%
This program helps me do my homework.	98%	91%	100%	92%
This program helps me learn ways to study (like reading directions).	89%	81%	93%	82%
Since coming to this program, I know how to set goals for myself.	91%	84%	97%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	54	31%	3,172	22%
English Learners	2		920	3%
Female	26	42%	1,608	24%
Male	28	21%	1,564	19%
Math				
All Youth	54	13%	3,219	20%
English Learners	2		954	7%
Female	26	12%	1,630	19%
Male	28	14%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	165	7,614
School Day Attendance Rate	96%	95%
Total Youth with Available School Day Attendance: 120		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Greenleaf (ES) (Bay Area Community Resources)

***About this program*:** BACR will provide comprehensive, high quality after school services at Greenleaf Elementary for 84 students in grades K-5, provided at the school site, 5 days/week, every school day during the year. Students will receive targeted academic assistance to address their struggles in English and Math; enrichment activities that challenge them to build skills, work in teams, challenge themselves, and gain exposure to arts, science and culture, health and fitness; and social emotional learning built into all activities so that students feel safe and connected and form caring relationships.

Program Attendance and Enrollment

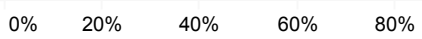
	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	124	134	124	138
Enrollment: % Towards Projected	131%	123%	131%	122%
Units of Service (UOS): Total	47,627	59,528	46,279	58,061
UOS: % Towards Projected	118%	113%	115%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	88%	100%	82%	100%
Average Attendance Rate	91%	89%	92%	87%
Average Days Attended	112	132	115	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All E.S.
% African American	20%	38%
% Asian/Pacific Islander	5%	13%
% Latino/a	72%	40%
% Native American	0%	1%
% White	2%	6%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	2%	2%



% English Learner	This Program	All E.S.
% English Learners (EL)	59%	33%
Total Youth with Available EL Status: 105		5,920

% Gender	This Program	All E.S.
% Youth: Female	48%	50%
% Youth: Male	52%	50%

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	12%	8%
% Youth: 1st grade	24%	13%
% Youth: 2nd grade	12%	18%
% Youth: 3rd grade	32%	19%
% Youth: 4th grade	18%	19%
% Youth: 5th grade	0%	17%
% Youth: Unknown or Other	2%	5%
Total Youth with Available Grade Level Data: 107		6,219

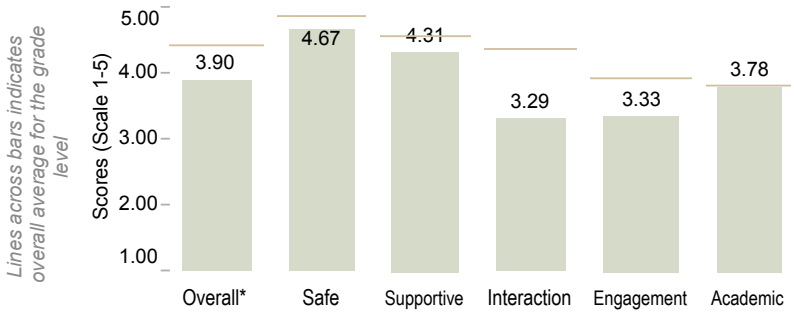
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Performing**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All E.S.	This Program	All E.S.
Safe Environment	0%	0%	85%	94%
Supportive Environment	0%	2%	72%	81%
Interaction	20%	5%	33%	74%
Engagement	30%	16%	40%	56%
Academic Climate	10%	15%	50%	58%
Overall*	10%	6%	60%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

This program runs smoothly and is very well organized. Staff have materials ready and have a good sense of what they can realistically accomplish in their enrichment time. Staff also do a good job of breaking down and modeling tasks. Children seem to know what to expect and have a clear understanding of the program's agenda. Staff and children get along very well, and it is clear that program staff really care for their students. One important highlight is that the SC is making a concerted effort to not suspend children. Even if they display behavior issues, staff are encouraged to support rather than suspend students.
--

Areas for Improvement

An area that could use some improvement is around providing students with opportunities to plan. Of the activities observed, staff had a planned out process that students followed with little to no opportunity to brainstorm or plan. Some ways to include more planning opportunities include allowing for brainstorming during activities, setting individual goals, or have children in small groups decide together who will do what. Another area that can use improvement is around managing the feelings of students. When conflict was observed between students (teasing one another, disrupting class), staff usually separated the students and did not ask about what happened or how students were feeling about the situation. Children were also not given opportunities to problem solve on their own as staff determined the intervention when conflict arose.
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 51	All E.S. 15-16 N = 2,972	This Program 14-15 N = 40	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	15%	11%	8%	12%
When I am in this program, I have had mean rumors or lies spread about me.	19%	16%	13%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	96%	86%	90%	87%
I feel safe in this program.	96%	88%	95%	89%
Supportive Environment				
There is an adult at this program who cares about me.	98%	92%	93%	93%
In this program, there is an adult who wants me to do my best.	100%	95%	100%	96%
The adults here tell me what I am doing well.	98%	88%	98%	87%
The adults in this program listen to what I have to say.	96%	86%	95%	86%
Interaction				
I feel like I belong at this program.	98%	83%	90%	85%
In this program, I get to help other people.	98%	86%	93%	87%
This program helps me to make friends.	94%	84%	98%	84%
Engagement				
I am interested in what we do in this program.	98%	86%	85%	86%
In this program, I get to choose what I do and how I do it.	37%	58%	70%	61%
In this program, I try new things.	98%	92%	95%	92%
In this program, I do things that are too easy for me.	78%	53%	48%	52%

Greenleaf (ES) (Bay Area Community Resources)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 51	All E.S. 15-16 N = 2,972	This Program 14-15 N = 40	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	100%	87%	95%	87%
This program helps me to listen to others.	98%	86%	93%	88%
This program helps me talk about my feelings.	84%	71%	83%	70%
This program helps me get along with other people my age.	94%	86%	100%	86%
This program helps me get along with adults.	90%	81%	93%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	88%	74%	80%	73%
This program helps me feel good about what I can do.	96%	88%	95%	86%
Since coming to this program, I am better at something that I used to think was hard.	88%	83%	93%	84%
Physical Well Being				
Since coming to this program, I exercise more.	98%	80%	88%	81%
This program helps me to learn how to be healthy.	88%	77%	83%	80%
This program helps me say "no" to things I know are wrong.	96%	85%	85%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	78%	71%	75%	69%
This program helps me to feel like a part of my school.	90%	83%	88%	84%
Since coming to this program, I feel close to people at this school.	90%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	96%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	49%	68%	63%	70%
In this program, I learn more about college.	41%	54%	35%	54%
This program helps me feel ready to go to middle school.	76%	75%	78%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	98%	89%	100%	89%
This program helps me do my homework.	98%	91%	98%	92%
This program helps me learn ways to study (like reading directions).	92%	81%	98%	82%
Since coming to this program, I know how to set goals for myself.	90%	84%	88%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	52	13%	3,172	22%
English Learners	27	4%	920	3%
Female	26	19%	1,608	24%
Male	26	8%	1,564	19%
Math				
All Youth	52	25%	3,219	20%
English Learners	27	26%	954	7%
Female	26	19%	1,630	19%
Male	26	31%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	171	7,614
School Day Attendance Rate	97%	95%
Total School Day Attendance: 107		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Hoover (Bay Area Community Resources)

***About this program*:** BACR will provide comprehensive, high quality after school services at Hoover Elementary for 90 students in grades K-5, provided at the school site, 5 days/week, every school day during the year. Students will receive targeted academic assistance to address their struggles in English and Math; enrichment activities that challenge them to build skills, work in teams, challenge themselves, and gain exposure to arts, science and culture, health and fitness; and social emotional learning built into all activities so that students feel safe and connected and form caring relationships.

Program Attendance and Enrollment

	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	135	134	143	138
Enrollment: % Towards Projected	117%	123%	124%	122%
Units of Service (UOS): Total	62,881	59,528	61,181	58,061
UOS: % Towards Projected	114%	113%	103%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	73%	100%	75%	100%
Average Attendance Rate	92%	89%	93%	87%
Average Days Attended	141	132	136	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All E.S.
% African American	38%	38%
% Asian/Pacific Islander	5%	13%
% Latino/a	49%	40%
% Native American	1%	1%
% White	5%	6%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	1%	2%

0% 20% 40%

% Gender	This Program	All E.S.
% Youth: Female	50%	50%
% Youth: Male	50%	50%

% English Learner	This Program	All E.S.
% English Learners (EL)	36%	33%
Total Youth with Available EL Status: 135		5,920

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	18%	8%
% Youth: 1st grade	15%	13%
% Youth: 2nd grade	14%	18%
% Youth: 3rd grade	14%	19%
% Youth: 4th grade	18%	19%
% Youth: 5th grade	21%	17%
% Youth: Unknown or Other	1%	5%
Total Youth with Available Grade Level Data: 136		6,219

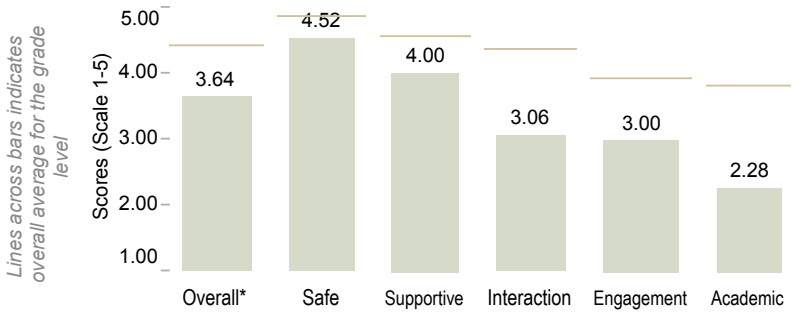
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Performing**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All E.S.	This Program	All E.S.
Safe Environment	0%	0%	84%	94%
Supportive Environment	0%	2%	50%	81%
Interaction	18%	5%	27%	74%
Engagement	30%	16%	20%	56%
Academic Climate	50%	15%	20%	58%
Overall*	15%	6%	47%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

1) Hoover's program check-in and opening activity are exemplary. Each table has a designated youth helper in charge of setting up and distributing their group's snacks, a routine that all youth appeared accustomed to as they transition from their school day into after school. Older youth snack monitors mentored and helped younger youth as they set up their snacks. The opening mindfulness activity led by one staff member was short and effective in getting youths' attention and had an added calming benefit before youth were dismissed to their playground period.
2) In the 5th grade class, staff used music as a get-to-know-you activity ("cool down period") to transition youth from their homework time to their enrichment time. Staff played a song and used open-ended questions to solicit youths' impressions of the song. This helped with shifting from homework time to their enrichment period.
--

Areas for Improvement

1) Staff may consider explicitly naming the learning objectives and skill-building focus during activities. For enrichment activities, staff may also consider making explicit links between the skills being developed in youths' after school activity to youths' academic skills. Furthermore, staff may employ more formal structures, such as smalls groups and youth roles to sessions.
2) Youth in comic arts were drawing comic book figures, which was a new skill for many youth. While this was not the first session of the activity, many youth expressed frustration with the challenging level of the activity. Staff may consider starting off more challenging skills with clear explanations of the sequence of steps and modeling the steps at the start of a new skill. Staff did this one-on-one with several youth during the course of the activity, yet it could have benefitted all youth to have this level of instruction. Furthermore, while youth were presented with open-ended choices in choosing what to draw, staff may consider advising youth on the subject of their drawings based on where youths' current skill level. This type of scaffolding may help youth stay engaged with the active learning process.
3) In general, staff struggled with behavior management. In many cases, staff attempted authoritative approaches to keeping youth on track (ex: "I need you to sit down" and "be quiet and sit down") which were largely ineffective and did not provide reasoning for rules. Staff may consider expanding the ways they discuss rules and behavioral expectations and limits with youth in a more positive way.
4) The emotional climate of the program is characterized by a mix of positive and negative interactions. Formal structures such as get-to-know you activities may help with supporting community building and re-focusing youths' interactions in a more positive way.
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 62	All E.S. 15-16 N = 2,972	This Program 14-15 N = 63	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	17%	11%	5%	12%
When I am in this program, I have had mean rumors or lies spread about me.	27%	16%	12%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	82%	86%	97%	87%
I feel safe in this program.	82%	88%	94%	89%
Supportive Environment				
There is an adult at this program who cares about me.	92%	92%	97%	93%
In this program, there is an adult who wants me to do my best.	97%	95%	95%	96%
The adults here tell me what I am doing well.	87%	88%	89%	87%
The adults in this program listen to what I have to say.	84%	86%	92%	86%
Interaction				
I feel like I belong at this program.	87%	83%	90%	85%
In this program, I get to help other people.	84%	86%	92%	87%
This program helps me to make friends.	88%	84%	92%	84%
Engagement				
I am interested in what we do in this program.	92%	86%	90%	86%
In this program, I get to choose what I do and how I do it.	61%	58%	70%	61%
In this program, I try new things.	94%	92%	92%	92%
In this program, I do things that are too easy for me.	36%	53%	43%	52%

Hoover (Bay Area Community Resources)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 62	All E.S. 15-16 N = 2,972	This Program 14-15 N = 63	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	93%	87%	87%	87%
This program helps me to listen to others.	90%	86%	87%	88%
This program helps me talk about my feelings.	75%	71%	87%	70%
This program helps me get along with other people my age.	86%	86%	89%	86%
This program helps me get along with adults.	91%	81%	92%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	92%	74%	90%	73%
This program helps me feel good about what I can do.	89%	88%	92%	86%
Since coming to this program, I am better at something that I used to think was hard.	94%	83%	92%	84%
Physical Well Being				
Since coming to this program, I exercise more.	81%	80%	92%	81%
This program helps me to learn how to be healthy.	88%	77%	90%	80%
This program helps me say "no" to things I know are wrong.	78%	85%	97%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	83%	71%	92%	69%
This program helps me to feel like a part of my school.	90%	83%	87%	84%
Since coming to this program, I feel close to people at this school.	61%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	81%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	74%	68%	52%	70%
In this program, I learn more about college.	50%	54%	49%	54%
This program helps me feel ready to go to middle school.	85%	75%	87%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	97%	89%	89%	89%
This program helps me do my homework.	97%	91%	98%	92%
This program helps me learn ways to study (like reading directions).	83%	81%	87%	82%
Since coming to this program, I know how to set goals for myself.	95%	84%	92%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	66	12%	3,172	22%
English Learners	26	0%	920	3%
Female	35	17%	1,608	24%
Male	31	6%	1,564	19%
Math				
All Youth	67	7%	3,219	20%
English Learners	27	7%	954	7%
Female	35	11%	1,630	19%
Male	32	3%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	165	7,614
School Day Attendance Rate	95%	95%
Total School Day Attendance: 136		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Horace Mann (Girls Incorporated of Alameda County)

***About this program*:** The Horace Mann Elementary Afterschool Program will provide a safe, supportive afterschool program for 115 low-income students from this high-need East Oakland neighborhood. The youth development-based program design will address students' academic and enrichment needs, while promoting better attendance in school. Academic support will include literacy, homework help, academic enrichment, and support for English Language Learners, all linked to school-day programming. Enrichment activities will include sports, fitness, STEM, visual/performing arts, and educational garden-based activities.

Program Attendance and Enrollment

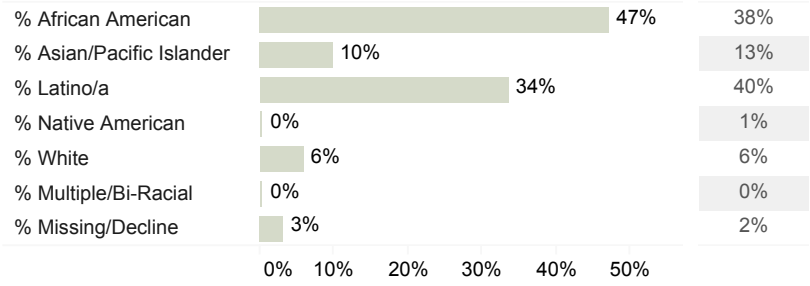
	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	152	134	131	138
Enrollment: % Towards Projected	127%	123%	117%	122%
Units of Service (UOS): Total	54,364	59,528	62,794	58,061
UOS: % Towards Projected	87%	113%	101%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	96%	100%	110%	100%
Average Attendance Rate	85%	89%	82%	87%
Average Days Attended	100	132	130	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity



% Gender	This Program	All E.S.
% Youth: Female	47%	50%
% Youth: Male	53%	50%

% English Learner	This Program	All E.S.
% English Learners (EL)	34%	33%
Total Youth with Available EL Status: 152		5,920

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	14%	8%
% Youth: 1st grade	17%	13%
% Youth: 2nd grade	16%	18%
% Youth: 3rd grade	19%	19%
% Youth: 4th grade	18%	19%
% Youth: 5th grade	16%	17%
% Youth: Unknown or Other	0%	5%
Total Youth with Available Grade Level Data: 152		6,219

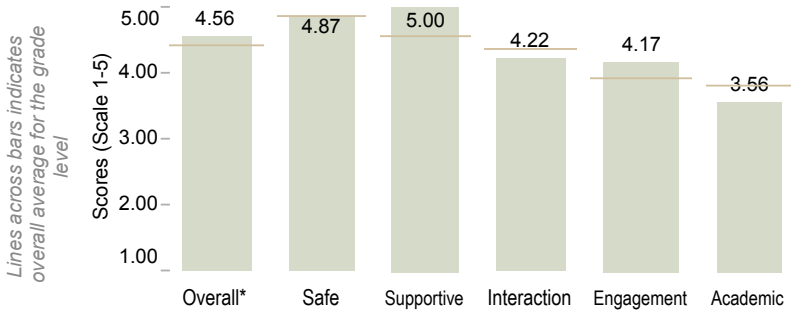
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Thriving**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All E.S.	This Program	All E.S.
Safe Environment	0%	0%	95%	94%
Supportive Environment	0%	2%	100%	81%
Interaction	9%	5%	73%	74%
Engagement	0%	16%	60%	56%
Academic Climate	30%	15%	60%	58%
Overall*	6%	6%	82%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

1. Staff were very supportive of youth and offered explanations for every behavior correction given.
2. Youth in Kindergarten were given an opportunity to lead a group by standing in front of the class to lead the group agreements. Staff acknowledged that this can be a challenging thing to do and praised the youth for being confident.
3. Youth were able to reflect on what they had done throughout the activity and shared with their peers.
--

Areas for Improvement

1. While planning and choice was observed in some classes, the program may wish to consider opportunities for all youth in these areas across different activities.
2. Staff may wish to consider incorporating a learning objective into all activities, especially in literature.
3. Staff should consider including opportunities for youth to help out other youth. For example, another help can help explain the project to a youth who does not understand. For example, when some youth were struggling to complete their Venn diagrams in literature, a peer could have assisted.
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 49	All E.S. 15-16 N = 2,972	This Program 14-15 N = 49	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	21%	11%	17%	12%
When I am in this program, I have had mean rumors or lies spread about me.	36%	16%	22%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	73%	86%	90%	87%
I feel safe in this program.	75%	88%	86%	89%
Supportive Environment				
There is an adult at this program who cares about me.	72%	92%	84%	93%
In this program, there is an adult who wants me to do my best.	83%	95%	83%	96%
The adults here tell me what I am doing well.	81%	88%	80%	87%
The adults in this program listen to what I have to say.	79%	86%	71%	86%
Interaction				
I feel like I belong at this program.	44%	83%	73%	85%
In this program, I get to help other people.	69%	86%	69%	87%
This program helps me to make friends.	67%	84%	90%	84%
Engagement				
I am interested in what we do in this program.	65%	86%	78%	86%
In this program, I get to choose what I do and how I do it.	42%	58%	41%	61%
In this program, I try new things.	78%	92%	80%	92%
In this program, I do things that are too easy for me.	64%	53%	53%	52%

Horace Mann (Girls Incorporated of Alameda County)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 49	All E.S. 15-16 N = 2,972	This Program 14-15 N = 49	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	67%	87%	73%	87%
This program helps me to listen to others.	76%	86%	79%	88%
This program helps me talk about my feelings.	57%	71%	50%	70%
This program helps me get along with other people my age.	67%	86%	72%	86%
This program helps me get along with adults.	67%	81%	68%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	52%	74%	55%	73%
This program helps me feel good about what I can do.	61%	88%	84%	86%
Since coming to this program, I am better at something that I used to think was hard.	56%	83%	69%	84%
Physical Well Being				
Since coming to this program, I exercise more.	67%	80%	67%	81%
This program helps me to learn how to be healthy.	64%	77%	63%	80%
This program helps me say "no" to things I know are wrong.	63%	85%	75%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	67%	71%	57%	69%
This program helps me to feel like a part of my school.	67%	83%	88%	84%
Since coming to this program, I feel close to people at this school.	47%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	62%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	46%	68%	59%	70%
In this program, I learn more about college.	40%	54%	51%	54%
This program helps me feel ready to go to middle school.	64%	75%	78%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	43%	89%	92%	89%
This program helps me do my homework.	56%	91%	90%	92%
This program helps me learn ways to study (like reading directions).	71%	81%	82%	82%
Since coming to this program, I know how to set goals for myself.	67%	84%	77%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	75	13%	3,172	22%
English Learners	25	4%	920	3%
Female	36	14%	1,608	24%
Male	39	13%	1,564	19%
Math				
All Youth	76	13%	3,219	20%
English Learners	26	4%	954	7%
Female	36	11%	1,630	19%
Male	40	15%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	163	7,614
School Day Attendance Rate	94%	95%
Total School Day Attendance: 152		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Howard (Bay Area Community Resources)

***About this program*:** BACR will provide comprehensive, high quality after school services at Howard Elementary for 84 students in grades 1-5, provided at the school site, 5 days/week, every school day during the year. Students will receive targeted academic assistance to address their struggles in English and Math; enrichment activities that challenge them to build skills, work in teams, challenge themselves, and gain exposure to arts, science and culture, health and fitness; and social emotional learning built into all activities so that students feel safe and connected and form caring relationships.

Program Attendance and Enrollment

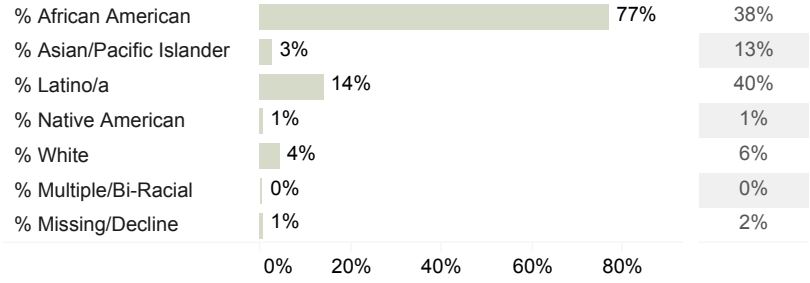
	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	114	134	145	138
Enrollment: % Towards Projected	114%	123%	145%	122%
Units of Service (UOS): Total	63,616	59,528	61,548	58,061
UOS: % Towards Projected	112%	113%	110%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	107%	100%	111%	100%
Average Attendance Rate	98%	89%	96%	87%
Average Days Attended	147	132	120	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity



% English Learner	This Program	All E.S.
% English Learners (EL)	4%	33%
Total Youth with Available EL Status: 114		5,920

% Gender	This Program	All E.S.
% Youth: Female	48%	50%
% Youth: Male	52%	50%

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	2%	8%
% Youth: 1st grade	16%	13%
% Youth: 2nd grade	20%	18%
% Youth: 3rd grade	22%	19%
% Youth: 4th grade	22%	19%
% Youth: 5th grade	18%	17%
% Youth: Unknown or Other	0%	5%
Total Youth with Available Grade Level Data: 114		6,219

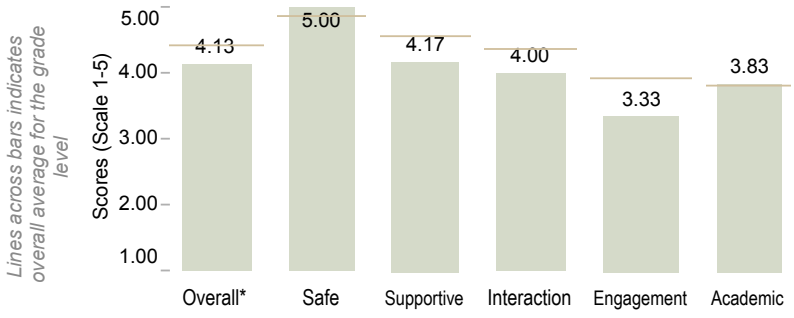
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Performing**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All E.S.	This Program	All E.S.
Safe Environment	0%	0%	100%	94%
Supportive Environment	6%	2%	72%	81%
Interaction	18%	5%	73%	74%
Engagement	20%	16%	30%	56%
Academic Climate	0%	15%	40%	58%
Overall*	7%	6%	69%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

1.Interaction between adults and participants - there is mutual respect and trust between the adults and youth in this program. Staff are warm, friendly, and have a great rapport with their students.
2. Warm Welcome - each student was individually greeted at the door at the start of academic hour. This helps students feel seen and appreciated.
3. Emotionally safe environment - the program does an excellent job of creating a space where children feel safe, supportive and nurtured.
4. The last strength to note is around making content relevant to the lives of the students. Students wrote and performed a play centering on a real - life tragic event that happened to one of the students in the program. This is an excellent way to help students process tragedy and keep students engaged.
--

Areas for Improvement

There are a few areas that could use improvement to help this program in its path to high quality.
1. Planning - there were no opportunities during the day of observation to help students plan. Having students brainstorm before starting a project or pair share their thoughts on how to do something are good ways of incorporating planning into programming.
2. Students leading activities - during the day of observation, there were no opportunities presented to have students lead an activity. Having students lead a check-in or icebreaker or lead a chant are good strategies to include in this program.
3. Allowing students to work in small groups. During the observation, all activities were done with the entire class and there were no structured small groups implemented to do any of the activities. Intentionally putting children into small group situations allows them to practice group-processing skills and also helps shyer students open up and participate more.
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Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 53	All E.S. 15-16 N = 2,972	This Program 14-15 N = 42	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	4%	11%	17%	12%
When I am in this program, I have had mean rumors or lies spread about me.	30%	16%	36%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	82%	86%	90%	87%
I feel safe in this program.	92%	88%	88%	89%
Supportive Environment				
There is an adult at this program who cares about me.	94%	92%	95%	93%
In this program, there is an adult who wants me to do my best.	100%	95%	93%	96%
The adults here tell me what I am doing well.	90%	88%	86%	87%
The adults in this program listen to what I have to say.	80%	86%	71%	86%
Interaction				
I feel like I belong at this program.	82%	83%	81%	85%
In this program, I get to help other people.	79%	86%	71%	87%
This program helps me to make friends.	75%	84%	83%	84%
Engagement				
I am interested in what we do in this program.	88%	86%	81%	86%
In this program, I get to choose what I do and how I do it.	29%	58%	51%	61%
In this program, I try new things.	94%	92%	88%	92%
In this program, I do things that are too easy for me.	43%	53%	24%	52%

Howard (Bay Area Community Resources)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 53	All E.S. 15-16 N = 2,972	This Program 14-15 N = 42	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	83%	87%	93%	87%
This program helps me to listen to others.	81%	86%	81%	88%
This program helps me talk about my feelings.	59%	71%	54%	70%
This program helps me get along with other people my age.	79%	86%	93%	86%
This program helps me get along with adults.	77%	81%	78%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	87%	74%	73%	73%
This program helps me feel good about what I can do.	86%	88%	85%	86%
Since coming to this program, I am better at something that I used to think was hard.	81%	83%	88%	84%
Physical Well Being				
Since coming to this program, I exercise more.	75%	80%	73%	81%
This program helps me to learn how to be healthy.	63%	77%	76%	80%
This program helps me say "no" to things I know are wrong.	82%	85%	78%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	73%	71%	76%	69%
This program helps me to feel like a part of my school.	78%	83%	90%	84%
Since coming to this program, I feel close to people at this school.	77%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	80%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	79%	68%	81%	70%
In this program, I learn more about college.	69%	54%	61%	54%
This program helps me feel ready to go to middle school.	82%	75%	79%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	90%	89%	90%	89%
This program helps me do my homework.	90%	91%	100%	92%
This program helps me learn ways to study (like reading directions).	92%	81%	85%	82%
Since coming to this program, I know how to set goals for myself.	96%	84%	88%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	64	11%	3,172	22%
English Learners	2		920	3%
Female	33	12%	1,608	24%
Male	31	10%	1,564	19%
Math				
All Youth	64	17%	3,219	20%
English Learners	2		954	7%
Female	33	12%	1,630	19%
Male	31	23%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	160	7,614
School Day Attendance Rate	94%	95%
Total School Day Attendance: 114		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

International Community School (Oakland Leaf)

***About this program*:** Oakland Leaf After-School Program at ICS is a free program providing academic, enrichment, and recreation classes 5 days per week, August through June, for 177 days. The program serves 90 students daily. The after-school community reflects the demographics of the school: 90% Latino, 3% African American; 95% FRL; 75% ELL. Oakland Leaf ASP provides culturally relevant project-based classes with an emphasis on the arts, student identity and social justice. We provide students with limited economic resources opportunities to achieve academic success and develop into thoughtful, creative citizens.

-

Program Attendance and Enrollment

	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	95	134	101	138
Enrollment: % Towards Projected	112%	123%	119%	122%
Units of Service (UOS): Total	32,877	59,528	29,578	58,061
UOS: % Towards Projected	142%	113%	136%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	77%	100%	86%	100%
Average Attendance Rate	82%	89%	87%	87%
Average Days Attended	117	132	131	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All E.S.
% African American	5%	38%
% Asian/Pacific Islander	2%	13%
% Latino/a	92%	40%
% Native American	0%	1%
% White	1%	6%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	0%	2%

0% 20% 40% 60% 80% 100%

% English Learner	This Program	All E.S.
% English Learners (EL)	67%	33%
Total Youth with Available EL Status: 104		5,920

% Gender	This Program	All E.S.
% Youth: Female	66%	50%
% Youth: Male	34%	50%

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	0%	8%
% Youth: 1st grade	12%	13%
% Youth: 2nd grade	16%	18%
% Youth: 3rd grade	21%	19%
% Youth: 4th grade	26%	19%
% Youth: 5th grade	25%	17%
% Youth: Unknown or Other	0%	5%
Total Youth with Available Grade Level Data: 104		6,219

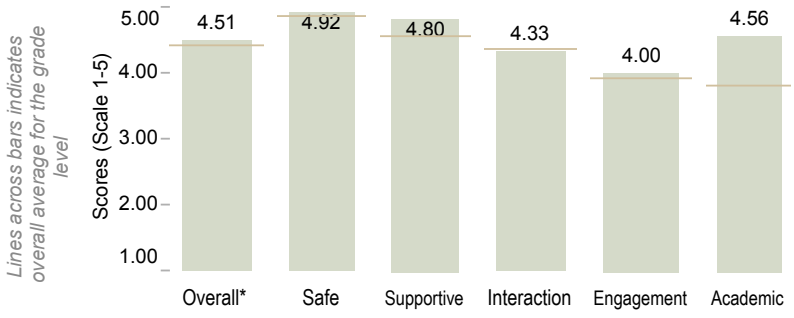
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Thriving**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All E.S.	This Program	All E.S.
Safe Environment	0%	0%	95%	94%
Supportive Environment	0%	2%	94%	81%
Interaction	0%	5%	73%	74%
Engagement	0%	16%	50%	56%
Academic Climate	0%	15%	80%	58%
Overall*	0%	6%	82%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

1. Interaction: Interaction with Adults, Item 4 a. Staff consistently interacts with children in positive ways (e.g., discusses or explains rules and limits, models positive affect, follows children's leads). i. Staff makes intentional follow up with students and explains their reasoning for telling a student an instruction. 2 Staff: "Can you stay in your seat? Cuz it's dropping materials and that's one of learning targets: to keep a clean space."
2. Engagement: Reflection, Item 1 a. PQA: Staff engages all children in an intentional process of reflecting on what they have done during the program session (e.g., writing in journals; reviewing minutes; sharing progress, accomplishments, or feelings about the experience). i. Staff: What did you like about the activity? What was hard about it?" Student, "the glue for the googley eyes." Each student was given an opportunity to speak individually and staff member also participated with students in reflection.
3. Interaction: Belonging, Item 1 a. PQA: Staff provides structured opportunities with the purpose of helping children get to know each other (e.g., there are team- building activities, introductions, personal updates, welcomes of new group members, icebreakers). i. Staff instructs students to share with a buddy what they were going to do over the weekend. ii. During the interview, students get to know the "diva of the week".
--

Areas for Improvement

1. Engagement: School-Age Planning, Item 1 a. PQA: Staff creates an opportunity for some children (individual or group) to make plans (e.g., children plan how to spend their time, how to do something, or who to do it with). i. Although some students exercise moments to decide pieces of tractions in the activity (what color to use or what cotton ball goes where), in the timeframe of the observation, students were not given time to plan out any portion of the activities or plan their piece of the activity. (ie, draw what you would like your reindeer to look like or list in your journal what questions you'd like to ask in the interview).
2. Engagement: School-Age Choice, Item 2 a. PQA: Staff provides opportunities for children to make discrete choices between set options within activities (e.g., children choose between three movies to watch, draw an owl, penguin or ostrich) i. During observed time, in all activities, staff led children in activities with limited opportunity for children to make choices. Staff "You can chose what color but only one color." Student asked "diva" about favorite toy for "interview question". Staff responded, "We usually don't ask about toys". Although students could chose between a limited amount of supplies to "build" reindeer, students were instructed to make a reindeer. Students had no choice in type of ornament.
3. Interaction: School-Age Leadership, Item 3 a. PQA: Staff provides opportunities for one or more children to informally or spontaneously exercise leadership (e.g., during free time a child organizes a group game; a child spontaneously volunteers to demonstrate something to whole group). i. In one of the three activities the student chosen as "diva" pulled the equity sticks to answer questions. In the other two activities, observation noted students only experienced leadership as a byproduct of an action or as a spontaneous transaction. (i.e. student finished early in one activity and staff member said they could go help others.) In one of the groups in clay making, a student asked another student if they could help them get their clay like theirs. To score a 5, a structured opportunity must be made for a student to lead (lead exercises, facilitate a discussion, lead an energizer, etc.) Although the first activity had something close, the other two activities did not. Site score is an average of all observed activities.
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Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 48	All E.S. 15-16 N = 2,972	This Program 14-15 N = 53	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	6%	11%	11%	12%
When I am in this program, I have had mean rumors or lies spread about me.	19%	16%	17%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	88%	86%	85%	87%
I feel safe in this program.	88%	88%	79%	89%
Supportive Environment				
There is an adult at this program who cares about me.	87%	92%	87%	93%
In this program, there is an adult who wants me to do my best.	93%	95%	94%	96%
The adults here tell me what I am doing well.	85%	88%	77%	87%
The adults in this program listen to what I have to say.	89%	86%	85%	86%
Interaction				
I feel like I belong at this program.	75%	83%	72%	85%
In this program, I get to help other people.	92%	86%	83%	87%
This program helps me to make friends.	77%	84%	79%	84%
Engagement				
I am interested in what we do in this program.	92%	86%	85%	86%
In this program, I get to choose what I do and how I do it.	56%	58%	52%	61%
In this program, I try new things.	94%	92%	94%	92%
In this program, I do things that are too easy for me.	53%	53%	58%	52%

International Community School (Oakland Leaf)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 48	All E.S. 15-16 N = 2,972	This Program 14-15 N = 53	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	85%	87%	85%	87%
This program helps me to listen to others.	88%	86%	81%	88%
This program helps me talk about my feelings.	65%	71%	72%	70%
This program helps me get along with other people my age.	89%	86%	79%	86%
This program helps me get along with adults.	77%	81%	72%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	59%	74%	64%	73%
This program helps me feel good about what I can do.	83%	88%	81%	86%
Since coming to this program, I am better at something that I used to think was hard.	73%	83%	79%	84%
Physical Well Being				
Since coming to this program, I exercise more.	72%	80%	75%	81%
This program helps me to learn how to be healthy.	77%	77%	77%	80%
This program helps me say "no" to things I know are wrong.	81%	85%	91%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	74%	71%	74%	69%
This program helps me to feel like a part of my school.	85%	83%	81%	84%
Since coming to this program, I feel close to people at this school.	69%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	74%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	62%	68%	70%	70%
In this program, I learn more about college.	50%	54%	30%	54%
This program helps me feel ready to go to middle school.	81%	75%	66%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	92%	89%	79%	89%
This program helps me do my homework.	93%	91%	92%	92%
This program helps me learn ways to study (like reading directions).	77%	81%	77%	82%
Since coming to this program, I know how to set goals for myself.	79%	84%	89%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	67	15%	3,172	22%
English Learners	38	3%	920	3%
Female	44	20%	1,608	24%
Male	23	4%	1,564	19%
Math				
All Youth	67	6%	3,219	20%
English Learners	38	3%	954	7%
Female	44	5%	1,630	19%
Male	23	9%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	167	7,614
School Day Attendance Rate	96%	95%
Total Youth with Available School Day Attendance: 104		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

La Escuelita (East Bay Asian Youth Center)

***About this program*:** Expanded Learning @ La Escuelita is an after-school learning program dedicated to fostering a college-going culture with all students and their families. Expanded Learning @ La Escuelita serves 80 students who attend La Escuelita K-8 School. This program operates 177 days a year, 3 hours each day, and provides all students a diverse menu of learning activities, including academic support, enrichment education, college-going culture activities, and parent engagement.

Program Attendance and Enrollment

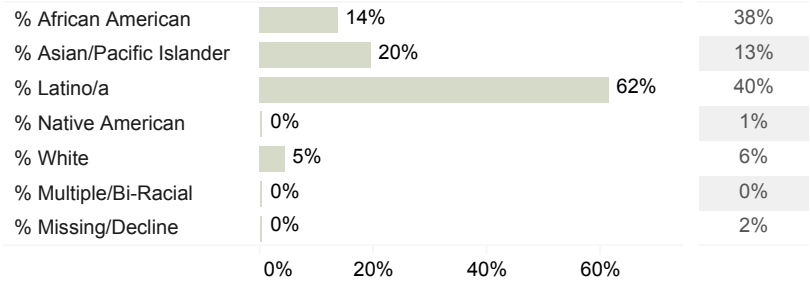
	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	86	134	89	138
Enrollment: % Towards Projected	115%	123%	119%	122%
Units of Service (UOS): Total	46,033	59,528	46,877	58,061
UOS: % Towards Projected	103%	113%	106%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	90%	100%	92%	100%
Average Attendance Rate	98%	89%	97%	87%
Average Days Attended	165	132	161	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity



% Gender	This Program	All E.S.
% Youth: Female	51%	50%
% Youth: Male	49%	50%

% English Learner	This Program	All E.S.
% English Learners (EL)	50%	33%
Total Youth with Available EL Status: 84		5,920

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	0%	8%
% Youth: 1st grade	5%	13%
% Youth: 2nd grade	19%	18%
% Youth: 3rd grade	22%	19%
% Youth: 4th grade	23%	19%
% Youth: 5th grade	15%	17%
% Youth: Unknown or Other	16%	5%
Total Youth with Available Grade Level Data: 86		6,219

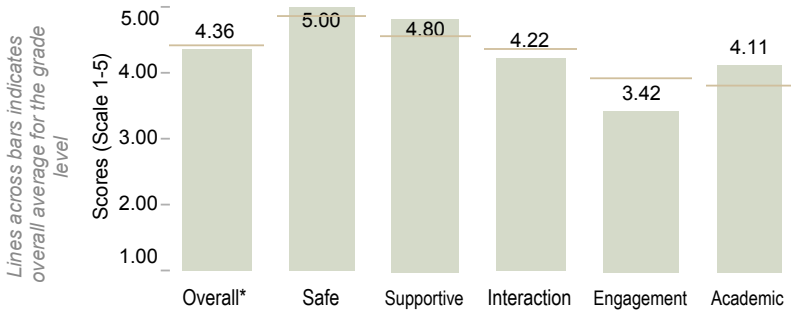
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Performing**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings: This Program	Percent of 1 Ratings: All E.S.	Percent of 5 Ratings: This Program	Percent of 5 Ratings: All E.S.
Safe Environment	0%	0%	100%	94%
Supportive Environment	0%	2%	94%	81%
Interaction	0%	5%	64%	74%
Engagement	10%	16%	30%	56%
Academic Climate	10%	15%	70%	58%
Overall*	3%	6%	78%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

Staff support youth in skill building.
--

Areas for Improvement

Providing opportunities for youth to mentor and to lead group.
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 55	All E.S. 15-16 N = 2,972	This Program 14-15 N = 49	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	5%	11%	10%	12%
When I am in this program, I have had mean rumors or lies spread about me.	13%	16%	17%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	83%	86%	90%	87%
I feel safe in this program.	91%	88%	94%	89%
Supportive Environment				
There is an adult at this program who cares about me.	87%	92%	96%	93%
In this program, there is an adult who wants me to do my best.	96%	95%	100%	96%
The adults here tell me what I am doing well.	89%	88%	92%	87%
The adults in this program listen to what I have to say.	85%	86%	96%	86%
Interaction				
I feel like I belong at this program.	80%	83%	84%	85%
In this program, I get to help other people.	91%	86%	90%	87%
This program helps me to make friends.	80%	84%	84%	84%
Engagement				
I am interested in what we do in this program.	81%	86%	86%	86%
In this program, I get to choose what I do and how I do it.	74%	58%	82%	61%
In this program, I try new things.	93%	92%	90%	92%
In this program, I do things that are too easy for me.	30%	53%	59%	52%

La Escuelita (East Bay Asian Youth Center)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 55	All E.S. 15-16 N = 2,972	This Program 14-15 N = 49	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	83%	87%	86%	87%
This program helps me to listen to others.	89%	86%	92%	88%
This program helps me talk about my feelings.	71%	71%	82%	70%
This program helps me get along with other people my age.	78%	86%	86%	86%
This program helps me get along with adults.	74%	81%	88%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	62%	74%	63%	73%
This program helps me feel good about what I can do.	81%	88%	92%	86%
Since coming to this program, I am better at something that I used to think was hard.	87%	83%	90%	84%
Physical Well Being				
Since coming to this program, I exercise more.	65%	80%	90%	81%
This program helps me to learn how to be healthy.	85%	77%	92%	80%
This program helps me say "no" to things I know are wrong.	79%	85%	94%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	70%	71%	80%	69%
This program helps me to feel like a part of my school.	72%	83%	90%	84%
Since coming to this program, I feel close to people at this school.	85%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	74%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	76%	68%	78%	70%
In this program, I learn more about college.	66%	54%	80%	54%
This program helps me feel ready to go to middle school.	58%	75%	86%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	96%	89%	92%	89%
This program helps me do my homework.	96%	91%	100%	92%
This program helps me learn ways to study (like reading directions).	83%	81%	94%	82%
Since coming to this program, I know how to set goals for myself.	83%	84%	88%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

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SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

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Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	60	18%	3,172	22%
English Learners	29	0%	920	3%
Female	32	22%	1,608	24%
Male	28	14%	1,564	19%
Math				
All Youth	60	25%	3,219	20%
English Learners	29	10%	954	7%
Female	32	16%	1,630	19%
Male	28	36%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	169	7,614
School Day Attendance Rate	96%	95%
Total Youth with Available School Day Attendance: 86		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Lafayette (Bay Area Community Resources)

***About this program*:** BACR will provide comprehensive, high quality after school services at Lafayette Elementary for 90 students in grades K-5, provided at the school site, 5 days/week, every school day during the year. Students will receive targeted academic assistance to address their struggles in English and Math; enrichment activities that challenge them to build skills, work in teams, challenge themselves, and gain exposure to arts, science and culture, health and fitness; and social emotional learning built into all activities so that students feel safe and connected and form caring relationships.

Program Attendance and Enrollment

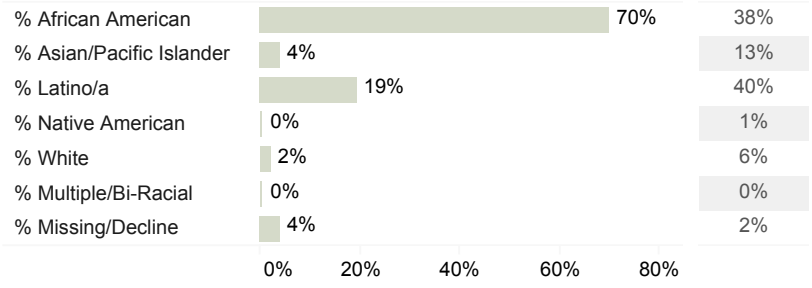
	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	171	134	212	138
Enrollment: % Towards Projected	143%	123%	177%	122%
Units of Service (UOS): Total	106,699	59,528	116,912	58,061
UOS: % Towards Projected	160%	113%	175%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	90%	100%	90%	100%
Average Attendance Rate	97%	89%	96%	87%
Average Days Attended	163	132	133	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity



% Gender	This Program	All E.S.
% Youth: Female	45%	50%
% Youth: Male	55%	50%

% English Learner	This Program	All E.S.
% English Learners (EL)	16%	33%
Total Youth with Available EL Status: 165		5,920

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	12%	8%
% Youth: 1st grade	16%	13%
% Youth: 2nd grade	19%	18%
% Youth: 3rd grade	18%	19%
% Youth: 4th grade	15%	19%
% Youth: 5th grade	17%	17%
% Youth: Unknown or Other	4%	5%
Total Youth with Available Grade Level Data: 171		6,219

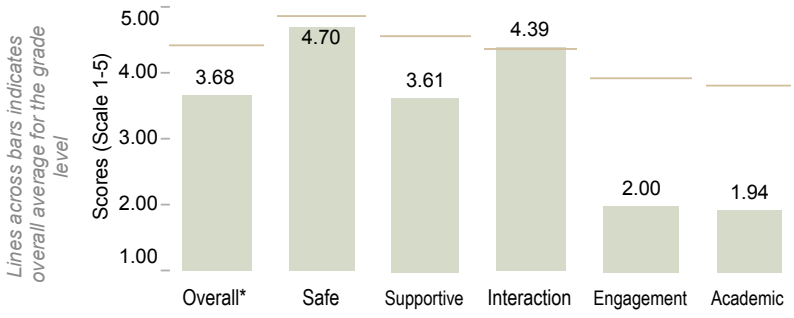
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Performing**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All E.S.	This Program	All E.S.
Safe Environment	0%	0%	89%	94%
Supportive Environment	0%	2%	39%	81%
Interaction	0%	5%	73%	74%
Engagement	80%	16%	20%	56%
Academic Climate	50%	15%	0%	58%
Overall*	19%	6%	50%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

Students were provided the opportunity to get to know each other and children identified with the program through a school chant. Staff consistently made eye contact, worked side by side, and circulated throughout the program. Staff provided students opportunities to practice routine tasks without intervening.
--

Areas for Improvement

There were parts of the observation, when a staff member raised her voice at students and pulled students out of an activity without an explanation. Even though the site coordinator stated there was planning in prior sessions, there was no planning observed during the visit. There were no opportunities for authentic or open-ended choices. There were no opportunities for students to reflect on activities.
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 139	All E.S. 15-16 N = 2,972	This Program 14-15 N = 81	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	0%	11%	0%	12%
When I am in this program, I have had mean rumors or lies spread about me.	0%	16%	0%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	99%	86%	96%	87%
I feel safe in this program.	99%	88%	95%	89%
Supportive Environment				
There is an adult at this program who cares about me.	97%	92%	96%	93%
In this program, there is an adult who wants me to do my best.	95%	95%	98%	96%
The adults here tell me what I am doing well.	100%	88%	96%	87%
The adults in this program listen to what I have to say.	100%	86%	94%	86%
Interaction				
I feel like I belong at this program.	99%	83%	93%	85%
In this program, I get to help other people.	99%	86%	96%	87%
This program helps me to make friends.	86%	84%	98%	84%
Engagement				
I am interested in what we do in this program.	100%	86%	93%	86%
In this program, I get to choose what I do and how I do it.	98%	58%	96%	61%
In this program, I try new things.	99%	92%	94%	92%
In this program, I do things that are too easy for me.	54%	53%	29%	52%

Lafayette (Bay Area Community Resources)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 139	All E.S. 15-16 N = 2,972	This Program 14-15 N = 81	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	100%	87%	91%	87%
This program helps me to listen to others.	98%	86%	100%	88%
This program helps me talk about my feelings.	99%	71%	98%	70%
This program helps me get along with other people my age.	99%	86%	83%	86%
This program helps me get along with adults.	100%	81%	94%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	100%	74%	72%	73%
This program helps me feel good about what I can do.	100%	88%	94%	86%
Since coming to this program, I am better at something that I used to think was hard.	100%	83%	89%	84%
Physical Well Being				
Since coming to this program, I exercise more.	95%	80%	92%	81%
This program helps me to learn how to be healthy.	99%	77%	98%	80%
This program helps me say "no" to things I know are wrong.	99%	85%	96%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	87%	71%	79%	69%
This program helps me to feel like a part of my school.	99%	83%	98%	84%
Since coming to this program, I feel close to people at this school.	98%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	99%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	99%	68%	95%	70%
In this program, I learn more about college.	96%	54%	95%	54%
This program helps me feel ready to go to middle school.	98%	75%	99%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	99%	89%	84%	89%
This program helps me do my homework.	99%	91%	96%	92%
This program helps me learn ways to study (like reading directions).	99%	81%	96%	82%
Since coming to this program, I know how to set goals for myself.	99%	84%	82%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	73	1%	3,172	22%
English Learners	10	0%	920	3%
Female	34	0%	1,608	24%
Male	39	3%	1,564	19%
Math				
All Youth	73	5%	3,219	20%
English Learners	10	0%	954	7%
Female	34	3%	1,630	19%
Male	39	8%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	150	7,614
School Day Attendance Rate	93%	95%
Total Youth with Available School Day Attendance: 171		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Laurel (Learning for Life)

***About this program*:** SFBAC, Learning for Life (lfl) serves as the Lead Agency at Laurel Elementary and implements a comprehensive program serving 84 2nd grade through 5th grade students daily with small-group academic support aligned with in-school learning objectives and a diverse menu of skill-building enrichment activities. Staff will use some elements of the positive youth development research-based model of National Learning for Life to implement the program using an asset-based approach. The inclusive program leadership team includes the site coordinator, principal, academic liaison and agency director.

Program Attendance and Enrollment

	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	101	134	90	138
Enrollment: % Towards Projected	120%	123%	107%	122%
Units of Service (UOS): Total	51,562	59,528	49,451	58,061
UOS: % Towards Projected	95%	113%	86%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	89%	100%	86%	100%
Average Attendance Rate	95%	89%	95%	87%
Average Days Attended	137	132	149	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity

		All E.S.
% African American	39%	38%
% Asian/Pacific Islander	38%	13%
% Latino/a	17%	40%
% Native American	0%	1%
% White	3%	6%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	4%	2%

0% 10% 20% 30% 40%

% English Learner	This Program	All E.S.
% English Learners (EL)	23%	33%
Total Youth with Available EL Status: 101		5,920

% Gender	This Program	All E.S.
% Youth: Female	53%	50%
% Youth: Male	47%	50%

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	0%	8%
% Youth: 1st grade	0%	13%
% Youth: 2nd grade	23%	18%
% Youth: 3rd grade	27%	19%
% Youth: 4th grade	26%	19%
% Youth: 5th grade	25%	17%
% Youth: Unknown or Other	0%	5%
Total Youth with Available Grade Level Data: 101		6,219

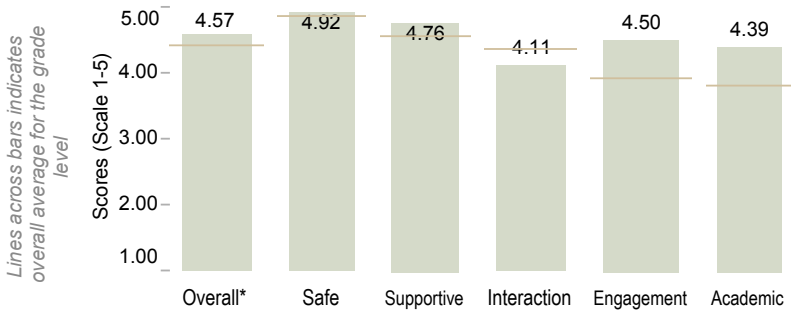
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Thriving**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings: This Program	Percent of 1 Ratings: All E.S.	Percent of 5 Ratings: This Program	Percent of 5 Ratings: All E.S.
Safe Environment	0%	0%	95%	94%
Supportive Environment	6%	2%	89%	81%
Interaction	18%	5%	82%	74%
Engagement	0%	16%	70%	56%
Academic Climate	10%	15%	80%	58%
Overall*	6%	6%	85%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

1. Staff, particularly in Nutrition, asked copious amounts of open-ended questions, which challenged and engaged youth.
2. Youth were given the opportunity to develop plans with other youth as well as plan on a worksheet for a poster they were going to create on the seasons.
3. Overall culture of the program was welcoming and supportive. Youth were greeted with high-fives by site coordinator and then by staff. Staff, specifically in tutoring, were very supportive and encouraging.
--

Areas for Improvement

1. Reflection was only observed in one activity and towards the end after most youth had left. Staff may consider adding reflection after the first half of the activity is complete, so more youth have the opportunity to reflect.
2. No youth leadership was observed. This program may want to consider adding opportunities for youth to lead a group, such as explaining instructions to other youth or facilitating questions during group discussions.
3. No opportunities for youth to help another were observed. Staff may want to incorporate these opportunities into program.
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 59	All E.S. 15-16 N = 2,972	This Program 14-15 N = 59	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	3%	11%	11%	12%
When I am in this program, I have had mean rumors or lies spread about me.	13%	16%	16%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	75%	86%	86%	87%
I feel safe in this program.	88%	88%	81%	89%
Supportive Environment				
There is an adult at this program who cares about me.	97%	92%	85%	93%
In this program, there is an adult who wants me to do my best.	98%	95%	95%	96%
The adults here tell me what I am doing well.	86%	88%	86%	87%
The adults in this program listen to what I have to say.	76%	86%	80%	86%
Interaction				
I feel like I belong at this program.	75%	83%	71%	85%
In this program, I get to help other people.	85%	86%	81%	87%
This program helps me to make friends.	64%	84%	73%	84%
Engagement				
I am interested in what we do in this program.	66%	86%	85%	86%
In this program, I get to choose what I do and how I do it.	51%	58%	59%	61%
In this program, I try new things.	93%	92%	90%	92%
In this program, I do things that are too easy for me.	41%	53%	53%	52%

Laurel (Learning for Life)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 59	All E.S. 15-16 N = 2,972	This Program 14-15 N = 59	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	71%	87%	79%	87%
This program helps me to listen to others.	66%	86%	85%	88%
This program helps me talk about my feelings.	59%	71%	64%	70%
This program helps me get along with other people my age.	76%	86%	75%	86%
This program helps me get along with adults.	69%	81%	72%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	66%	74%	67%	73%
This program helps me feel good about what I can do.	81%	88%	80%	86%
Since coming to this program, I am better at something that I used to think was hard.	81%	83%	81%	84%
Physical Well Being				
Since coming to this program, I exercise more.	78%	80%	86%	81%
This program helps me to learn how to be healthy.	59%	77%	73%	80%
This program helps me say "no" to things I know are wrong.	75%	85%	78%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	40%	71%	52%	69%
This program helps me to feel like a part of my school.	64%	83%	75%	84%
Since coming to this program, I feel close to people at this school.	59%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	79%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	36%	68%	73%	70%
In this program, I learn more about college.	37%	54%	61%	54%
This program helps me feel ready to go to middle school.	46%	75%	78%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	63%	89%	73%	89%
This program helps me do my homework.	74%	91%	93%	92%
This program helps me learn ways to study (like reading directions).	64%	81%	78%	82%
Since coming to this program, I know how to set goals for myself.	72%	84%	71%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	72	35%	3,172	22%
English Learners	13	0%	920	3%
Female	37	41%	1,608	24%
Male	35	29%	1,564	19%
Math				
All Youth	74	31%	3,219	20%
English Learners	15	13%	954	7%
Female	38	29%	1,630	19%
Male	36	33%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	166	7,614
School Day Attendance Rate	97%	95%
Total Youth with Available School Day Attendance: 101		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Lazear (ES) (Spanish Speaking Citizens' Foundation)

***About this program*:** The Pathways after-school program is based on the ASPIRE initiative which has been operating successfully for the past few years at ICS and Lazear (until Spring 2012). The program will provide differentiated academic support to meet the needs of ELD, intervention, and SES students; enrichment activities in the areas of journalism, sports, arts, and music; and will build students' life skills and leadership skills. With the goals of improved academic performance and self-esteem, the program will be taught by enthusiastic teachers and community groups.

Program Attendance and Enrollment

	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	169	134	189	138
Enrollment: % Towards Projected	106%	123%	118%	122%
Units of Service (UOS): Total	52,676	59,528	58,336	58,061
UOS: % Towards Projected	112%	113%	99%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)		100%		100%
Average Attendance Rate	91%	89%	75%	87%
Average Days Attended	129	132	103	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All E.S.
% African American	12%	38%
% Asian/Pacific Islander	0%	13%
% Latino/a	83%	40%
% Native American	0%	1%
% White	0%	6%
% Multiple/Bi-Racial	4%	0%
% Missing/Decline	1%	2%

0% 20% 40% 60% 80%

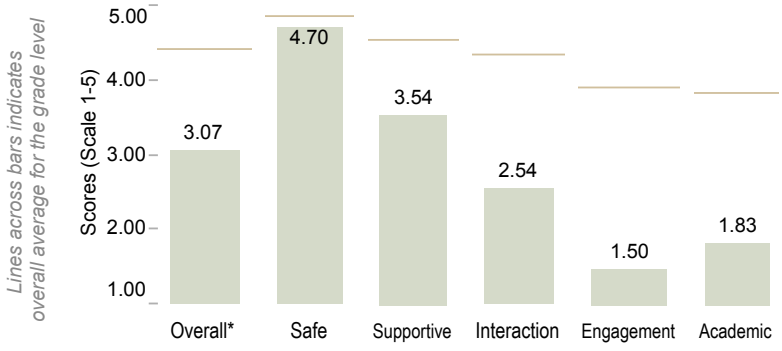
% Gender	This Program	All E.S.
% Youth: Female	50%	50%
% Youth: Male	50%	50%

Source: Cityspan Attendance System, August 2016.

Point of Service Quality

Point of Service Quality Status: **Performing**

Assessment Tool Used: **YPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All E.S.	This Program	All E.S.
Safe Environment	0%	0%	82%	94%
Supportive Environment	11%	2%	37%	81%
Interaction	42%	5%	17%	74%
Engagement	75%	16%	0%	56%
Academic Climate	60%	15%	0%	58%
Overall*	23%	6%	41%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

Staff consistently interacted with youth in a positive and warm manner. Staff were consistently engaged with youth. Materials were ready and plentiful. Staff explained activities clearly for youth. Program space is suitable for youth and staff to carry out their activities. Furniture appeared to be comfortable and the environment is flexible for modifications. Physical environment is safe and free of hazards.
--

Areas for Improvement

There were no specific or skill building focus mentioned. There were no mentorship opportunities provided for youth. Nor were there opportunities for youth to lead a group. There were no planning opportunities provided for youth. There were no open-ended content choices observed. There were no intentional opportunities for youth to reflect or provide feedback about an activity or session.
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 50	All E.S. 15-16 N = 2,972	This Program 14-15 N = 37	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	18%	11%	23%	12%
When I am in this program, I have had mean rumors or lies spread about me.	21%	16%	24%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	80%	86%	70%	87%
I feel safe in this program.	84%	88%	57%	89%
Supportive Environment				
There is an adult at this program who cares about me.	80%	92%	81%	93%
In this program, there is an adult who wants me to do my best.	90%	95%	89%	96%
The adults here tell me what I am doing well.	85%	88%	74%	87%
The adults in this program listen to what I have to say.	86%	86%	61%	86%
Interaction				
I feel like I belong at this program.	76%	83%	61%	85%
In this program, I get to help other people.	66%	86%	65%	87%
This program helps me to make friends.	73%	84%	68%	84%
Engagement				
I am interested in what we do in this program.	76%	86%	51%	86%
In this program, I get to choose what I do and how I do it.	34%	58%	16%	61%
In this program, I try new things.	81%	92%	83%	92%
In this program, I do things that are too easy for me.	44%	53%	53%	52%

Lazear (ES) (Spanish Speaking Citizens' Foundation)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

	This Program 15-16 N = 50	All E.S. 15-16 N = 2,972	This Program 14-15 N = 37	All E.S. 14-15 N = 2,902
Social & Emotional Learning				
When I'm in this program, I feel good about myself.	84%	87%	61%	87%
This program helps me to listen to others.	80%	86%	78%	88%
This program helps me talk about my feelings.	59%	71%	38%	70%
This program helps me get along with other people my age.	80%	86%	69%	86%
This program helps me get along with adults.	80%	81%	37%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	42%	74%	58%	73%
This program helps me feel good about what I can do.	83%	88%	58%	86%
Since coming to this program, I am better at something that I used to think was hard.	67%	83%	65%	84%
Physical Well Being				
Since coming to this program, I exercise more.	67%	80%	58%	81%
This program helps me to learn how to be healthy.	58%	77%	50%	80%
This program helps me say "no" to things I know are wrong.	73%	85%	57%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	56%	71%	56%	69%
This program helps me to feel like a part of my school.	79%	83%	69%	84%
Since coming to this program, I feel close to people at this school.	73%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	77%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	49%	68%	24%	70%
In this program, I learn more about college.	40%	54%	11%	54%
This program helps me feel ready to go to middle school.	65%	75%	24%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	92%	89%	69%	89%
This program helps me do my homework.	92%	91%	78%	92%
This program helps me learn ways to study (like reading directions).	78%	81%	51%	82%
Since coming to this program, I know how to set goals for myself.	69%	84%	57%	84%

Source: Youth Surveys, June 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Learning Without Limits (Oakland Leaf)

***About this program*:** Oakland Leaf After-School Program at Learning Without Limits provides academic, enrichment, and recreation classes 5 days per week, August through June, for 177 days. The program serves 85 students daily. The program reflects the demographics of the school: 65% Latino, 17% African American, 11% Asian; 94% FRL; 55% ELL. Oakland Leaf ASP provides culturally relevant project-based classes with an emphasis on the arts, student identity and social justice. We provide students with limited economic resources opportunities to achieve academic success and develop into thoughtful, creative citizens.

-

Program Attendance and Enrollment

	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	94	134	120	138
Enrollment: % Towards Projected	111%	123%	141%	122%
Units of Service (UOS): Total	42,984	59,528	47,242	58,061
UOS: % Towards Projected	99%	113%	107%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)		100%		100%
Average Attendance Rate	91%	89%	91%	87%
Average Days Attended	128	132	113	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All E.S.
% African American	17%	38%
% Asian/Pacific Islander	4%	13%
% Latino/a	50%	40%
% Native American	0%	1%
% White	0%	6%
% Multiple/Bi-Racial	13%	0%
% Missing/Decline	16%	2%

0% 10% 20% 30% 40% 50%

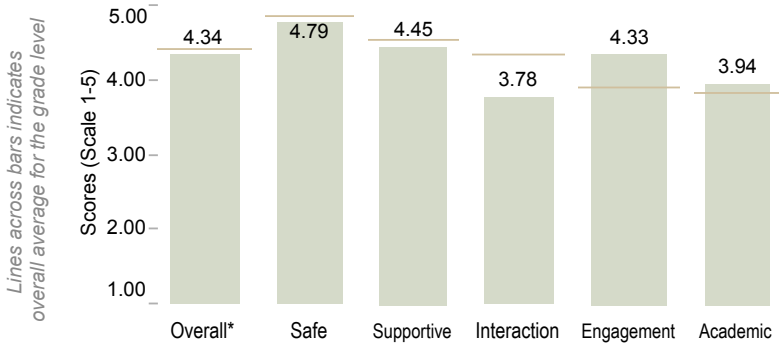
% Gender	This Program	All E.S.
% Youth: Female	46%	50%
% Youth: Male	54%	50%

Source: Cityspan Attendance System, August 2016.

Point of Service Quality

Point of Service Quality Status: **Performing**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All E.S.	This Program	All E.S.
Safe Environment	0%	0%	89%	94%
Supportive Environment	0%	2%	78%	81%
Interaction	18%	5%	64%	74%
Engagement	0%	16%	60%	56%
Academic Climate	10%	15%	60%	58%
Overall*	4%	6%	74%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

1. Staff supported youth's planning by having youth brainstorm the steps needed to complete the activity with a partner before coming back and writing them down as a whole group.
2. Staff provided youth with a lot of choice throughout program, whether it was what jobs they wanted to do in Garden, what materials they wanted to use in Art, or what station they wanted to work at during free time.
3. Staff consistently engaged positively with youth, often working alongside youth, for example, cutting lettuce in Garden or being a dance partner in Dance.
--

Areas for Improvement

1. Staff should consider lengthening the reflection time, so that all youth are able to participate. In multiple classes, not all youth had an opportunity to share because they ran out of time.
2. Staff should consider providing youth with opportunities to lead others, for example leading reflection at the end of the activity or leading an icebreaker at the beginning.
3. Staff should consider incorporating opportunities for youth to help another child, for example, in Garden, staff could show one youth how to cut the lettuce for their salad and that youth can then teach the others.
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Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 53	All E.S. 15-16 N = 2,972	This Program 14-15 N = 57	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	27%	11%	15%	12%
When I am in this program, I have had mean rumors or lies spread about me.	33%	16%	23%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	76%	86%	74%	87%
I feel safe in this program.	73%	88%	75%	89%
Supportive Environment				
There is an adult at this program who cares about me.	83%	92%	91%	93%
In this program, there is an adult who wants me to do my best.	94%	95%	93%	96%
The adults here tell me what I am doing well.	82%	88%	88%	87%
The adults in this program listen to what I have to say.	85%	86%	82%	86%
Interaction				
I feel like I belong at this program.	71%	83%	63%	85%
In this program, I get to help other people.	70%	86%	80%	87%
This program helps me to make friends.	76%	84%	75%	84%
Engagement				
I am interested in what we do in this program.	90%	86%	77%	86%
In this program, I get to choose what I do and how I do it.	49%	58%	25%	61%
In this program, I try new things.	90%	92%	86%	92%
In this program, I do things that are too easy for me.	46%	53%	58%	52%

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

	This Program 15-16 N = 53	All E.S. 15-16 N = 2,972	This Program 14-15 N = 57	All E.S. 14-15 N = 2,902
Social & Emotional Learning				
When I'm in this program, I feel good about myself.	77%	87%	67%	87%
This program helps me to listen to others.	65%	86%	88%	88%
This program helps me talk about my feelings.	66%	71%	68%	70%
This program helps me get along with other people my age.	85%	86%	82%	86%
This program helps me get along with adults.	65%	81%	79%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	69%	74%	49%	73%
This program helps me feel good about what I can do.	84%	88%	71%	86%
Since coming to this program, I am better at something that I used to think was hard.	71%	83%	71%	84%
Physical Well Being				
Since coming to this program, I exercise more.	78%	80%	79%	81%
This program helps me to learn how to be healthy.	84%	77%	84%	80%
This program helps me say "no" to things I know are wrong.	78%	85%	71%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	67%	71%	51%	69%
This program helps me to feel like a part of my school.	69%	83%	71%	84%
Since coming to this program, I feel close to people at this school.	53%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	75%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	47%	68%	46%	70%
In this program, I learn more about college.	36%	54%	16%	54%
This program helps me feel ready to go to middle school.	62%	75%	57%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	92%	89%	82%	89%
This program helps me do my homework.	88%	91%	86%	92%
This program helps me learn ways to study (like reading directions).	57%	81%	66%	82%
Since coming to this program, I know how to set goals for myself.	71%	84%	75%	84%

Source: Youth Surveys, June 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Lighthouse (ES) (Lighthouse Community Charter)

***About this program*:** The Safe Harbor After School Program at the Lighthouse Community Charter School will offer about 60,000 units of service to 200 unduplicated K - 8 students, ages 5 - 14, and their families through a comprehensive, school-based after school program offered free of charge in East Oakland. In alignment with the school's mission to prepare students for college and a career of choice, the program was developed in partnership by school administration and after school staff with student input and is squarely aimed at optimizing students' academic, social, emotional and physical growth and health.

Program Attendance and Enrollment

	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	218	134	232	138
Enrollment: % Towards Projected	109%	123%	116%	122%
Units of Service (UOS): Total	64,625	59,528	86,760	58,061
UOS: % Towards Projected	107%	113%	106%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)		100%		100%
Average Attendance Rate	87%	89%	88%	87%
Average Days Attended	126	132	129	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All E.S.
% African American	21%	38%
% Asian/Pacific Islander	1%	13%
% Latino/a	72%	40%
% Native American	0%	1%
% White	3%	6%
% Multiple/Bi-Racial	2%	0%
% Missing/Decline	1%	2%

0% 20% 40% 60% 80%

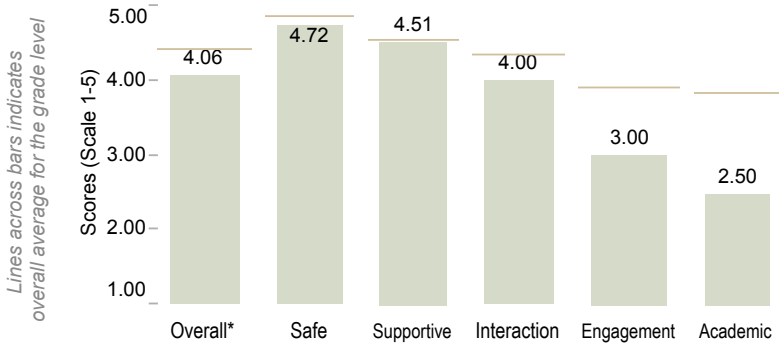
% Gender	This Program	All E.S.
% Youth: Female	52%	50%
% Youth: Male	48%	50%

Source: Cityspan Attendance System, August 2016.

Point of Service Quality

Point of Service Quality Status: **Performing**

Assessment Tool Used: **YPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All E.S.	This Program	All E.S.
Safe Environment	0%	0%	83%	94%
Supportive Environment	5%	2%	80%	81%
Interaction	8%	5%	58%	74%
Engagement	13%	16%	13%	56%
Academic Climate	40%	15%	20%	58%
Overall*	5%	6%	67%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

1. Youth often worked in groups and in many cases they worked in interdependent roles towards a shared goal. For example, the youth in Theater were practicing the play they wrote and were going to present it the following week.
2. The session flow of this program is a strength; all materials were ready at the start of the lesson and activities started and ended on time.
3.Youth shared a lot of control with staff in the activities. They were very involved in the different roles during the activities and some youth even provided input to the process of the activity (e.g., one youth said she wanted to play a categories game while they were working on their art project).
--

Areas for Improvement

1. Many youth did not get an opportunity to reflect on their experiences after the activity finished. Program may consider incorporating this for all youth as well as providing them with multiple strategies to share their experiences (for example writing in a journal what they thought of the activity and sharing responses with their peers).
2. Staff may wish to consider incorporating opportunities for youth to lead a group. This could be accomplished by youth leading icebreakers at the start of program.
3. Staff could improve program by giving youth structured opportunities to provide feedback on activities. Staff can use youth's information to adjust activities accordingly. This also gives youth a stronger feeling of ownership of their program.
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 44	All E.S. 15-16 N = 2,972	This Program 14-15 N = 49	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	24%	11%	22%	12%
When I am in this program, I have had mean rumors or lies spread about me.	22%	16%	27%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	77%	86%	71%	87%
I feel safe in this program.	75%	88%	86%	89%
Supportive Environment				
There is an adult at this program who cares about me.	74%	92%	94%	93%
In this program, there is an adult who wants me to do my best.	86%	95%	96%	96%
The adults here tell me what I am doing well.	81%	88%	69%	87%
The adults in this program listen to what I have to say.	88%	86%	88%	86%
Interaction				
I feel like I belong at this program.	93%	83%	90%	85%
In this program, I get to help other people.	74%	86%	84%	87%
This program helps me to make friends.	79%	84%	78%	84%
Engagement				
I am interested in what we do in this program.	93%	86%	92%	86%
In this program, I get to choose what I do and how I do it.	67%	58%	50%	61%
In this program, I try new things.	80%	92%	96%	92%
In this program, I do things that are too easy for me.	50%	53%	51%	52%

Lighthouse (ES) (Lighthouse Community Charter)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

	This Program 15-16 N = 44	All E.S. 15-16 N = 2,972	This Program 14-15 N = 49	All E.S. 14-15 N = 2,902
Social & Emotional Learning				
When I'm in this program, I feel good about myself.	86%	87%	90%	87%
This program helps me to listen to others.	79%	86%	88%	88%
This program helps me talk about my feelings.	79%	71%	59%	70%
This program helps me get along with other people my age.	74%	86%	74%	86%
This program helps me get along with adults.	85%	81%	79%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	53%	74%	53%	73%
This program helps me feel good about what I can do.	88%	88%	82%	86%
Since coming to this program, I am better at something that I used to think was hard.	81%	83%	94%	84%
Physical Well Being				
Since coming to this program, I exercise more.	75%	80%	65%	81%
This program helps me to learn how to be healthy.	73%	77%	65%	80%
This program helps me say "no" to things I know are wrong.	79%	85%	84%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	72%	71%	66%	69%
This program helps me to feel like a part of my school.	86%	83%	82%	84%
Since coming to this program, I feel close to people at this school.	71%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	90%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	60%	68%	53%	70%
In this program, I learn more about college.	49%	54%	41%	54%
This program helps me feel ready to go to middle school.	76%	75%	76%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	86%	89%	92%	89%
This program helps me do my homework.	84%	91%	94%	92%
This program helps me learn ways to study (like reading directions).	72%	81%	83%	82%
Since coming to this program, I know how to set goals for myself.	85%	84%	83%	84%

Source: Youth Surveys, June 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Lincoln (East Bay Asian Youth Center)

***About this program*:** Expanded Learning @ Lincoln is an after-school learning program dedicated to fostering a college-going culture with all students and their families. Expanded Learning @ Lincoln serves 140 students who attend Lincoln Elementary School. This program operates 177 days a year, 3 hours each day, and provides all students a diverse menu of learning activities, including academic support, enrichment education, college-going culture activities, and parent engagement.

Program Attendance and Enrollment

	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	165	134	154	138
Enrollment: % Towards Projected	138%	123%	128%	122%
Units of Service (UOS): Total	87,967	59,528	88,532	58,061
UOS: % Towards Projected	124%	113%	126%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	97%	100%	92%	100%
Average Attendance Rate	97%	89%	98%	87%
Average Days Attended	164	132	168	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All E.S.
% African American	7%	38%
% Asian/Pacific Islander	87%	13%
% Latino/a	1%	40%
% Native American	0%	1%
% White	4%	6%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	1%	2%

0% 20% 40% 60% 80% 100%

% Gender	This Program	All E.S.
% Youth: Female	48%	50%
% Youth: Male	52%	50%

% English Learner	This Program	All E.S.
% English Learners (EL)	25%	33%
Total Youth with Available EL Status: 165		5,920

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	0%	8%
% Youth: 1st grade	1%	13%
% Youth: 2nd grade	24%	18%
% Youth: 3rd grade	28%	19%
% Youth: 4th grade	26%	19%
% Youth: 5th grade	22%	17%
% Youth: Unknown or Other	0%	5%
Total Youth with Available Grade Level Data: 165		6,219

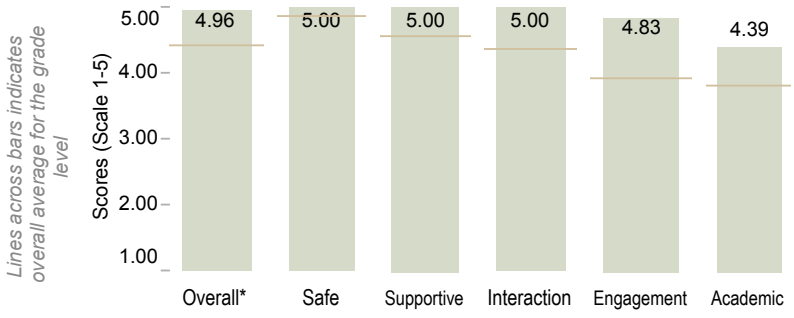
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Thriving**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings: This Program	Percent of 1 Ratings: All E.S.	Percent of 5 Ratings: This Program	Percent of 5 Ratings: All E.S.
Safe Environment	0%	0%	100%	94%
Supportive Environment	0%	2%	100%	81%
Interaction	0%	5%	100%	74%
Engagement	0%	16%	90%	56%
Academic Climate	10%	15%	80%	58%
Overall*	1%	6%	96%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

The after school program at Lincoln Elementary provides a safe, supportive and enriching setting for youth. In this program, youth routinely work in small groups designed with purpose and goals linked closely to youths' learning targets. In the course of each activity, staff provided youth with periods to brainstorm so they could plan how they would work towards the activity goals. In the course of activities, staff modeled key skills, explained the sequence of steps and worked alongside youth during the working periods. Each activity included a period for youth to showcase their completed products and to reflect on their process with their peers. Moreover, these practices are very consistent among the various activities and provide youth with a highly cohesive and structured environment. Youth in this program show a high level of pride and ownership in their program activities.
--

Areas for Improvement

This program has many strengths to draw from in continuing to improve existing practices. For example, staff may consider adding new modes of reflection since a majority of reflection was done in one mode (verbally). Another area could be to expand ways youth can take on more formal mentorship and leadership roles. In the Science class, staff asked two older youth to mentor two younger youth who were new to the program; it may help youth to have clearer objectives on what it means to mentor youth. Finally, staff leading activities could make stronger connections between the skills they are learning, like planning for activities and testing a theory about their gumdrop structures, to how those skills and competencies could help youth in their schoolwork.
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 101	All E.S. 15-16 N = 2,972	This Program 14-15 N = 76	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	0%	11%	7%	12%
When I am in this program, I have had mean rumors or lies spread about me.	0%	16%	9%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	93%	86%	89%	87%
I feel safe in this program.	91%	88%	96%	89%
Supportive Environment				
There is an adult at this program who cares about me.	87%	92%	100%	93%
In this program, there is an adult who wants me to do my best.	96%	95%	99%	96%
The adults here tell me what I am doing well.	89%	88%	89%	87%
The adults in this program listen to what I have to say.	79%	86%	95%	86%
Interaction				
I feel like I belong at this program.	82%	83%	96%	85%
In this program, I get to help other people.	89%	86%	95%	87%
This program helps me to make friends.	88%	84%	88%	84%
Engagement				
I am interested in what we do in this program.	82%	86%	91%	86%
In this program, I get to choose what I do and how I do it.	77%	58%	61%	61%
In this program, I try new things.	86%	92%	100%	92%
In this program, I do things that are too easy for me.	51%	53%	41%	52%

Lincoln (East Bay Asian Youth Center)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 101	All E.S. 15-16 N = 2,972	This Program 14-15 N = 76	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	87%	87%	91%	87%
This program helps me to listen to others.	85%	86%	95%	88%
This program helps me talk about my feelings.	70%	71%	75%	70%
This program helps me get along with other people my age.	84%	86%	89%	86%
This program helps me get along with adults.	82%	81%	83%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	52%	74%	76%	73%
This program helps me feel good about what I can do.	79%	88%	96%	86%
Since coming to this program, I am better at something that I used to think was hard.	72%	83%	83%	84%
Physical Well Being				
Since coming to this program, I exercise more.	79%	80%	85%	81%
This program helps me to learn how to be healthy.	66%	77%	89%	80%
This program helps me say "no" to things I know are wrong.	92%	85%	89%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	56%	71%	72%	69%
This program helps me to feel like a part of my school.	68%	83%	92%	84%
Since coming to this program, I feel close to people at this school.	70%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	84%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	67%	68%	96%	70%
In this program, I learn more about college.	86%	54%	93%	54%
This program helps me feel ready to go to middle school.	53%	75%	89%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	98%	89%	97%	89%
This program helps me do my homework.	98%	91%	95%	92%
This program helps me learn ways to study (like reading directions).	68%	81%	88%	82%
Since coming to this program, I know how to set goals for myself.	62%	84%	83%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	119	50%	3,172	22%
English Learners	17	0%	920	3%
Female	56	59%	1,608	24%
Male	63	43%	1,564	19%
Math				
All Youth	121	60%	3,219	20%
English Learners	19	16%	954	7%
Female	58	71%	1,630	19%
Male	63	51%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	178	7,614
School Day Attendance Rate	99%	95%
Total Youth with Available School Day Attendance: 165		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

M.L. King, Jr. (Bay Area Community Resources)

***About this program*:** BACR will provide comprehensive, high quality after school services at Martin Luther King, Jr. Elementary for 90 students in grades K-5, provided at the school site, 5 days/week, every school day during the year. Students will receive targeted academic assistance to address their struggles in English and Math; enrichment activities that challenge them to build skills, work in teams, challenge themselves, and gain exposure to arts, science and culture, health and fitness; and social emotional learning built into all activities so that students feel safe, connected and form caring relationships.

Program Attendance and Enrollment

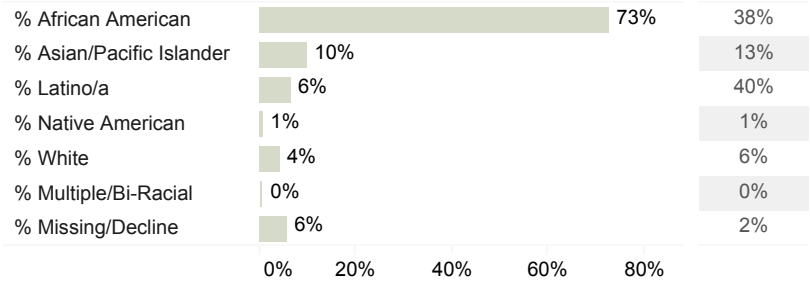
	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	170	134	194	138
Enrollment: % Towards Projected	102%	123%	124%	122%
Units of Service (UOS): Total	80,173	59,528	81,572	58,061
UOS: % Towards Projected	128%	113%	130%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	76%	100%	77%	100%
Average Attendance Rate	87%	89%	85%	87%
Average Days Attended	137	132	117	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity



	All E.S.
% African American	38%
% Asian/Pacific Islander	13%
% Latino/a	40%
% Native American	1%
% White	6%
% Multiple/Bi-Racial	0%
% Missing/Decline	2%

% Gender	This Program	All E.S.
% Youth: Female	53%	50%
% Youth: Male	47%	50%

% English Learner	This Program	All E.S.
% English Learners (EL)	16%	33%
Total Youth with Available EL Status: 166		5,920

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	12%	8%
% Youth: 1st grade	12%	13%
% Youth: 2nd grade	19%	18%
% Youth: 3rd grade	21%	19%
% Youth: 4th grade	18%	19%
% Youth: 5th grade	16%	17%
% Youth: Unknown or Other	2%	5%
Total Youth with Available Grade Level Data: 170		6,219

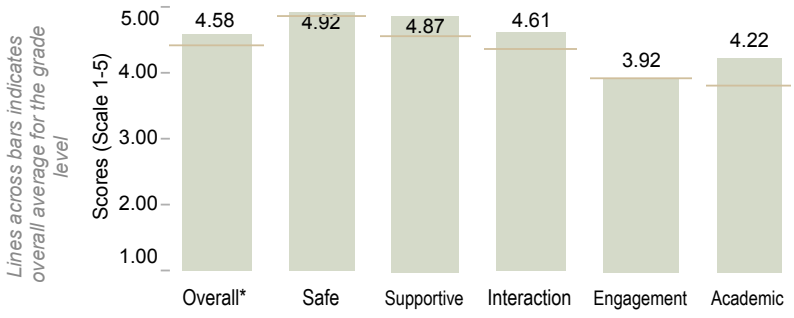
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Thriving**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All E.S.	This Program	All E.S.
Safe Environment	0%	0%	95%	94%
Supportive Environment	0%	2%	94%	81%
Interaction	0%	5%	82%	74%
Engagement	10%	16%	60%	56%
Academic Climate	0%	15%	60%	58%
Overall*	1%	6%	82%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

This is a very strong program with many strengths. Specifically, the program does an excellent job in providing opportunities for youth to have specific roles in the program on a daily basis, providing thoughtful enrichment opportunities that engage participants, and facilitating great reflection strategies. The Adventure Books observed in Ms. Dana's class was a great way to allow students to plan, brainstorm and think about the activity ahead. Another thing to note is the high level of community and family engagement present at the program.
--

Areas for Improvement

There are a few areas where the program could improve to build an even stronger site. The first is providing opportunities for children to help their peers, which can be done by allowing those who finish a task early to help other students out or creating peer mentors. Using multiple reflection strategies is another area that could be strengthened. In the classes observed, only one reflection strategy was used. Allowing children to have more authentic choices is the last area that needs to be worked on in the program.
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 56	All E.S. 15-16 N = 2,972	This Program 14-15 N = 52	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	13%	11%	26%	12%
When I am in this program, I have had mean rumors or lies spread about me.	29%	16%	33%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	91%	86%	77%	87%
I feel safe in this program.	94%	88%	80%	89%
Supportive Environment				
There is an adult at this program who cares about me.	96%	92%	86%	93%
In this program, there is an adult who wants me to do my best.	96%	95%	96%	96%
The adults here tell me what I am doing well.	96%	88%	77%	87%
The adults in this program listen to what I have to say.	92%	86%	76%	86%
Interaction				
I feel like I belong at this program.	94%	83%	87%	85%
In this program, I get to help other people.	93%	86%	94%	87%
This program helps me to make friends.	91%	84%	75%	84%
Engagement				
I am interested in what we do in this program.	89%	86%	86%	86%
In this program, I get to choose what I do and how I do it.	38%	58%	37%	61%
In this program, I try new things.	100%	92%	96%	92%
In this program, I do things that are too easy for me.	64%	53%	57%	52%

M.L. King, Jr. (Bay Area Community Resources)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 56	All E.S. 15-16 N = 2,972	This Program 14-15 N = 52	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	94%	87%	80%	87%
This program helps me to listen to others.	96%	86%	85%	88%
This program helps me talk about my feelings.	83%	71%	69%	70%
This program helps me get along with other people my age.	94%	86%	73%	86%
This program helps me get along with adults.	82%	81%	73%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	87%	74%	92%	73%
This program helps me feel good about what I can do.	96%	88%	90%	86%
Since coming to this program, I am better at something that I used to think was hard.	82%	83%	87%	84%
Physical Well Being				
Since coming to this program, I exercise more.	87%	80%	64%	81%
This program helps me to learn how to be healthy.	92%	77%	65%	80%
This program helps me say "no" to things I know are wrong.	76%	85%	90%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	83%	71%	49%	69%
This program helps me to feel like a part of my school.	94%	83%	76%	84%
Since coming to this program, I feel close to people at this school.	85%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	92%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	96%	68%	79%	70%
In this program, I learn more about college.	64%	54%	42%	54%
This program helps me feel ready to go to middle school.	90%	75%	73%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	95%	89%	85%	89%
This program helps me do my homework.	94%	91%	86%	92%
This program helps me learn ways to study (like reading directions).	94%	81%	85%	82%
Since coming to this program, I know how to set goals for myself.	91%	84%	90%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	73	15%	3,172	22%
English Learners	12	8%	920	3%
Female	42	14%	1,608	24%
Male	31	16%	1,564	19%
Math				
All Youth	80	9%	3,219	20%
English Learners	13	0%	954	7%
Female	48	6%	1,630	19%
Male	32	13%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	163	7,614
School Day Attendance Rate	94%	95%
Total Youth with Available School Day Attendance: 170		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Manzanita Community School (East Bay Asian Youth Center)

***About this program*:** Expanded Learning @ Manzanita is an after-school learning program dedicated to fostering a college-going culture with all students and their families. Expanded Learning @ Manzanita serves 80 students who attend Manzanita Community School. This program operates 177 days a year, 3 hours each day, and provides all students a diverse menu of learning activities, including academic support, enrichment education, college-going culture activities, and parent engagement.

Program Attendance and Enrollment

	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	104	134	102	138
Enrollment: % Towards Projected	139%	123%	136%	122%
Units of Service (UOS): Total	44,862	59,528	43,677	58,061
UOS: % Towards Projected	103%	113%	101%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	89%	100%	88%	100%
Average Attendance Rate	91%	89%	96%	87%
Average Days Attended	134	132	124	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All E.S.
% African American	26%	38%
% Asian/Pacific Islander	24%	13%
% Latino/a	44%	40%
% Native American	0%	1%
% White	0%	6%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	6%	2%

0% 10% 20% 30% 40% 50%

% English Learner	This Program	All E.S.
% English Learners (EL)	50%	33%
Total Youth with Available EL Status: 102		5,920

% Gender	This Program	All E.S.
% Youth: Female	51%	50%
% Youth: Male	49%	50%

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	0%	8%
% Youth: 1st grade	1%	13%
% Youth: 2nd grade	21%	18%
% Youth: 3rd grade	26%	19%
% Youth: 4th grade	30%	19%
% Youth: 5th grade	20%	17%
% Youth: Unknown or Other	2%	5%
Total Youth with Available Grade Level Data: 104		6,219

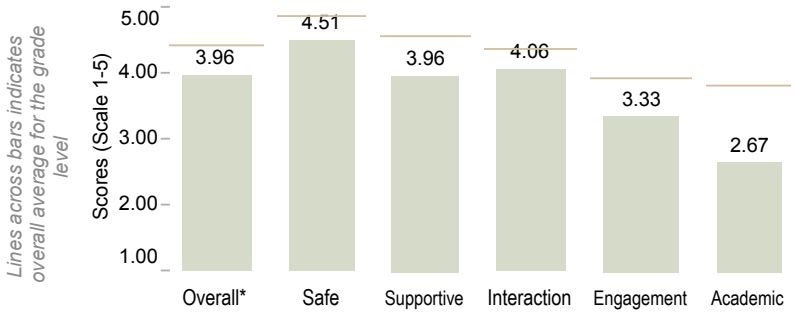
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Performing**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All E.S.	This Program	All E.S.
Safe Environment	0%	0%	79%	94%
Supportive Environment	11%	2%	67%	81%
Interaction	9%	5%	64%	74%
Engagement	30%	16%	40%	56%
Academic Climate	50%	15%	40%	58%
Overall*	16%	6%	62%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

1. Staff broke down all activities into smaller, more manageable steps for youth and clearly explained activities. For example in Garden, staff broke down the steps of planting a seedling into smaller steps of turning the soil, digging a hole, planting the plant, covering the plant, and watering it.
2. Staff consistently engaged with youth, crouching down to be at eye level as well as circulating to interact with all youth.
3. On multiple occasions youth were given the opportunity to help each other, mainly involving helping others new to an activity as seen in Computers where youth explained to another how to begin the assignment of writing a poem.
--

Areas for Improvement

1. No evidence of planning was observed. Staff may wish to consider ways to incorporate planning for youth.
2. While reflection was observed in one activity, program could be improved if it was incorporated into all activities on a daily basis and if youth are given multiple strategies to share their experiences.
3. Program may with to consider asking more open-ended questions, as well as including some to connect current activities to previous knowledge.
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 64	All E.S. 15-16 N = 2,972	This Program 14-15 N = 57	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	27%	11%	0%	12%
When I am in this program, I have had mean rumors or lies spread about me.	27%	16%	2%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	88%	86%	100%	87%
I feel safe in this program.	92%	88%	100%	89%
Supportive Environment				
There is an adult at this program who cares about me.	90%	92%	100%	93%
In this program, there is an adult who wants me to do my best.	90%	95%	100%	96%
The adults here tell me what I am doing well.	88%	88%	100%	87%
The adults in this program listen to what I have to say.	79%	86%	100%	86%
Interaction				
I feel like I belong at this program.	75%	83%	100%	85%
In this program, I get to help other people.	81%	86%	98%	87%
This program helps me to make friends.	92%	84%	98%	84%
Engagement				
I am interested in what we do in this program.	88%	86%	98%	86%
In this program, I get to choose what I do and how I do it.	68%	58%	86%	61%
In this program, I try new things.	90%	92%	100%	92%
In this program, I do things that are too easy for me.	62%	53%	41%	52%

Manzanita Community School (East Bay Asian Youth Center)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 64	All E.S. 15-16 N = 2,972	This Program 14-15 N = 57	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	97%	87%	100%	87%
This program helps me to listen to others.	95%	86%	100%	88%
This program helps me talk about my feelings.	75%	71%	98%	70%
This program helps me get along with other people my age.	87%	86%	100%	86%
This program helps me get along with adults.	84%	81%	98%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	73%	74%	88%	73%
This program helps me feel good about what I can do.	92%	88%	100%	86%
Since coming to this program, I am better at something that I used to think was hard.	89%	83%	98%	84%
Physical Well Being				
Since coming to this program, I exercise more.	78%	80%	98%	81%
This program helps me to learn how to be healthy.	71%	77%	98%	80%
This program helps me say "no" to things I know are wrong.	87%	85%	100%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	76%	71%	89%	69%
This program helps me to feel like a part of my school.	92%	83%	95%	84%
Since coming to this program, I feel close to people at this school.	84%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	93%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	58%	68%	89%	70%
In this program, I learn more about college.	40%	54%	42%	54%
This program helps me feel ready to go to middle school.	83%	75%	96%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	94%	89%	100%	89%
This program helps me do my homework.	94%	91%	100%	92%
This program helps me learn ways to study (like reading directions).	86%	81%	100%	82%
Since coming to this program, I know how to set goals for myself.	74%	84%	96%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	61	11%	3,172	22%
English Learners	27	4%	920	3%
Female	33	9%	1,608	24%
Male	28	14%	1,564	19%
Math				
All Youth	65	12%	3,219	20%
English Learners	31	6%	954	7%
Female	35	11%	1,630	19%
Male	30	13%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	163	7,614
School Day Attendance Rate	96%	95%
Total Youth with Available School Day Attendance: 104		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Manzanita Seed (Learning for Life)

***About this program*:** SFBAC, Learning for Life (lfl) serves as the Lead Agency and implements a comprehensive program at Manzanita SEED Elementary, serving 150 students daily with small-group academic support aligned with in-school learning objectives and a diverse menu of skill-building enrichment activities. Staff will use the positive youth development, research-based model of National Learning for Life to implement the program using an asset-based approach. The program leadership team includes the site coordinator, principal, academic liaison and agency director.

Program Attendance and Enrollment

	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	190	134	167	138
Enrollment: % Towards Projected	158%	123%	139%	122%
Units of Service (UOS): Total	90,604	59,528	84,420	58,061
UOS: % Towards Projected	112%	113%	105%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	164%	100%	153%	100%
Average Attendance Rate	87%	89%	88%	87%
Average Days Attended	135	132	143	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All E.S.
% African American	19%	38%
% Asian/Pacific Islander	7%	13%
% Latino/a	53%	40%
% Native American	1%	1%
% White	19%	6%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	1%	2%

0% 20% 40% 60%

% English Learner	This Program	All E.S.
% English Learners (EL)	28%	33%
Total Youth with Available EL Status: 188		5,920

% Gender	This Program	All E.S.
% Youth: Female	43%	50%
% Youth: Male	57%	50%

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	15%	8%
% Youth: 1st grade	13%	13%
% Youth: 2nd grade	14%	18%
% Youth: 3rd grade	23%	19%
% Youth: 4th grade	21%	19%
% Youth: 5th grade	14%	17%
% Youth: Unknown or Other	1%	5%
Total Youth with Available Grade Level Data: 189		6,219

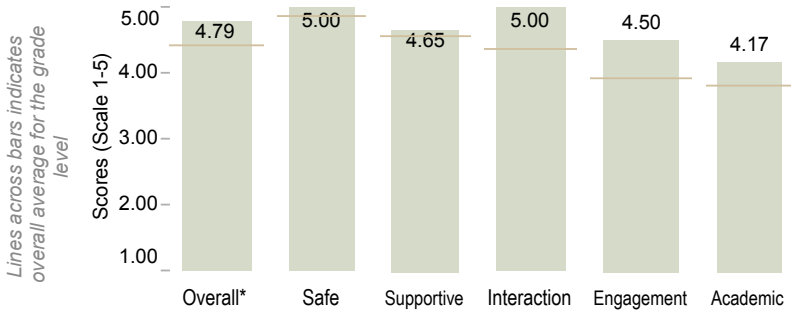
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Thriving**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings: This Program	Percent of 1 Ratings: All E.S.	Percent of 5 Ratings: This Program	Percent of 5 Ratings: All E.S.
Safe Environment	0%	0%	100%	94%
Supportive Environment	0%	2%	83%	81%
Interaction	0%	5%	100%	74%
Engagement	10%	16%	80%	56%
Academic Climate	0%	15%	60%	58%
Overall*	1%	6%	87%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

Manzanita SEED program provides a safe environment for children. Staff provided children with a learning objective and skill building focus. The focus of the offerings were clearly linked to the activity. Staff consistently helped children who were struggling and explained ideas step by step. Staff explained activities in sequence so that students were prepared for what came next. Children were consistently engaged with the activities. During all offerings observed, staff engaged students at eye level with a warm and respectful tone. Many times staff would sit, bend, and stoop to interact with students. During homework session staff intentionally circulated the activity and made connections with each student about what they were working on.
--

Areas for Improvement

While this program is exceptional in most areas, there are some recommendations for minor improvements within some domains. Children had an opportunity to reflect verbally on a basic level. Staff could provide additional opportunity for children to dig deeper within activities using a second strategy, consistent journaling, or a more specific reflection question. There were no opportunities for youth to provide feedback. Getting student feedback about an activity can help the staff acknowledge how students feel and strategize better ways to present the activity. Although, students were engaged in every activity, it is suggested that all students are given a chance to talk about the activity. Staff in some activities made connections for children about the current session to prior sessions. To improve this item, staff could ask children open-ended questions that have children make connections on their own.
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 100	All E.S. 15-16 N = 2,972	This Program 14-15 N = 80	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	9%	11%	8%	12%
When I am in this program, I have had mean rumors or lies spread about me.	12%	16%	22%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	82%	86%	67%	87%
I feel safe in this program.	86%	88%	83%	89%
Supportive Environment				
There is an adult at this program who cares about me.	91%	92%	90%	93%
In this program, there is an adult who wants me to do my best.	95%	95%	91%	96%
The adults here tell me what I am doing well.	74%	88%	82%	87%
The adults in this program listen to what I have to say.	86%	86%	68%	86%
Interaction				
I feel like I belong at this program.	78%	83%	70%	85%
In this program, I get to help other people.	79%	86%	78%	87%
This program helps me to make friends.	69%	84%	55%	84%
Engagement				
I am interested in what we do in this program.	80%	86%	72%	86%
In this program, I get to choose what I do and how I do it.	54%	58%	32%	61%
In this program, I try new things.	92%	92%	86%	92%
In this program, I do things that are too easy for me.	53%	53%	49%	52%

Manzanita Seed (Learning for Life)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 100	All E.S. 15-16 N = 2,972	This Program 14-15 N = 80	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	80%	87%	73%	87%
This program helps me to listen to others.	80%	86%	70%	88%
This program helps me talk about my feelings.	48%	71%	38%	70%
This program helps me get along with other people my age.	82%	86%	67%	86%
This program helps me get along with adults.	71%	81%	63%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	72%	74%	63%	73%
This program helps me feel good about what I can do.	80%	88%	70%	86%
Since coming to this program, I am better at something that I used to think was hard.	75%	83%	67%	84%
Physical Well Being				
Since coming to this program, I exercise more.	67%	80%	65%	81%
This program helps me to learn how to be healthy.	57%	77%	62%	80%
This program helps me say "no" to things I know are wrong.	77%	85%	72%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	56%	71%	42%	69%
This program helps me to feel like a part of my school.	75%	83%	79%	84%
Since coming to this program, I feel close to people at this school.	80%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	75%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	50%	68%	36%	70%
In this program, I learn more about college.	23%	54%	14%	54%
This program helps me feel ready to go to middle school.	64%	75%	47%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	88%	89%	86%	89%
This program helps me do my homework.	92%	91%	87%	92%
This program helps me learn ways to study (like reading directions).	64%	81%	63%	82%
Since coming to this program, I know how to set goals for myself.	70%	84%	70%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	101	39%	3,172	22%
English Learners	23	4%	920	3%
Female	43	49%	1,608	24%
Male	58	31%	1,564	19%
Math				
All Youth	101	28%	3,219	20%
English Learners	23	4%	954	7%
Female	43	28%	1,630	19%
Male	58	28%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	167	7,614
School Day Attendance Rate	96%	95%
Total Youth with Available School Day Attendance: 189		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Markham (Bay Area Community Resources)

***About this program*:** BACR will provide comprehensive, high quality after school services at Markham Elementary for 90 students in grades K-5, provided at the school site, 5 days/week, every school day during the year. Students will receive targeted academic assistance to address their struggles in English and Math; enrichment activities that challenge them to build skills, work in teams, challenge themselves, and gain exposure to arts, science and culture, health and fitness; and social emotional learning built into all activities so that students feel safe and connected and form caring relationships.

Program Attendance and Enrollment

	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	110	134	120	138
Enrollment: % Towards Projected	122%	123%	114%	122%
Units of Service (UOS): Total	46,547	59,528	34,835	58,061
UOS: % Towards Projected	128%	113%	97%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	85%	100%	92%	100%
Average Attendance Rate	84%	89%	80%	87%
Average Days Attended	119	132	120	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All E.S.
% African American	41%	38%
% Asian/Pacific Islander	3%	13%
% Latino/a	53%	40%
% Native American	1%	1%
% White	1%	6%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	2%	2%

0% 20% 40% 60%

% English Learner	This Program	All E.S.
% English Learners (EL)	43%	33%
Total Youth with Available EL Status: 109		5,920

% Gender	This Program	All E.S.
% Youth: Female	47%	50%
% Youth: Male	53%	50%

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	3%	8%
% Youth: 1st grade	22%	13%
% Youth: 2nd grade	22%	18%
% Youth: 3rd grade	17%	19%
% Youth: 4th grade	19%	19%
% Youth: 5th grade	16%	17%
% Youth: Unknown or Other	1%	5%
Total Youth with Available Grade Level Data: 110		6,219

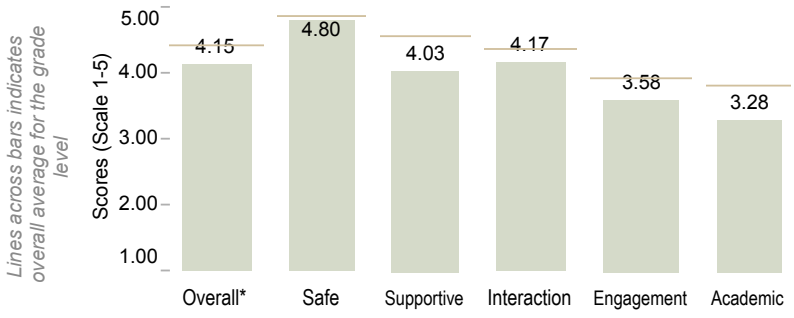
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Performing**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All E.S.	This Program	All E.S.
Safe Environment	0%	0%	88%	94%
Supportive Environment	18%	2%	76%	81%
Interaction	9%	5%	73%	74%
Engagement	30%	16%	50%	56%
Academic Climate	30%	15%	50%	58%
Overall*	16%	6%	70%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

1. Belonging: Staff provided structure activities for children to get to know each other and work together in small groups. For example, in the BIC class, children played a game to reinforce group agreements in teams.
2. Interaction with Adults: Staff consistently lowered their bodies to work at eye level with the children. Staff also circulated and interacted with every child multiple times in each activity.
3. Warm Welcome: Staff was very warm to the children. Staff would smile, make eye contact and joke with the children.
--

Areas for Improvement

1. School Age Planning: Staff members gave students tasks with no time for planning. To improve this element, staff can allow children to plan for the day's activities or future activities.
2. No learning focuses were written on the board or mentioned during any of the activities. Even though the learning focuses were in the lesson plans, it is recommended that the staff tells the children the specific learning or skill-building focus for the activity.
3. Academic Climate/Open-ended questions: Staff rarely asked children open-ended questions. To improve this element, specifically Academic Climate, it is recommended that staff asks youth questions that help youth make connections between the current session with prior lessons, personal experiences or topics covered in the school day.
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 42	All E.S. 15-16 N = 2,972	This Program 14-15 N = 58	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	2%	11%	12%	12%
When I am in this program, I have had mean rumors or lies spread about me.	7%	16%	21%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	95%	86%	95%	87%
I feel safe in this program.	100%	88%	91%	89%
Supportive Environment				
There is an adult at this program who cares about me.	100%	92%	97%	93%
In this program, there is an adult who wants me to do my best.	100%	95%	97%	96%
The adults here tell me what I am doing well.	98%	88%	86%	87%
The adults in this program listen to what I have to say.	100%	86%	95%	86%
Interaction				
I feel like I belong at this program.	100%	83%	89%	85%
In this program, I get to help other people.	100%	86%	86%	87%
This program helps me to make friends.	98%	84%	84%	84%
Engagement				
I am interested in what we do in this program.	100%	86%	88%	86%
In this program, I get to choose what I do and how I do it.	10%	58%	39%	61%
In this program, I try new things.	100%	92%	93%	92%
In this program, I do things that are too easy for me.	60%	53%	59%	52%

Markham (Bay Area Community Resources)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 42	All E.S. 15-16 N = 2,972	This Program 14-15 N = 58	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	98%	87%	89%	87%
This program helps me to listen to others.	100%	86%	90%	88%
This program helps me talk about my feelings.	95%	71%	75%	70%
This program helps me get along with other people my age.	98%	86%	86%	86%
This program helps me get along with adults.	98%	81%	79%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	100%	74%	71%	73%
This program helps me feel good about what I can do.	100%	88%	93%	86%
Since coming to this program, I am better at something that I used to think was hard.	100%	83%	93%	84%
Physical Well Being				
Since coming to this program, I exercise more.	98%	80%	88%	81%
This program helps me to learn how to be healthy.	98%	77%	84%	80%
This program helps me say "no" to things I know are wrong.	100%	85%	88%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	86%	71%	66%	69%
This program helps me to feel like a part of my school.	100%	83%	84%	84%
Since coming to this program, I feel close to people at this school.	95%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	93%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	93%	68%	60%	70%
In this program, I learn more about college.	14%	54%	44%	54%
This program helps me feel ready to go to middle school.	95%	75%	84%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	100%	89%	91%	89%
This program helps me do my homework.	100%	91%	93%	92%
This program helps me learn ways to study (like reading directions).	98%	81%	88%	82%
Since coming to this program, I know how to set goals for myself.	100%	84%	86%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	55	5%	3,172	22%
English Learners	21	0%	920	3%
Female	22	9%	1,608	24%
Male	33	3%	1,564	19%
Math				
All Youth	55	0%	3,219	20%
English Learners	21	0%	954	7%
Female	22	0%	1,630	19%
Male	33	0%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	167	7,614
School Day Attendance Rate	95%	95%
Total Youth with Available School Day Attendance: 110		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

New Highland Academy (Higher Ground)

***About this program*:** HGNDC in partnership with New Highland Academy Elementary School will move the site's community school vision forward by providing daily, high quality, comprehensive after school and family programming to 100 children for at least 180 days from the end of school through at least 6:00pm. The program will support mastery of scaffolding skills such as critical thinking and problem solving in both language arts and mathematics as well as offer robust enrichment programming in the areas of visual and performing arts, health and wellness, community service and service learning classes.

Program Attendance and Enrollment

	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	93	134	103	138
Enrollment: % Towards Projected	93%	123%	103%	122%
Units of Service (UOS): Total	45,583	59,528	53,256	58,061
UOS: % Towards Projected	92%	113%	103%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	82%	100%	98%	100%
Average Attendance Rate	87%	89%	93%	87%
Average Days Attended	138	132	149	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All E.S.
% African American	14%	38%
% Asian/Pacific Islander	4%	13%
% Latino/a	78%	40%
% Native American	0%	1%
% White	2%	6%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	1%	2%

0% 20% 40% 60% 80%

% English Learner	This Program	All E.S.
% English Learners (EL)	54%	33%
Total Youth with Available EL Status: 89		5,920

% Gender	This Program	All E.S.
% Youth: Female	54%	50%
% Youth: Male	46%	50%

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	9%	8%
% Youth: 1st grade	11%	13%
% Youth: 2nd grade	19%	18%
% Youth: 3rd grade	22%	19%
% Youth: 4th grade	9%	19%
% Youth: 5th grade	27%	17%
% Youth: Unknown or Other	4%	5%
Total Youth with Available Grade Level Data: 93		6,219

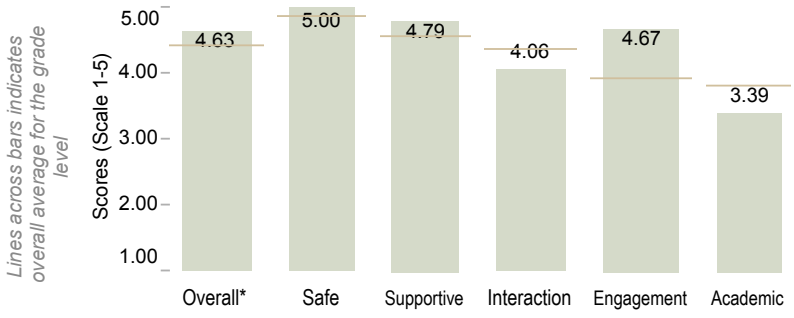
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Thriving**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All E.S.	This Program	All E.S.
Safe Environment	0%	0%	100%	94%
Supportive Environment	0%	2%	89%	81%
Interaction	9%	5%	64%	74%
Engagement	0%	16%	80%	56%
Academic Climate	30%	15%	50%	58%
Overall*	6%	6%	81%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

1. Children are given multiple opportunities to get to know each other. During check-in/snack time, children are able to write down how are they doing and how their day is on the Twitter and Facebook posters in the cafeteria. In addition, in the beginning of homework time and YAC, the classes were asked to share about their day.
2. New Highland Academy provides many opportunities for children to lead in the program. Children lead in song and dance during snack time and homework time activities, such as planning their class party and reading aloud the classroom agreements.
3. All activities were clearly linked to the specific learning themes or objectives that were written on the board.
--

Areas for Improvement

Some practices in New Highland were observed inconsistently and could benefit from modest modifications. 1. Staff should ask questions that link activities to youth's personal experience, prior lessons and their school day. For example, in Tech 101, staff could of asked explicit questions that help connect the assignment to students' personal experiences, school-day learning and prior lessons.
2. No evidence of children helping other children was observed. Staff can encourage children to help each other or demonstrate the task.
3. Even though staff worked side-by-side and at eye-level with the children during homework time and YAC, this was not observed during Tech 101. This instructor helped children at arm's length and did not sit next to the child being helped, despite an empty seat next to the child, or lowered his body to be at the child's eye level. These practices help build supportive relationships with the children and make children feel less intimidated.
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 98	All E.S. 15-16 N = 2,972	This Program 14-15 N = 50	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	15%	11%	2%	12%
When I am in this program, I have had mean rumors or lies spread about me.	15%	16%	13%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	87%	86%	84%	87%
I feel safe in this program.	93%	88%	92%	89%
Supportive Environment				
There is an adult at this program who cares about me.	91%	92%	98%	93%
In this program, there is an adult who wants me to do my best.	92%	95%	98%	96%
The adults here tell me what I am doing well.	90%	88%	84%	87%
The adults in this program listen to what I have to say.	86%	86%	94%	86%
Interaction				
I feel like I belong at this program.	81%	83%	85%	85%
In this program, I get to help other people.	91%	86%	86%	87%
This program helps me to make friends.	83%	84%	92%	84%
Engagement				
I am interested in what we do in this program.	86%	86%	79%	86%
In this program, I get to choose what I do and how I do it.	61%	58%	55%	61%
In this program, I try new things.	91%	92%	84%	92%
In this program, I do things that are too easy for me.	65%	53%	67%	52%

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 98	All E.S. 15-16 N = 2,972	This Program 14-15 N = 50	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	88%	87%	96%	87%
This program helps me to listen to others.	88%	86%	94%	88%
This program helps me talk about my feelings.	84%	71%	74%	70%
This program helps me get along with other people my age.	90%	86%	92%	86%
This program helps me get along with adults.	87%	81%	92%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	76%	74%	92%	73%
This program helps me feel good about what I can do.	92%	88%	94%	86%
Since coming to this program, I am better at something that I used to think was hard.	85%	83%	79%	84%
Physical Well Being				
Since coming to this program, I exercise more.	86%	80%	94%	81%
This program helps me to learn how to be healthy.	78%	77%	88%	80%
This program helps me say "no" to things I know are wrong.	93%	85%	90%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	77%	71%	69%	69%
This program helps me to feel like a part of my school.	90%	83%	90%	84%
Since coming to this program, I feel close to people at this school.	82%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	83%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	69%	68%	70%	70%
In this program, I learn more about college.	57%	54%	72%	54%
This program helps me feel ready to go to middle school.	77%	75%	82%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	93%	89%	86%	89%
This program helps me do my homework.	95%	91%	90%	92%
This program helps me learn ways to study (like reading directions).	91%	81%	90%	82%
Since coming to this program, I know how to set goals for myself.	86%	84%	94%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	47	2%	3,172	22%
English Learners	21	0%	920	3%
Female	28	4%	1,608	24%
Male	19	0%	1,564	19%
Math				
All Youth	47	0%	3,219	20%
English Learners	21	0%	954	7%
Female	28	0%	1,630	19%
Male	19	0%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	170	7,614
School Day Attendance Rate	96%	95%
Total Youth with Available School Day Attendance: 93		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Parker (Eagle Village Community Center Youth and Family Services, Inc.)

***About this program*:** HGNDC will work with Parker K-8 School to facilitate a comprehensive elementary and middle school program with targeted academic support in the areas of literacy and mathematics. The ASP will offer visual and performing arts programming, Health and Wellness activities that include general rec, organized and competitive sports, gardening, cooking and nutrition classes and community service and service learning projects. There will also be monthly family activities and fieldtrips. The program will operate every day from the close of school to at least 6:00pm for at least 180 days.

Program Attendance and Enrollment

	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	140	134	144	138
Enrollment: % Towards Projected	140%	123%	144%	122%
Units of Service (UOS): Total	55,371	59,528	64,173	58,061
UOS: % Towards Projected	87%	113%	101%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	99%	100%	115%	100%
Average Attendance Rate	81%	89%	81%	87%
Average Days Attended	110	132	124	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All E.S.
% African American	54%	38%
% Asian/Pacific Islander	9%	13%
% Latino/a	29%	40%
% Native American	1%	1%
% White	3%	6%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	5%	2%

0% 20% 40% 60%

% English Learner	This Program	All E.S.
% English Learners (EL)	16%	33%
Total Youth with Available EL Status: 133		5,920

% Gender	This Program	All E.S.
% Youth: Female	55%	50%
% Youth: Male	45%	50%

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	7%	8%
% Youth: 1st grade	12%	13%
% Youth: 2nd grade	12%	18%
% Youth: 3rd grade	18%	19%
% Youth: 4th grade	12%	19%
% Youth: 5th grade	15%	17%
% Youth: Unknown or Other	24%	5%
Total Youth with Available Grade Level Data: 140		6,219

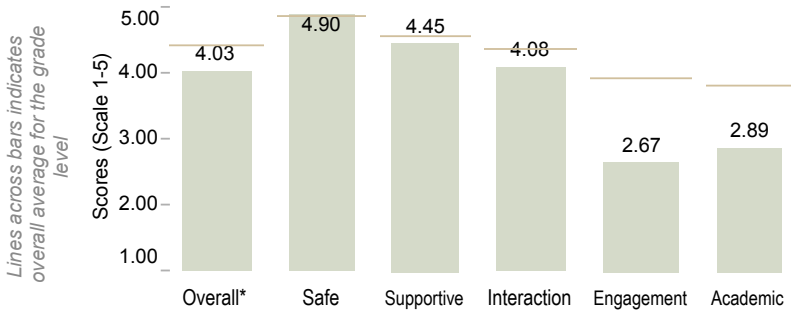
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Performing**

Assessment Tool Used: **YPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All E.S.	This Program	All E.S.
Safe Environment	0%	0%	94%	94%
Supportive Environment	0%	2%	75%	81%
Interaction	8%	5%	58%	74%
Engagement	50%	16%	13%	56%
Academic Climate	30%	15%	30%	58%
Overall*	9%	6%	69%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

Staff members are positive and engaged with students when talking to them and doing activities with students. Staff members call their students by name, get to eye level most of the time with students, and ask students how they feel. Staff across the board, consistently encourage youth the try skills. During homework time, staff consistently supported youth who were struggling. Youth were given opportunities to collaborate with each other in groups.
--

Areas for Improvement

Opportunities for mentorship were not observed, suggesting potential area of growth for the program. There were no structured opportunities for students to provide feedback. Feedback from students about activities can give staff guidance on what can be changed if needed. There was no intentional reflection provided to youth to reflect on the activity in sessions observed. It is suggested that staff end all activities with youth reflecting on what they have done during the session. In the academically oriented activities, staff can help youth make explicit connection between the desired learning outcome and the connection to youths' school day learning, prior sessions, and personal experiences.
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 62	All E.S. 15-16 N = 2,972	This Program 14-15 N = 56	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	19%	11%	21%	12%
When I am in this program, I have had mean rumors or lies spread about me.	23%	16%	25%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	76%	86%	73%	87%
I feel safe in this program.	69%	88%	84%	89%
Supportive Environment				
There is an adult at this program who cares about me.	82%	92%	89%	93%
In this program, there is an adult who wants me to do my best.	92%	95%	93%	96%
The adults here tell me what I am doing well.	79%	88%	79%	87%
The adults in this program listen to what I have to say.	77%	86%	73%	86%
Interaction				
I feel like I belong at this program.	69%	83%	89%	85%
In this program, I get to help other people.	72%	86%	82%	87%
This program helps me to make friends.	72%	84%	78%	84%
Engagement				
I am interested in what we do in this program.	65%	86%	86%	86%
In this program, I get to choose what I do and how I do it.	35%	58%	39%	61%
In this program, I try new things.	79%	92%	83%	92%
In this program, I do things that are too easy for me.	55%	53%	45%	52%

Parker (Eagle Village Community Center Youth and Family Services, Inc.)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 62	All E.S. 15-16 N = 2,972	This Program 14-15 N = 56	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	62%	87%	82%	87%
This program helps me to listen to others.	64%	86%	75%	88%
This program helps me talk about my feelings.	50%	71%	59%	70%
This program helps me get along with other people my age.	69%	86%	82%	86%
This program helps me get along with adults.	56%	81%	84%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	64%	74%	69%	73%
This program helps me feel good about what I can do.	66%	88%	82%	86%
Since coming to this program, I am better at something that I used to think was hard.	62%	83%	84%	84%
Physical Well Being				
Since coming to this program, I exercise more.	66%	80%	65%	81%
This program helps me to learn how to be healthy.	48%	77%	55%	80%
This program helps me say "no" to things I know are wrong.	70%	85%	80%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	58%	71%	62%	69%
This program helps me to feel like a part of my school.	61%	83%	96%	84%
Since coming to this program, I feel close to people at this school.	56%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	60%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	56%	68%	56%	70%
In this program, I learn more about college.	47%	54%	30%	54%
This program helps me feel ready to go to middle school.	63%	75%	79%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	77%	89%	95%	89%
This program helps me do my homework.	85%	91%	89%	92%
This program helps me learn ways to study (like reading directions).	68%	81%	62%	82%
Since coming to this program, I know how to set goals for myself.	68%	84%	76%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	75	27%	3,172	22%
English Learners	13	0%	920	3%
Female	40	35%	1,608	24%
Male	35	17%	1,564	19%
Math				
All Youth	74	24%	3,219	20%
English Learners	13	8%	954	7%
Female	40	20%	1,630	19%
Male	34	29%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	164	7,614
School Day Attendance Rate	96%	95%
Total Youth with Available School Day Attendance: 140		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Peralta (East Bay Agency for Children)

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

Program Attendance and Enrollment

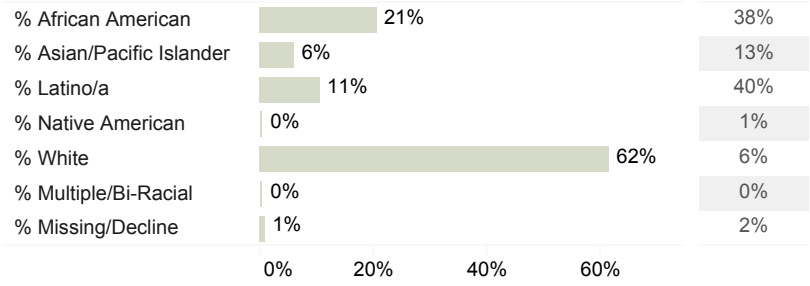
	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	224	134	213	138
Enrollment: % Towards Projected		123%		122%
Units of Service (UOS): Total		59,528		58,061
UOS: % Towards Projected		113%		107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	149%	100%	141%	100%
Average Attendance Rate	63%	89%	59%	87%
Average Days Attended	104	132	99	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity



	All E.S.
% African American	38%
% Asian/Pacific Islander	13%
% Latino/a	40%
% Native American	1%
% White	6%
% Multiple/Bi-Racial	0%
% Missing/Decline	2%

% English Learner	This Program	All E.S.
% English Learners (EL)	3%	33%
Total Youth with Available EL Status: 222		5,920

% Gender	This Program	All E.S.
% Youth: Female	51%	50%
% Youth: Male	49%	50%

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	17%	8%
% Youth: 1st grade	18%	13%
% Youth: 2nd grade	18%	18%
% Youth: 3rd grade	14%	19%
% Youth: 4th grade	17%	19%
% Youth: 5th grade	16%	17%
% Youth: Unknown or Other	1%	5%
Total Youth with Available Grade Level Data: 224		6,219

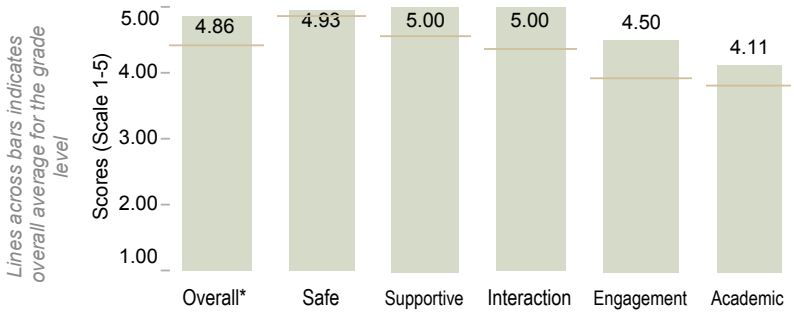
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Thriving**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All E.S.	This Program	All E.S.
Safe Environment	0%	0%	95%	94%
Supportive Environment	0%	2%	100%	81%
Interaction	0%	5%	100%	74%
Engagement	0%	16%	70%	56%
Academic Climate	10%	15%	70%	58%
Overall*	1%	6%	90%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

The caring staff at Peralta's P.E.A.C.E. after school program provide youth with a variety of enriching activities. Staff provide a lively atmosphere where youth have many opportunities to work productively with their peers. Some of this program's strong practices include:
1) Reflection: Providing youth with opportunities to review, summarize and evaluate their activities was done in every activity observed. This provides youth with a way to recapture and engage meaningfully with their activities
2) Leadership: Youth have a variety of opportunities for formal and informal leadership roles including leading the program's opening hurrah by telling a joke, monitoring the snacks for their grade groups, acting as facilitators for youth in younger classes, taking jobs and responsibilities in the garden and leading a planning brainstorm session for the next Fiber Arts project
3) Skill Building: All activities were well planned and introduced with clear goals that described the focus and skill building targets.
--

Areas for Improvement

Staff may consider connecting youths' reflection process more strongly with a related planning process, which was done inconsistently. Given reflection is such a strong practice; staff may consider adding other modes of reflection. And finally, staff may consider making explicit connections between the skills youth are building in the program with their school-day learning.
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 76	All E.S. 15-16 N = 2,972	This Program 14-15 N = 99	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	0%	11%	2%	12%
When I am in this program, I have had mean rumors or lies spread about me.	1%	16%	3%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	92%	86%	87%	87%
I feel safe in this program.	100%	88%	95%	89%
Supportive Environment				
There is an adult at this program who cares about me.	99%	92%	99%	93%
In this program, there is an adult who wants me to do my best.	97%	95%	99%	96%
The adults here tell me what I am doing well.	83%	88%	89%	87%
The adults in this program listen to what I have to say.	92%	86%	92%	86%
Interaction				
I feel like I belong at this program.	89%	83%	90%	85%
In this program, I get to help other people.	95%	86%	95%	87%
This program helps me to make friends.	91%	84%	90%	84%
Engagement				
I am interested in what we do in this program.	96%	86%	93%	86%
In this program, I get to choose what I do and how I do it.	71%	58%	75%	61%
In this program, I try new things.	92%	92%	91%	92%
In this program, I do things that are too easy for me.	29%	53%	55%	52%

Peralta (East Bay Agency for Children)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 76	All E.S. 15-16 N = 2,972	This Program 14-15 N = 99	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	95%	87%	96%	87%
This program helps me to listen to others.	83%	86%	87%	88%
This program helps me talk about my feelings.	69%	71%	65%	70%
This program helps me get along with other people my age.	92%	86%	88%	86%
This program helps me get along with adults.	81%	81%	85%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	62%	74%	66%	73%
This program helps me feel good about what I can do.	92%	88%	88%	86%
Since coming to this program, I am better at something that I used to think was hard.	79%	83%	89%	84%
Physical Well Being				
Since coming to this program, I exercise more.	69%	80%	78%	81%
This program helps me to learn how to be healthy.	61%	77%	68%	80%
This program helps me say "no" to things I know are wrong.	83%	85%	90%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	68%	71%	68%	69%
This program helps me to feel like a part of my school.	92%	83%	79%	84%
Since coming to this program, I feel close to people at this school.	87%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	92%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	47%	68%	57%	70%
In this program, I learn more about college.	17%	54%	15%	54%
This program helps me feel ready to go to middle school.	61%	75%	58%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	83%	89%	90%	89%
This program helps me do my homework.	82%	91%	86%	92%
This program helps me learn ways to study (like reading directions).	66%	81%	59%	82%
Since coming to this program, I know how to set goals for myself.	82%	84%	72%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	99	78%	3,172	22%
English Learners	2		920	3%
Female	56	80%	1,608	24%
Male	43	74%	1,564	19%
Math				
All Youth	98	63%	3,219	20%
English Learners	2		954	7%
Female	55	62%	1,630	19%
Male	43	65%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	171	7,614
School Day Attendance Rate	97%	95%
Total Youth with Available School Day Attendance: 224		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Piedmont Avenue (YMCA of the East Bay)

About this program: The Piedmont After School Program will engage students in a daily menu of enriching learning experiences that both support the school's priorities for student academic and social-emotional learning and utilize the YMCA's STREAMS (Science Technology Reading Engineering Art Math & Sports) program model as a vehicle for place based learning. The program will combine daily academic support with a variety of hands-on enrichment and youth leadership development activities. It will be integrated into the school community to support students and families.

Program Attendance and Enrollment

	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	111	134	104	138
Enrollment: % Towards Projected	106%	123%	99%	122%
Units of Service (UOS): Total	46,176	59,528	47,507	58,061
UOS: % Towards Projected	80%	113%	89%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	100%	100%	100%	100%
Average Attendance Rate	90%	89%	91%	87%
Average Days Attended	140	132	148	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All E.S.
% African American	78%	38%
% Asian/Pacific Islander	3%	13%
% Latino/a	12%	40%
% Native American	1%	1%
% White	4%	6%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	3%	2%

% English Learner	This Program	All E.S.
% English Learners (EL)	15%	33%
Total Youth with Available EL Status: 111		5,920

% Gender	This Program	All E.S.
% Youth: Female	45%	50%
% Youth: Male	55%	50%

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	0%	8%
% Youth: 1st grade	16%	13%
% Youth: 2nd grade	21%	18%
% Youth: 3rd grade	21%	19%
% Youth: 4th grade	23%	19%
% Youth: 5th grade	20%	17%
% Youth: Unknown or Other	0%	5%
Total Youth with Available Grade Level Data: 111		6,219

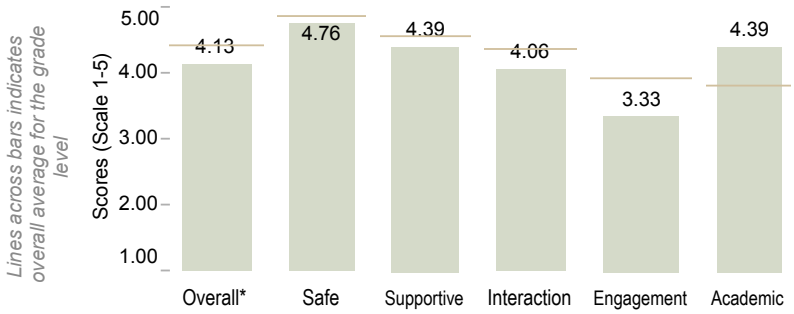
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Performing**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All E.S.	This Program	All E.S.
Safe Environment	0%	0%	84%	94%
Supportive Environment	0%	2%	78%	81%
Interaction	0%	5%	55%	74%
Engagement	10%	16%	20%	56%
Academic Climate	0%	15%	70%	58%
Overall*	1%	6%	66%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

This program does an excellent job at making connections to school day. A majority of the staff hold positions at the school during the day, which enables them to have strong relationships with school-day teachers and staff. Outside of homework help, the program had a strong academic skill-building component, which is clearly linked to learning happening in the school day. Another strength observed was creating an emotionally safe environment for the participants. It was clear that there is mutual respect and friendship between the students and staff, and there is a strong vibe of community within the program. Lastly, this program does a great job at providing opportunities for student responsibility and leadership. The opportunities provided are meaningful and helps participants gain leadership skills and qualities.
--

Areas for Improvement

There are a few areas that could use some improvement to help the program become even higher in quality. The first area is around allowing students to provide feedback to staff. On the day of observation, students had no opportunities to give feedback on how they felt the activities went. Asking reflection questions like, "What could have gone better?" or "How would you have run this differently?" are ways to embed feedback into everyday programming. Next, the program can do better at using multiple reflection strategies. On the day of observation, reflection was a bit rushed and only one strategy was used where the teacher asked a question to the whole group. Allowing for time to first partner share or reflect individually in addition to large group question and answer are ways to embed multiple reflection strategies. Lastly, planning was an area that could use some improvement. While some planning was observed, including strategies like brainstorming with a partner before an activity, filling out planning worksheets and sharing with the large group or partners before doing an activity are ways to bring in more planning into your program.
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Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 65	All E.S. 15-16 N = 2,972	This Program 14-15 N = 52	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	20%	11%	22%	12%
When I am in this program, I have had mean rumors or lies spread about me.	23%	16%	26%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	84%	86%	94%	87%
I feel safe in this program.	92%	88%	94%	89%
Supportive Environment				
There is an adult at this program who cares about me.	94%	92%	94%	93%
In this program, there is an adult who wants me to do my best.	95%	95%	98%	96%
The adults here tell me what I am doing well.	89%	88%	81%	87%
The adults in this program listen to what I have to say.	78%	86%	96%	86%
Interaction				
I feel like I belong at this program.	86%	83%	92%	85%
In this program, I get to help other people.	88%	86%	86%	87%
This program helps me to make friends.	80%	84%	77%	84%
Engagement				
I am interested in what we do in this program.	89%	86%	92%	86%
In this program, I get to choose what I do and how I do it.	44%	58%	56%	61%
In this program, I try new things.	98%	92%	94%	92%
In this program, I do things that are too easy for me.	57%	53%	47%	52%

Piedmont Avenue (YMCA of the East Bay)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 65	All E.S. 15-16 N = 2,972	This Program 14-15 N = 52	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	84%	87%	90%	87%
This program helps me to listen to others.	85%	86%	85%	88%
This program helps me talk about my feelings.	63%	71%	62%	70%
This program helps me get along with other people my age.	80%	86%	86%	86%
This program helps me get along with adults.	70%	81%	86%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	70%	74%	82%	73%
This program helps me feel good about what I can do.	89%	88%	86%	86%
Since coming to this program, I am better at something that I used to think was hard.	77%	83%	77%	84%
Physical Well Being				
Since coming to this program, I exercise more.	83%	80%	84%	81%
This program helps me to learn how to be healthy.	77%	77%	79%	80%
This program helps me say "no" to things I know are wrong.	82%	85%	83%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	64%	71%	57%	69%
This program helps me to feel like a part of my school.	80%	83%	85%	84%
Since coming to this program, I feel close to people at this school.	78%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	83%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	69%	68%	54%	70%
In this program, I learn more about college.	45%	54%	44%	54%
This program helps me feel ready to go to middle school.	84%	75%	85%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	80%	89%	94%	89%
This program helps me do my homework.	97%	91%	94%	92%
This program helps me learn ways to study (like reading directions).	80%	81%	83%	82%
Since coming to this program, I know how to set goals for myself.	83%	84%	84%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	69	23%	3,172	22%
English Learners	9	0%	920	3%
Female	34	32%	1,608	24%
Male	35	14%	1,564	19%
Math				
All Youth	69	14%	3,219	20%
English Learners	9	0%	954	7%
Female	34	15%	1,630	19%
Male	35	14%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	168	7,614
School Day Attendance Rate	97%	95%
Total Youth with Available School Day Attendance: 111		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Place @ Prescott (Bay Area Community Resources)

***About this program*:** BACR will provide comprehensive, high quality after school services at PLACE at Prescott for 111 students in grades K-5, provided at the school site, 5 days/week, every school day during the year. Students will receive targeted academic assistance to address their struggles in English and Math; enrichment activities that challenge them to build skills, work in teams, challenge themselves, and gain exposure to arts, science and culture, health and fitness; and social emotional learning built into all activities so that students feel safe and connected and form caring relationships.

Program Attendance and Enrollment

	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	150	134	166	138
Enrollment: % Towards Projected	120%	123%	133%	122%
Units of Service (UOS): Total	54,881	59,528	45,977	58,061
UOS: % Towards Projected	97%	113%	81%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	90%	100%	80%	100%
Average Attendance Rate	87%	89%	85%	87%
Average Days Attended	134	132	113	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All E.S.
% African American	73%	38%
% Asian/Pacific Islander	4%	13%
% Latino/a	19%	40%
% Native American	0%	1%
% White	4%	6%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	1%	2%

0% 20% 40% 60% 80%

% Gender	This Program	All E.S.
% Youth: Female	49%	50%
% Youth: Male	51%	50%

% English Learner	This Program	All E.S.
% English Learners (EL)	15%	33%
Total Youth with Available EL Status: 162		5,920

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	20%	8%
% Youth: 1st grade	17%	13%
% Youth: 2nd grade	14%	18%
% Youth: 3rd grade	18%	19%
% Youth: 4th grade	14%	19%
% Youth: 5th grade	14%	17%
% Youth: Unknown or Other	4%	5%
Total Youth with Available Grade Level Data: 169		6,219

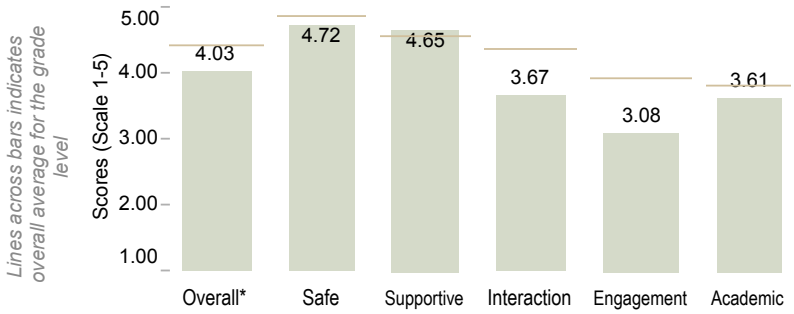
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Performing**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All E.S.	This Program	All E.S.
Safe Environment	0%	0%	89%	94%
Supportive Environment	0%	2%	83%	81%
Interaction	0%	5%	36%	74%
Engagement	50%	16%	40%	56%
Academic Climate	20%	15%	50%	58%
Overall*	10%	6%	66%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

Staff are warm and caring towards youth. During snack/playground time, staff played alongside youth and chatted with them about how they were doing. In each activity, staff provided clear learning targets and agendas for the activities of the day. During the opening to the 5th grade Homework Hour, youth led the quick check-in on the transition from snack-time to homework hour and also led the review of the class agreements. This was a great example of youth having formal opportunities to play a role in their group. During Prescott Clowns, staff encouraged youth who were discouraged with learning the complex routine to persevere and to push to improve their routines. Eventually, all youth were able to complete a full round of practice on the routine. During the 4th grade Homework Hour, staff worked side-by-side with children to complete their homework sheets by asking open-ended questions. In the 3rd grade Creative Writing class, youth worked on their literacy skills by writing a story related to their personal lives. Similarly, the 2nd grade Creative Writing class wrote stories about their winter vacations. In the 2nd grade Creative Writing class, staff used a think-pair-share for youth to talk about possible edits/corrections to their stories. Staff also provided children with prior assignments, so that they could connect their current learning to things they learned in a prior session.
--

Areas for Improvement

This program may consider expanding opportunities for youth to practice their leadership skills via assigning specific roles to youth in their activity groups, creating opportunities for a child to help another child and to lead parts of an activity. This practice was observed in some activities but not in others. Another area to consider would be in creating structured ways for youth to plan how they will engage in the task at hand, including formal planning processes that might help youth with planning the steps of how they will complete their activities. Similarly, this program did not offer any reflection opportunities, key to supporting children to make deeper connections with the skills they are learning. And finally, staff in some activities struggled with behavior management. While staff consistently maintained a warm tone, there were times when staff attempted to correct children's behavior without explaining the reasoning or thinking behind why.
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 51	All E.S. 15-16 N = 2,972	This Program 14-15 N = 54	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	29%	11%	14%	12%
When I am in this program, I have had mean rumors or lies spread about me.	31%	16%	37%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	88%	86%	94%	87%
I feel safe in this program.	90%	88%	93%	89%
Supportive Environment				
There is an adult at this program who cares about me.	96%	92%	96%	93%
In this program, there is an adult who wants me to do my best.	100%	95%	98%	96%
The adults here tell me what I am doing well.	96%	88%	87%	87%
The adults in this program listen to what I have to say.	76%	86%	89%	86%
Interaction				
I feel like I belong at this program.	90%	83%	94%	85%
In this program, I get to help other people.	88%	86%	94%	87%
This program helps me to make friends.	94%	84%	85%	84%
Engagement				
I am interested in what we do in this program.	82%	86%	96%	86%
In this program, I get to choose what I do and how I do it.	63%	58%	26%	61%
In this program, I try new things.	96%	92%	98%	92%
In this program, I do things that are too easy for me.	65%	53%	49%	52%

Place @ Prescott (Bay Area Community Resources)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 51	All E.S. 15-16 N = 2,972	This Program 14-15 N = 54	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	90%	87%	96%	87%
This program helps me to listen to others.	63%	86%	91%	88%
This program helps me talk about my feelings.	69%	71%	60%	70%
This program helps me get along with other people my age.	74%	86%	96%	86%
This program helps me get along with adults.	88%	81%	86%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	75%	74%	78%	73%
This program helps me feel good about what I can do.	84%	88%	92%	86%
Since coming to this program, I am better at something that I used to think was hard.	88%	83%	94%	84%
Physical Well Being				
Since coming to this program, I exercise more.	92%	80%	89%	81%
This program helps me to learn how to be healthy.	71%	77%	80%	80%
This program helps me say "no" to things I know are wrong.	86%	85%	87%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	66%	71%	66%	69%
This program helps me to feel like a part of my school.	70%	83%	91%	84%
Since coming to this program, I feel close to people at this school.	67%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	60%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	56%	68%	81%	70%
In this program, I learn more about college.	28%	54%	37%	54%
This program helps me feel ready to go to middle school.	57%	75%	89%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	88%	89%	89%	89%
This program helps me do my homework.	88%	91%	91%	92%
This program helps me learn ways to study (like reading directions).	76%	81%	77%	82%
Since coming to this program, I know how to set goals for myself.	84%	84%	92%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	67	6%	3,172	22%
English Learners	12	0%	920	3%
Female	28	11%	1,608	24%
Male	39	3%	1,564	19%
Math				
All Youth	67	7%	3,219	20%
English Learners	12	8%	954	7%
Female	28	4%	1,630	19%
Male	39	10%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	152	7,614
School Day Attendance Rate	92%	95%
Total Youth with Available School Day Attendance: 169		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Reach Academy (Bay Area Community Resources)

About this program: The Reach Elementary Afterschool Program will provide a safe, supportive afterschool program for 108 low-income students from this high-need East Oakland neighborhood. The youth development-based program design will address students' academic and enrichment needs, while promoting better attendance in school. Academic support will include literacy, homework help, academic enrichment, and support for English Language Learners, all linked to school-day programming. Enrichment activities will include sports, fitness, STEM, visual/performing arts, and educational garden-based activities.

Program Attendance and Enrollment

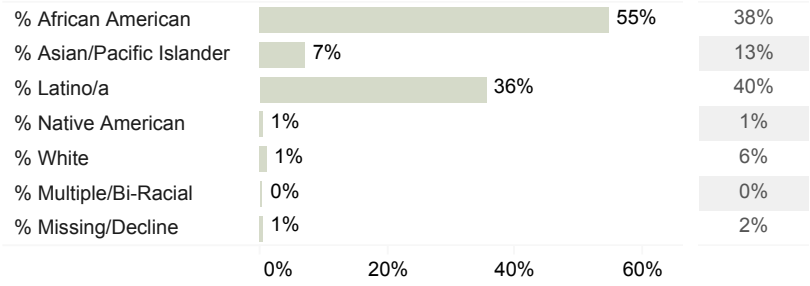
	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	173	134	178	138
Enrollment: % Towards Projected	208%	123%	134%	122%
Units of Service (UOS): Total	67,483	59,528	73,894	58,061
UOS: % Towards Projected	131%	113%	95%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	124%	100%	119%	100%
Average Attendance Rate	81%	89%	84%	87%
Average Days Attended	112	132	102	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity



% Gender	This Program	All E.S.
% Youth: Female	60%	50%
% Youth: Male	40%	50%

% English Learner	This Program	All E.S.
% English Learners (EL)	29%	33%
Total Youth with Available EL Status: 166		5,920

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	14%	8%
% Youth: 1st grade	14%	13%
% Youth: 2nd grade	18%	18%
% Youth: 3rd grade	20%	19%
% Youth: 4th grade	17%	19%
% Youth: 5th grade	16%	17%
% Youth: Unknown or Other	2%	5%
Total Youth with Available Grade Level Data: 169		6,219

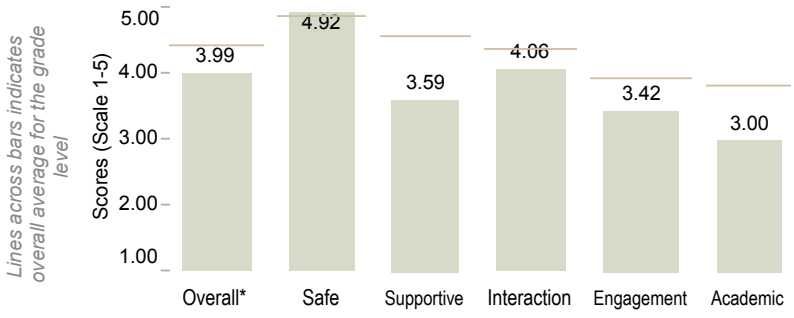
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Performing**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All E.S.	This Program	All E.S.
Safe Environment	0%	0%	95%	94%
Supportive Environment	11%	2%	44%	81%
Interaction	9%	5%	64%	74%
Engagement	30%	16%	40%	56%
Academic Climate	30%	15%	30%	58%
Overall*	13%	6%	59%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

1. Opening Circle was built into the schedule for all activities allowing youth a structured opportunity to get to know each other and build a sense of belonging in the program.
2. Youth were encouraged to help other children. One great example was a third grade student who finished her homework early was encouraged to go into the Kinder homework class and help students there. 3. Youth had multiple and extended opportunities to practice group processing skills, such as standing in line, waiting turns, cleaning up together, and ensuring their group is quiet and ready for snacks.
--

Areas for Improvement

1.This program may consider including a skill-building focus/learning target that is presented before the beginning of each activity so youth know what skills they will be building in the activity.
2. Youth were not given opportunities to plan during observation. One suggestion for how to incorporate planning is to have youth discuss with a partner what they will draw before they draw in Art.
3. In the program, youth were not provided any opportunities to lead a group. Program may wish to consider incorporating this type of opportunity.
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 53	All E.S. 15-16 N = 2,972	This Program 14-15 N = 57	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	25%	11%	33%	12%
When I am in this program, I have had mean rumors or lies spread about me.	39%	16%	42%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	77%	86%	69%	87%
I feel safe in this program.	77%	88%	58%	89%
Supportive Environment				
There is an adult at this program who cares about me.	88%	92%	88%	93%
In this program, there is an adult who wants me to do my best.	94%	95%	88%	96%
The adults here tell me what I am doing well.	84%	88%	79%	87%
The adults in this program listen to what I have to say.	75%	86%	61%	86%
Interaction				
I feel like I belong at this program.	73%	83%	68%	85%
In this program, I get to help other people.	71%	86%	75%	87%
This program helps me to make friends.	77%	84%	73%	84%
Engagement				
I am interested in what we do in this program.	75%	86%	70%	86%
In this program, I get to choose what I do and how I do it.	46%	58%	69%	61%
In this program, I try new things.	88%	92%	83%	92%
In this program, I do things that are too easy for me.	62%	53%	71%	52%

Reach Academy (Bay Area Community Resources)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

	This Program 15-16 N = 53	All E.S. 15-16 N = 2,972	This Program 14-15 N = 57	All E.S. 14-15 N = 2,902
Social & Emotional Learning				
When I'm in this program, I feel good about myself.	80%	87%	72%	87%
This program helps me to listen to others.	81%	86%	74%	88%
This program helps me talk about my feelings.	66%	71%	50%	70%
This program helps me get along with other people my age.	65%	86%	81%	86%
This program helps me get along with adults.	72%	81%	75%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	67%	74%	63%	73%
This program helps me feel good about what I can do.	85%	88%	65%	86%
Since coming to this program, I am better at something that I used to think was hard.	77%	83%	70%	84%
Physical Well Being				
Since coming to this program, I exercise more.	63%	80%	58%	81%
This program helps me to learn how to be healthy.	60%	77%	78%	80%
This program helps me say "no" to things I know are wrong.	89%	85%	65%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	58%	71%	55%	69%
This program helps me to feel like a part of my school.	82%	83%	66%	84%
Since coming to this program, I feel close to people at this school.	65%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	66%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	65%	68%	71%	70%
In this program, I learn more about college.	37%	54%	52%	54%
This program helps me feel ready to go to middle school.	77%	75%	72%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	84%	89%	75%	89%
This program helps me do my homework.	90%	91%	86%	92%
This program helps me learn ways to study (like reading directions).	76%	81%	71%	82%
Since coming to this program, I know how to set goals for myself.	80%	84%	76%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	83	7%	3,172	22%
English Learners	29	3%	920	3%
Female	47	6%	1,608	24%
Male	36	8%	1,564	19%
Math				
All Youth	82	4%	3,219	20%
English Learners	29	3%	954	7%
Female	46	7%	1,630	19%
Male	36	0%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	161	7,614
School Day Attendance Rate	94%	95%
Total Youth with Available School Day Attendance: 169		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Rise Community School (Higher Ground)

***About this program*:** EBAC will be the new lead agency at RISE Community School's Afterschool Program beginning in the 2016-17 school year, serving 100 children. EBAC's strength is providing academic and enrichment opportunities through quality youth development programming that promotes the developmental experiences children need to thrive and grow into healthy adulthood.

-

Program Attendance and Enrollment

	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	94	134	110	138
Enrollment: % Towards Projected	94%	123%	110%	122%
Units of Service (UOS): Total	38,667	59,528	52,176	58,061
UOS: % Towards Projected	79%	113%	102%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	68%	100%	95%	100%
Average Attendance Rate	86%	89%	92%	87%
Average Days Attended	114	132	135	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All E.S.
% African American	34%	38%
% Asian/Pacific Islander	2%	13%
% Latino/a	57%	40%
% Native American	4%	1%
% White	1%	6%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	1%	2%

% Gender	This Program	All E.S.
% Youth: Female	50%	50%
% Youth: Male	50%	50%

% English Learner	This Program	All E.S.
% English Learners (EL)	43%	33%
Total Youth with Available EL Status: 90		5,920

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	4%	8%
% Youth: 1st grade	16%	13%
% Youth: 2nd grade	13%	18%
% Youth: 3rd grade	14%	19%
% Youth: 4th grade	29%	19%
% Youth: 5th grade	20%	17%
% Youth: Unknown or Other	4%	5%
Total Youth with Available Grade Level Data: 94		6,219

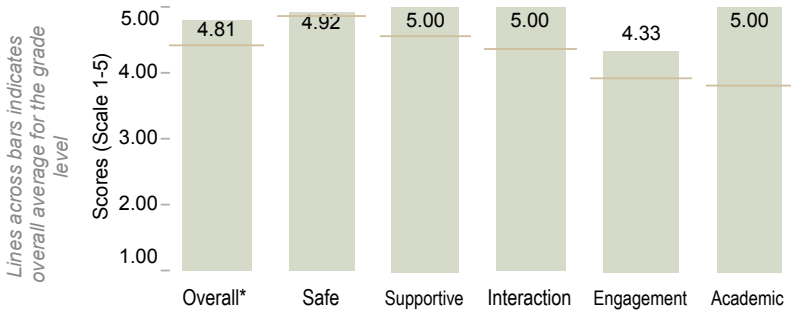
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Thriving**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All E.S.	This Program	All E.S.
Safe Environment	0%	0%	95%	94%
Supportive Environment	0%	2%	100%	81%
Interaction	0%	5%	100%	74%
Engagement	0%	16%	60%	56%
Academic Climate	0%	15%	100%	58%
Overall*	0%	6%	93%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

1. Interaction: School Age Leadership, Item 3 a. PQA: Staff provides structured opportunities for one or more children to lead a group (e.g., facilitate a discussion, lead a song, project, event or other activity). i. Students had jobs in the snack time; Students lead both the reading of the agenda and an energizer for the program. ii. In activities, students were given opportunity to lead parts of the session in facilitation.
2. Interaction: Belonging, Item 2 a. PQA: Children do not exhibit any exclusion or staff successfully intervenes if exclusive behavior occurs (e.g., staff introduces excluded child to other children and they then include her, staff successfully suggests a way to include a lone boy in children's play). i. After a student called their work "ugly", staff responded, "We are going to use positive language." Staff member spoke briefly about how art comes out different ways.
3. Supportive Environment: Encouragement, Item 2 a. PQA: Staff makes frequent use of open-ended questions (e.g., staff asks open-ended questions throughout the activity and questions are related to the context; most children have opportunities to answer questions that seek opinions or require thoughtful answers). i. Staff members make frequent use of open-ended questions. Staff "What are some ways to help the school prevent bullying?" Staff "How did your first bullying experience feel?" Staff "What similarities do you see?" (In reference to snow globes).
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Areas for Improvement

1. Safe Environment: Emergency Preparedness, Item 1 a. PQA: Written emergency procedures are not posted, but staff is able to locate them. i. There weren't any procedures posted in program spaces, but Site Director was able to show observer a written copy. To score a 5, emergency procedures must be posted in activity/program spaces.
2. Engagement: School Age Planning, Item 3 a. PQA: Staff encourages children to share plans and represent their plans in a tangible way (e.g., a small group draws a diagram before building; staff helps full group make a large idea web to plan an event). i. Although students were planning towards something (campaign), which included questions to develop those plans, during observation – youth/staff group did not represent those plans in a tangible way. To score a 5, plans must be represented in a tangible way during observation.
3. Engagement: Reflection, Item 2 a. Staff uses at least one identifiable strategy to help children to share what they have done and reflect on their experiences (e.g., staff asks children, "What did you do today?"). i. Although the reflection was coordinated and implemented with experiential questions to reflect on learning, only one strategy was used: oral dialogue. To score a 5, students must participate in a reflection with at least two or more strategies to encourage youth reflection (i.e., journal, written on board, role playing, etc.)
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Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 37	All E.S. 15-16 N = 2,972	This Program 14-15 N = 48	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	20%	11%	15%	12%
When I am in this program, I have had mean rumors or lies spread about me.	15%	16%	19%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	81%	86%	88%	87%
I feel safe in this program.	75%	88%	83%	89%
Supportive Environment				
There is an adult at this program who cares about me.	89%	92%	90%	93%
In this program, there is an adult who wants me to do my best.	80%	95%	94%	96%
The adults here tell me what I am doing well.	72%	88%	92%	87%
The adults in this program listen to what I have to say.	72%	86%	88%	86%
Interaction				
I feel like I belong at this program.	75%	83%	89%	85%
In this program, I get to help other people.	86%	86%	90%	87%
This program helps me to make friends.	80%	84%	90%	84%
Engagement				
I am interested in what we do in this program.	72%	86%	81%	86%
In this program, I get to choose what I do and how I do it.	64%	58%	73%	61%
In this program, I try new things.	81%	92%	83%	92%
In this program, I do things that are too easy for me.	52%	53%	77%	52%

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 37	All E.S. 15-16 N = 2,972	This Program 14-15 N = 48	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	78%	87%	87%	87%
This program helps me to listen to others.	80%	86%	96%	88%
This program helps me talk about my feelings.	70%	71%	81%	70%
This program helps me get along with other people my age.	77%	86%	90%	86%
This program helps me get along with adults.	83%	81%	79%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	74%	74%	83%	73%
This program helps me feel good about what I can do.	71%	88%	92%	86%
Since coming to this program, I am better at something that I used to think was hard.	70%	83%	83%	84%
Physical Well Being				
Since coming to this program, I exercise more.	85%	80%	83%	81%
This program helps me to learn how to be healthy.	64%	77%	85%	80%
This program helps me say "no" to things I know are wrong.	68%	85%	94%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	66%	71%	81%	69%
This program helps me to feel like a part of my school.	81%	83%	96%	84%
Since coming to this program, I feel close to people at this school.	68%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	91%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	69%	68%	75%	70%
In this program, I learn more about college.	50%	54%	81%	54%
This program helps me feel ready to go to middle school.	65%	75%	90%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	71%	89%	89%	89%
This program helps me do my homework.	78%	91%	88%	92%
This program helps me learn ways to study (like reading directions).	83%	81%	90%	82%
Since coming to this program, I know how to set goals for myself.	88%	84%	93%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	52	6%	3,172	22%
English Learners	23	0%	920	3%
Female	23	4%	1,608	24%
Male	29	7%	1,564	19%
Math				
All Youth	52	4%	3,219	20%
English Learners	23	0%	954	7%
Female	23	4%	1,630	19%
Male	29	3%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	158	7,614
School Day Attendance Rate	95%	95%
Total Youth with Available School Day Attendance: 94		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Sankofa (ES) (Bay Area Community Resources)

***About this program*:** BACR will provide comprehensive, high quality after school services at Sankofa Academy for 111 students in grades K-8, provided at the school site, 5 days/week, every school day during the year. Students will receive targeted academic assistance to address their struggles in English and Math; enrichment activities that challenge them to build skills, work in teams, challenge themselves, and gain exposure to arts, science and culture, health and fitness; and social emotional learning built into all activities so that students feel safe and connected and form caring relationships.

Program Attendance and Enrollment

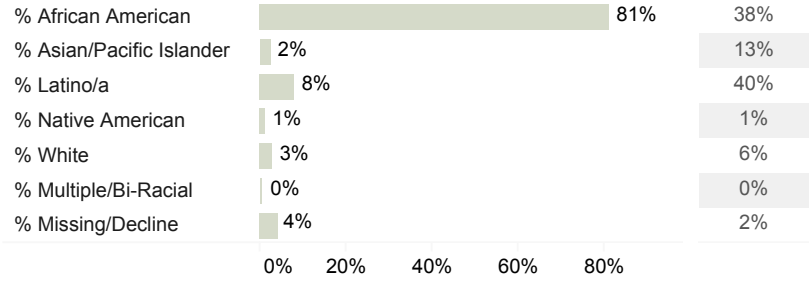
	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	252	134	234	138
Enrollment: % Towards Projected	120%	123%	111%	122%
Units of Service (UOS): Total	78,978	59,528	92,818	58,061
UOS: % Towards Projected	121%	113%	142%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	84%	100%	83%	100%
Average Attendance Rate	80%	89%	82%	87%
Average Days Attended	119	132	126	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity



% Gender	This Program	All E.S.
% Youth: Female	54%	50%
% Youth: Male	46%	50%

% English Learner	This Program	All E.S.
% English Learners (EL)	3%	33%
Total Youth with Available EL Status: 238		5,920

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	13%	8%
% Youth: 1st grade	8%	13%
% Youth: 2nd grade	12%	18%
% Youth: 3rd grade	13%	19%
% Youth: 4th grade	9%	19%
% Youth: 5th grade	12%	17%
% Youth: Unknown or Other	32%	5%
Total Youth with Available Grade Level Data: 252		6,219

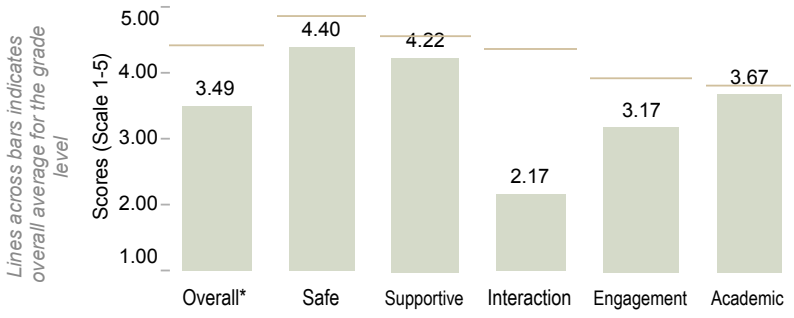
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Performing**

Assessment Tool Used: **YPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All E.S.	This Program	All E.S.
Safe Environment	6%	0%	89%	94%
Supportive Environment	5%	2%	70%	81%
Interaction	42%	5%	0%	74%
Engagement	0%	16%	13%	56%
Academic Climate	20%	15%	60%	58%
Overall*	12%	6%	53%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

1. Supportive Environment: Skill Building, Item 3 a. PQA: Staff models skills for all youth i. Staff members modeled folding paper and circle drawing for all youth. One staff member was up in the front and other staff member circulated around the classroom. ii. Staff member writes example of idea on white board “movie night.”
2. Supportive Environment: Skill Building, Item 4 a. Staff breaks difficult task(s) into smaller, simpler steps for all youth (e.g., steps are explained in sequence; instructions are provided for specific steps; examples of completed steps are shared). i. Staff member showed each step of paper folding to the class. ii. Staff member provided steps for writing down idea on whiteboard.
3. Supportive Environment: Active Engagement, Item 1 a. The activities involve youth in engaging with (creating, combining, reforming) materials or ideas or improving a skill though guided practice for at least half of the time. i. In the Pop-Up Card activity, students were engaged in creating the card. ii. In the Poetry, students wrote and presented a poem. iii. In Leadership, students turned in assignments, and wrote ideas on board.
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Areas for Improvement

1. Safe Environment: Emotional Safety, Item 1 a. PQA: The emotional climate of the session is neutral or characterized by both positive and negative behaviors. i. Staff: “That’s sweet of you.” Staff: “You can do it!” ii. Student: “I’m going to deck you!” Speaking to a student. iii. Student: “She said she was going to cut my hair off!” Other student, “He said I was ugly!” Two students arguing. iv. Student: “Shut your white hover board mouth!” Student yelled at another student.
2. Interaction: Collaboration, Item 3 a. PQA: Staff does not provide
(Y) opportunities for youth to work toward shared goals. i. Pop Up Card: During observed time, students are working individually on their own card. ii. Poetry: During observation time, produced own poem and were working individually. iii. Leadership: During observation time, turn in “assignment” and were working individually.
3. Supportive Environment: Encouragement, Item 2 a. PQA: 1 Staff rarely or never asks open- ended questions. i. Staff rarely asks open-ended questions. Majority of questions are noted as closed ended, yes/no, or no follow up question was given to student and/or students were given directions.
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Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 62	All E.S. 15-16 N = 2,972	This Program 14-15 N = 54	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	25%	11%	43%	12%
When I am in this program, I have had mean rumors or lies spread about me.	40%	16%	51%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	68%	86%	68%	87%
I feel safe in this program.	60%	88%	50%	89%
Supportive Environment				
There is an adult at this program who cares about me.	82%	92%	87%	93%
In this program, there is an adult who wants me to do my best.	94%	95%	89%	96%
The adults here tell me what I am doing well.	77%	88%	81%	87%
The adults in this program listen to what I have to say.	62%	86%	57%	86%
Interaction				
I feel like I belong at this program.	63%	83%	71%	85%
In this program, I get to help other people.	72%	86%	75%	87%
This program helps me to make friends.	70%	84%	70%	84%
Engagement				
I am interested in what we do in this program.	73%	86%	65%	86%
In this program, I get to choose what I do and how I do it.	49%	58%	38%	61%
In this program, I try new things.	93%	92%	85%	92%
In this program, I do things that are too easy for me.	66%	53%	69%	52%

Sankofa (ES) (Bay Area Community Resources)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 62	All E.S. 15-16 N = 2,972	This Program 14-15 N = 54	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	79%	87%	83%	87%
This program helps me to listen to others.	52%	86%	83%	88%
This program helps me talk about my feelings.	37%	71%	51%	70%
This program helps me get along with other people my age.	68%	86%	75%	86%
This program helps me get along with adults.	59%	81%	75%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	64%	74%	73%	73%
This program helps me feel good about what I can do.	66%	88%	77%	86%
Since coming to this program, I am better at something that I used to think was hard.	70%	83%	68%	84%
Physical Well Being				
Since coming to this program, I exercise more.	66%	80%	74%	81%
This program helps me to learn how to be healthy.	50%	77%	69%	80%
This program helps me say "no" to things I know are wrong.	85%	85%	72%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	67%	71%	62%	69%
This program helps me to feel like a part of my school.	57%	83%	72%	84%
Since coming to this program, I feel close to people at this school.	65%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	50%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	50%	68%	50%	70%
In this program, I learn more about college.	45%	54%	28%	54%
This program helps me feel ready to go to middle school.	50%	75%	56%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	80%	89%	94%	89%
This program helps me do my homework.	80%	91%	83%	92%
This program helps me learn ways to study (like reading directions).	44%	81%	72%	82%
Since coming to this program, I know how to set goals for myself.	67%	84%	76%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	132	8%	3,172	22%
English Learners	6	0%	920	3%
Female	71	7%	1,608	24%
Male	61	8%	1,564	19%
Math				
All Youth	132	7%	3,219	20%
English Learners	6	0%	954	7%
Female	71	6%	1,630	19%
Male	61	8%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	150	7,614
School Day Attendance Rate	92%	95%
Total Youth with Available School Day Attendance: 252		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Sequoia (East Bay Agency for Children)

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

Program Attendance and Enrollment

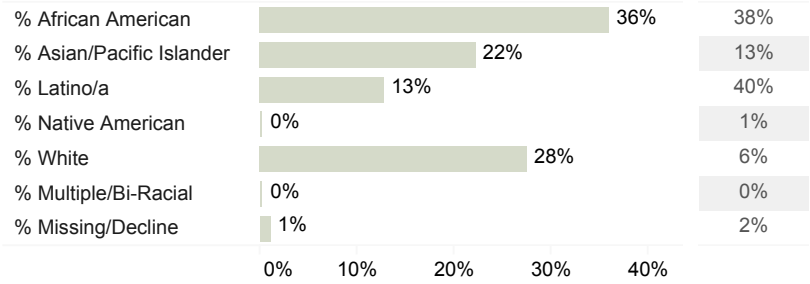
	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	94	134	100	138
Enrollment: % Towards Projected		123%		122%
Units of Service (UOS): Total		59,528		58,061
UOS: % Towards Projected		113%		107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	91%	100%	90%	100%
Average Attendance Rate	90%	89%	90%	87%
Average Days Attended	149	132	138	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity



% Gender	This Program	All E.S.
% Youth: Female	45%	50%
% Youth: Male	55%	50%

% English Learner	This Program	All E.S.
% English Learners (EL)	13%	33%
Total Youth with Available EL Status: 93		5,920

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	0%	8%
% Youth: 1st grade	18%	13%
% Youth: 2nd grade	22%	18%
% Youth: 3rd grade	27%	19%
% Youth: 4th grade	22%	19%
% Youth: 5th grade	10%	17%
% Youth: Unknown or Other	1%	5%
Total Youth with Available Grade Level Data: 94		6,219

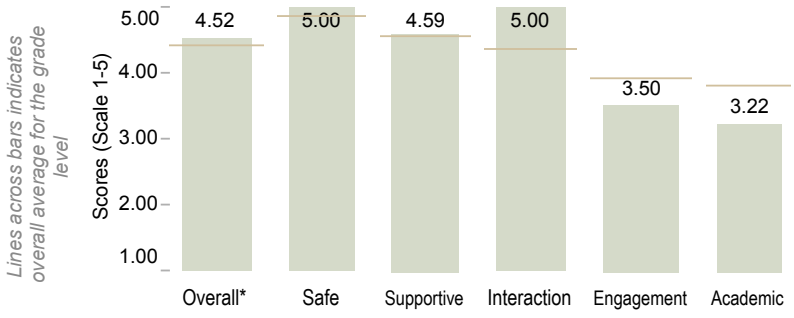
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Thriving**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings: This Program	Percent of 1 Ratings: All E.S.	Percent of 5 Ratings: This Program	Percent of 5 Ratings: All E.S.
Safe Environment	0%	0%	100%	94%
Supportive Environment	0%	2%	83%	81%
Interaction	0%	5%	100%	74%
Engagement	30%	16%	50%	56%
Academic Climate	10%	15%	20%	58%
Overall*	6%	6%	76%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

1. Interaction: Interaction with Adults, Item 3
a. Staff circulates and interacts with every child at some point during the program session.
i. Throughout all activities, staff members either sit with children and engage or directly speak to them and ask questions through activity.
2. Supportive Environment: Encouragement, Item 2
a. PQA: Staff makes frequent use of open-ended questions (e.g., staff asks open-ended questions throughout the activity and questions are related to the context; most children have opportunities to answer questions that seek opinions or require thoughtful answers).
i. Staff: "What does a class need to function correctly?" How does this person look like?" "What looks unsafe (looking at a table of materials/tools for use during club)"
3. Supportive Environment: Active Engagement, Item 2
a. PQA: During activities, staff provides all children a structured opportunity to talk about (or otherwise communicate) what they are doing and what they are thinking about to others (e.g., each child explains the reasoning behind his or her design to staff; staff assigns children to small groups to work on a shared task).
i. Staff: "For two minutes, discuss with you partner…"
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Areas for Improvement

1. Engagement: School-Age Planning, Item 1
a. PQA: Staff creates an opportunity for all children (individual or group) to make plans (e.g., children plan how to spend their time, how to do something, or who to do it with).
i. Students are not given time to plan during any of the activities.
2. Engagement: School-Age Choice, Item 1
a. PQA: Staff provides opportunities for some children to make authentic choices within activities (e.g., one small group gets to decorate the outside of invitations in any way they'd like, while another group has to copy invitation wording verbatim).
i. During observed time, in all activities, staff led children in activities with limited opportunity for children to make choices. "We are doing a science activity. Your group decides who will put the seeds…" Staff member then instructed placement of seeds and water. In reading acidity, students read and were asked to read, at times, specific sentences. In the creative club activity, students were instructed to look at placement, then think of agreements. During observed time, choices were limited for children as they were instructed.
3. Supportive Environment: Encouragement, Item 1
a. PQA: Staff supports at least some contributions or accomplishments of children by acknowledging what they've said or done with specific, non-evaluative language (e.g., "Yes, the cleanup project you suggested is a way to give back to the community," "It looks like you put a lot of time into choosing the colors for your painting").
i. "Wow. That is awesome." "Thank you." That's great."
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 52	All E.S. 15-16 N = 2,972	This Program 14-15 N = 49	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	10%	11%	10%	12%
When I am in this program, I have had mean rumors or lies spread about me.	8%	16%	20%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	83%	86%	82%	87%
I feel safe in this program.	94%	88%	85%	89%
Supportive Environment				
There is an adult at this program who cares about me.	94%	92%	96%	93%
In this program, there is an adult who wants me to do my best.	96%	95%	94%	96%
The adults here tell me what I am doing well.	92%	88%	86%	87%
The adults in this program listen to what I have to say.	82%	86%	88%	86%
Interaction				
I feel like I belong at this program.	77%	83%	77%	85%
In this program, I get to help other people.	90%	86%	82%	87%
This program helps me to make friends.	73%	84%	69%	84%
Engagement				
I am interested in what we do in this program.	81%	86%	81%	86%
In this program, I get to choose what I do and how I do it.	58%	58%	60%	61%
In this program, I try new things.	90%	92%	81%	92%
In this program, I do things that are too easy for me.	39%	53%	49%	52%

Sequoia (East Bay Agency for Children)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 52	All E.S. 15-16 N = 2,972	This Program 14-15 N = 49	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	90%	87%	87%	87%
This program helps me to listen to others.	86%	86%	71%	88%
This program helps me talk about my feelings.	67%	71%	61%	70%
This program helps me get along with other people my age.	92%	86%	82%	86%
This program helps me get along with adults.	72%	81%	67%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	69%	74%	65%	73%
This program helps me feel good about what I can do.	87%	88%	84%	86%
Since coming to this program, I am better at something that I used to think was hard.	83%	83%	83%	84%
Physical Well Being				
Since coming to this program, I exercise more.	80%	80%	67%	81%
This program helps me to learn how to be healthy.	81%	77%	77%	80%
This program helps me say "no" to things I know are wrong.	88%	85%	79%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	64%	71%	53%	69%
This program helps me to feel like a part of my school.	76%	83%	75%	84%
Since coming to this program, I feel close to people at this school.	80%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	86%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	58%	68%	52%	70%
In this program, I learn more about college.	16%	54%	23%	54%
This program helps me feel ready to go to middle school.	63%	75%	73%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	69%	89%	76%	89%
This program helps me do my homework.	73%	91%	73%	92%
This program helps me learn ways to study (like reading directions).	80%	81%	70%	82%
Since coming to this program, I know how to set goals for myself.	80%	84%	79%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	52	54%	3,172	22%
English Learners	4		920	3%
Female	21	52%	1,608	24%
Male	31	55%	1,564	19%
Math				
All Youth	52	56%	3,219	20%
English Learners	4		954	7%
Female	21	43%	1,630	19%
Male	31	65%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	171	7,614
School Day Attendance Rate	96%	95%
Total Youth with Available School Day Attendance: 94		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Sobrante Park (Higher Ground)

***About this program*:** HGNDC in partnership with Madison Park Academy Lower Campus will facilitate a comprehensive afterschool program that provides academic support, enrichment opportunities in the areas of visual and Performing Arts, Health and Wellness, and Community Service/Service Learning. The program will also offer monthly family engagement activities as well as fieldtrips. The program will operate every day from the close of school to at least 6:00pm for at least 180 days and serve at least 100 unduplicated K-5th grade students.

Program Attendance and Enrollment

	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	99	134	117	138
Enrollment: % Towards Projected	99%	123%	117%	122%
Units of Service (UOS): Total	51,856	59,528	52,157	58,061
UOS: % Towards Projected	105%	113%	110%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	89%	100%	93%	100%
Average Attendance Rate	92%	89%	91%	87%
Average Days Attended	148	132	129	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All E.S.
% African American	43%	38%
% Asian/Pacific Islander	2%	13%
% Latino/a	49%	40%
% Native American	3%	1%
% White	0%	6%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	2%	2%

0% 20% 40%

% English Learner	This Program	All E.S.
% English Learners (EL)	40%	33%
Total Youth with Available EL Status: 87		5,920

% Gender	This Program	All E.S.
% Youth: Female	59%	50%
% Youth: Male	41%	50%

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	6%	8%
% Youth: 1st grade	15%	13%
% Youth: 2nd grade	25%	18%
% Youth: 3rd grade	17%	19%
% Youth: 4th grade	13%	19%
% Youth: 5th grade	24%	17%
% Youth: Unknown or Other	0%	5%
Total Youth with Available Grade Level Data: 87		6,219

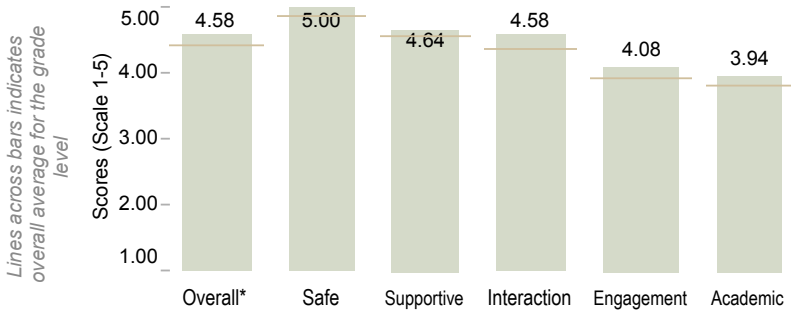
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Thriving**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings: This Program	Percent of 1 Ratings: All E.S.	Percent of 5 Ratings: This Program	Percent of 5 Ratings: All E.S.
Safe Environment	0%	0%	100%	94%
Supportive Environment	0%	2%	83%	81%
Interaction	0%	5%	80%	74%
Engagement	0%	16%	50%	56%
Academic Climate	10%	15%	60%	58%
Overall*	1%	6%	79%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

This is a strong program that does an excellent job at creating a safe and supportive environment for their participants. Staff interaction with students is positive and it is clear there is mutual respect and deep connection between the adults and youth in the program. Youth are given ample leadership opportunities that are meaningful. The Director has also done an excellent job of hiring staff that are from the community that the program serves, allowing participants to have role models that reflect their culture and identity.
--

Areas for Improvement

There are a few areas that this program can focus on to continue its growth. The first is linking program content to the content covered in the school day. Staff could help students make more direct connections between learning happening in the program with the school day staff's goals. For example, staff could incorporate the use of site words or vocabulary words that school day staff are working on into the activities being done in the program. Using specific and multiple planning strategies is another area that this program could improve on. Students did have some opportunity to plan, but using more direct strategies would make their planning stronger. Using strategies, such as brainstorming with a partner before doing an activity on what they will do, providing planning tools or worksheets and using journals to write down their thoughts, are some examples. Lastly, soliciting feedback is an area that needs improvement. On the day of observation, youth were given no explicit opportunities to provide their feedback on their thoughts on how an activity went. Ending activities by asking youth what they liked or didn't like about an activity and how they may improve it for next time are ways to incorporate this into everyday programming.
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 38	All E.S. 15-16 N = 2,972	This Program 14-15 N = 45	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	8%	11%	0%	12%
When I am in this program, I have had mean rumors or lies spread about me.	19%	16%	4%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	92%	86%	100%	87%
I feel safe in this program.	83%	88%	100%	89%
Supportive Environment				
There is an adult at this program who cares about me.	92%	92%	100%	93%
In this program, there is an adult who wants me to do my best.	95%	95%	100%	96%
The adults here tell me what I am doing well.	97%	88%	100%	87%
The adults in this program listen to what I have to say.	92%	86%	100%	86%
Interaction				
I feel like I belong at this program.	92%	83%	100%	85%
In this program, I get to help other people.	92%	86%	100%	87%
This program helps me to make friends.	84%	84%	100%	84%
Engagement				
I am interested in what we do in this program.	86%	86%	100%	86%
In this program, I get to choose what I do and how I do it.	59%	58%	100%	61%
In this program, I try new things.	95%	92%	100%	92%
In this program, I do things that are too easy for me.	61%	53%	44%	52%

Sobrante Park (Higher Ground)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 38	All E.S. 15-16 N = 2,972	This Program 14-15 N = 45	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	95%	87%	100%	87%
This program helps me to listen to others.	95%	86%	98%	88%
This program helps me talk about my feelings.	74%	71%	98%	70%
This program helps me get along with other people my age.	86%	86%	100%	86%
This program helps me get along with adults.	89%	81%	100%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	92%	74%	100%	73%
This program helps me feel good about what I can do.	95%	88%	100%	86%
Since coming to this program, I am better at something that I used to think was hard.	76%	83%	98%	84%
Physical Well Being				
Since coming to this program, I exercise more.	95%	80%	100%	81%
This program helps me to learn how to be healthy.	95%	77%	100%	80%
This program helps me say "no" to things I know are wrong.	84%	85%	100%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	72%	71%	98%	69%
This program helps me to feel like a part of my school.	95%	83%	100%	84%
Since coming to this program, I feel close to people at this school.	87%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	89%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	86%	68%	100%	70%
In this program, I learn more about college.	100%	54%	96%	54%
This program helps me feel ready to go to middle school.	92%	75%	98%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	74%	89%	100%	89%
This program helps me do my homework.	95%	91%	100%	92%
This program helps me learn ways to study (like reading directions).	86%	81%	100%	82%
Since coming to this program, I know how to set goals for myself.	95%	84%	100%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	46	11%	3,172	22%
English Learners	21	5%	920	3%
Female	27	19%	1,608	24%
Male	19	0%	1,564	19%
Math				
All Youth	45	4%	3,219	20%
English Learners	21	0%	954	7%
Female	28	7%	1,630	19%
Male	17	0%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	169	7,614
School Day Attendance Rate	96%	95%
Total Youth with Available School Day Attendance: 87		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (Elementary Schools)

Think College Now (Oakland Leaf)

***About this program*:** Oakland Leaf After-School Program at TCN is a free program providing academic, enrichment, and recreation classes 5 days per week, August through June, for 177 days. The program serves 90 students daily. The after-school community reflects the demographics of the school: 80% Latino, 12% African American; 90% FRL; 58% ELL. Oakland Leaf ASP provides culturally relevant project-based classes with an emphasis on the arts, student identity and social justice. We provide students with limited economic resources opportunities to achieve academic success and develop into thoughtful, creative citizens.

-

Program Attendance and Enrollment

	This Program 15-16	All E.S. 15-16	This Program 14-15	All E.S. 14-15
Enrollment Number of Youth Served	102	134	97	138
Enrollment: % Towards Projected	85%	123%	81%	122%
Units of Service (UOS): Total	36,859	59,528	42,526	58,061
UOS: % Towards Projected	109%	113%	133%	107%

	This Program 15-16	All E.S 15-16	This Program 14-15	All E.S. 14-15
Progress Towards Attendance Target (CDE)	89%	100%	96%	100%
Average Attendance Rate	84%	89%	88%	87%
Average Days Attended	124	132	131	127

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All E.S.
% African American	24%	38%
% Asian/Pacific Islander	9%	13%
% Latino/a	64%	40%
% Native American	0%	1%
% White	1%	6%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	2%	2%

0% 20% 40% 60%

% Gender	This Program	All E.S.
% Youth: Female	54%	50%
% Youth: Male	46%	50%

% English Learner	This Program	All E.S.
% English Learners (EL)	46%	33%
Total Youth with Available EL Status: 112		5,920

% Grade Level	This Program	All E.S.
% Youth: Kindergarten	0%	8%
% Youth: 1st grade	22%	13%
% Youth: 2nd grade	21%	18%
% Youth: 3rd grade	13%	19%
% Youth: 4th grade	23%	19%
% Youth: 5th grade	21%	17%
% Youth: Unknown or Other	0%	5%
Total Youth with Available Grade Level Data: 112		6,219

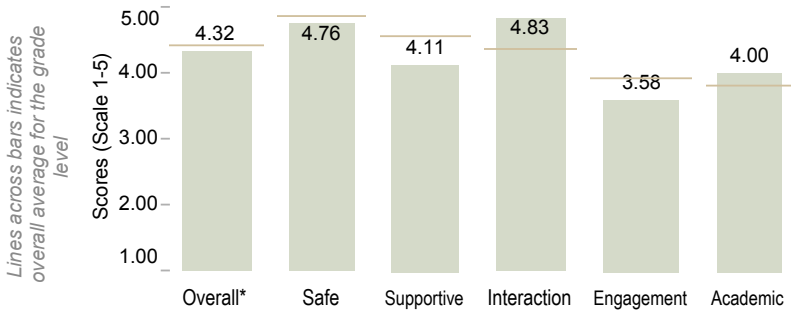
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Performing**

Assessment Tool Used: **SAPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All E.S.	This Program	All E.S.
Safe Environment	5%	0%	89%	94%
Supportive Environment	12%	2%	60%	81%
Interaction	0%	5%	93%	74%
Engagement	30%	16%	50%	56%
Academic Climate	0%	15%	50%	58%
Overall*	9%	6%	71%	76%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

Creating an emotionally safe environment was a real strength for this program. Staff did a great job of connecting with students and interacting with them in positive, caring ways. Students seemed to really enjoy being in the program, had a real sense of belonging indicated through the chants during snack time, and had great interactions with the staff.
--

Areas for Improvement

An area that could use some improvement is around ensuring that at the start of each session, staff welcomes students. At the start of the WOW session, staff did not welcome students with a greeting. Although staff was with them from snack time and may have greeted them there, it is important to do another welcome once in a new room and starting a new activity. Additionally, at the day of observation, students were not given any opportunity to plan.
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 49	All E.S. 15-16 N = 2,972	This Program 14-15 N = 56	All E.S. 14-15 N = 2,902
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	24%	11%	21%	12%
When I am in this program, I have had mean rumors or lies spread about me.	19%	16%	20%	19%
If someone bullies my friends or me at this program, an adult steps in to help.	69%	86%	71%	87%
I feel safe in this program.	84%	88%	76%	89%
Supportive Environment				
There is an adult at this program who cares about me.	88%	92%	82%	93%
In this program, there is an adult who wants me to do my best.	83%	95%	85%	96%
The adults here tell me what I am doing well.	84%	88%	77%	87%
The adults in this program listen to what I have to say.	65%	86%	68%	86%
Interaction				
I feel like I belong at this program.	63%	83%	63%	85%
In this program, I get to help other people.	63%	86%	63%	87%
This program helps me to make friends.	70%	84%	71%	84%
Engagement				
I am interested in what we do in this program.	71%	86%	71%	86%
In this program, I get to choose what I do and how I do it.	43%	58%	36%	61%
In this program, I try new things.	90%	92%	86%	92%
In this program, I do things that are too easy for me.	48%	53%	61%	52%

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

Survey responses represent the % of youth who answered "Yes" to the item.

Social & Emotional Learning	This Program 15-16 N = 49	All E.S. 15-16 N = 2,972	This Program 14-15 N = 56	All E.S. 14-15 N = 2,902
When I'm in this program, I feel good about myself.	73%	87%	63%	87%
This program helps me to listen to others.	70%	86%	73%	88%
This program helps me talk about my feelings.	58%	71%	61%	70%
This program helps me get along with other people my age.	81%	86%	73%	86%
This program helps me get along with adults.	80%	81%	54%	81%
Sense of Mastery				
Since coming to this program, I am more of a leader.	57%	74%	61%	73%
This program helps me feel good about what I can do.	79%	88%	64%	86%
Since coming to this program, I am better at something that I used to think was hard.	73%	83%	55%	84%
Physical Well Being				
Since coming to this program, I exercise more.	57%	80%	68%	81%
This program helps me to learn how to be healthy.	69%	77%	79%	80%
This program helps me say "no" to things I know are wrong.	79%	85%	66%	85%
School Engagement				
Since coming to this program, I talk with my family about school more often.	48%	71%	55%	69%
This program helps me to feel like a part of my school.	65%	83%	64%	84%
Since coming to this program, I feel close to people at this school.	69%	78%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	75%	84%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	63%	68%	45%	70%
In this program, I learn more about college.	56%	54%	30%	54%
This program helps me feel ready to go to middle school.	63%	75%	68%	77%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	87%	89%	70%	89%
This program helps me do my homework.	86%	91%	79%	92%
This program helps me learn ways to study (like reading directions).	69%	81%	59%	82%
Since coming to this program, I know how to set goals for myself.	73%	84%	68%	84%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

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SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5.

	This Program		All E.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	58	17%	3,172	22%
English Learners	15	0%	920	3%
Female	36	19%	1,608	24%
Male	22	14%	1,564	19%
Math				
All Youth	58	17%	3,219	20%
English Learners	15	7%	954	7%
Female	36	11%	1,630	19%
Male	22	27%	1,589	21%

Source: OUSD Research, Assessment and Data, October 2016.

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All E.S.
Average School Day Attendance	165	7,614
School Day Attendance Rate	96%	95%
Total Youth with Available School Day Attendance: 112		6,219

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (High Schools)

High School Overall

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

-

Program Attendance and Enrollment

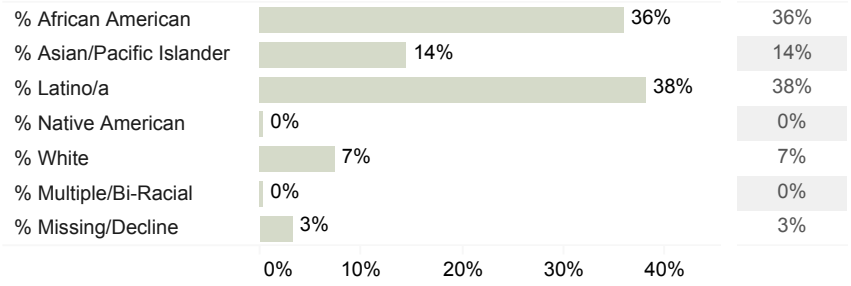
	This Program 15-16	All H.S. 15-16	This Program 14-15	All H.S. 14-15
Enrollment Number of Youth Served	537	504	433	433
Enrollment: % Towards Projected	131%	131%	127%	127%
Units of Service (UOS): Total	93,340	46,670	95,411	95,411
UOS: % Towards Projected	95%	95%	114%	114%

	This Program 15-16	All H.S 15-16	This Program 14-15	All H.S. 14-15
Progress Towards Attendance Target (CDE)	97%	96%	78%	78%
Average Attendance Rate	44%	42%	39%	39%
Average Days Attended	46	44	34	34

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity



% Gender	This Program	All.H.S.
% Youth: Female	47%	47%
% Youth: Male	53%	53%

% English Learner	This Program	All H.S.
% English Learners (EL)	23%	23%
Total Youth with Available EL Status: 6,193		6,193

% Grade Level	This Program	All H.S
% Youth: 9th grade	25%	25%
% Youth: 10th grade	22%	22%
% Youth: 11th grade	21%	21%
% Youth: 12th grade	22%	22%
% Youth: Unknown or Other	10%	10%
Total Youth with Available Grade Level Data: 6,802		6,802

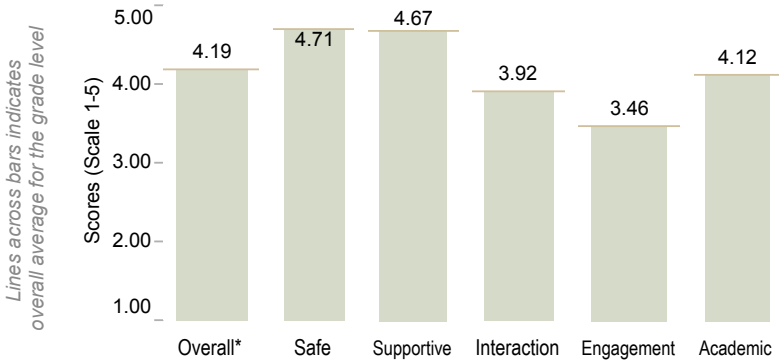
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: -

Assessment Tool Used: -



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All H.S.	This Program	All H.S.
Safe Environment	1%	1%	88%	88%
Supportive Environment	1%	1%	85%	85%
Interaction	8%	8%	55%	55%
Engagement	20%	20%	45%	45%
Academic Climate	11%	11%	70%	70%
Overall*	5%	5%	74%	74%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

-
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Areas for Improvement

-
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Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 1,075	All H.S. 15-16 N = 1,075	This Program 14-15 N = 1,124	All H.S. 14-15 N = 1,124
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	5%	5%	5%	5%
When I am in this program, I have had mean rumors or lies spread about me.	8%	8%	5%	5%
If someone bullies my friends or me at this program, an adult steps in to help.	90%	90%	91%	91%
I feel safe in this program.	92%	92%	95%	95%
Supportive Environment				
There is an adult at this program who cares about me.	89%	89%	91%	91%
In this program, there is an adult who wants me to do my best.	93%	93%	95%	95%
The adults here tell me what I am doing well.	90%	90%	92%	92%
The adults in this program listen to what I have to say.	91%	91%	93%	93%
Interaction				
I feel like I belong at this program.	84%	84%	89%	89%
In this program, I get to help other people.	85%	85%	86%	86%
This program helps me to make friends.	83%	83%	86%	86%
Engagement				
I am interested in what we do in this program.	86%	86%	90%	90%
In this program, I get to choose what I do and how I do it.	80%	80%	82%	82%
In this program, I try new things.	86%	86%	88%	88%
In this program, I do things that are too easy for me.	52%	52%	44%	44%

High School Overall

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

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Social & Emotional Learning	This Program 15-16 N = 1,075	All H.S. 15-16 N = 1,075	This Program 14-15 N = 1,124	All H.S. 14-15 N = 1,124
When I'm in this program, I feel good about myself.	89%	89%	92%	92%
This program helps me to listen to others.	88%	88%	90%	90%
This program helps me talk about my feelings.	81%	81%	83%	83%
This program helps me get along with other people my age.	85%	85%	89%	89%
This program helps me get along with adults.	83%	83%	85%	85%
Sense of Mastery				
Since coming to this program, I am more of a leader.	76%	76%	77%	77%
This program helps me feel good about what I can do.	89%	89%	92%	92%
Since coming to this program, I am better at something that I used to think was hard.	82%	82%	87%	87%
Physical Well Being				
Since coming to this program, I exercise more.	61%	61%	63%	63%
This program helps me to learn how to be healthy.	72%	72%	77%	77%
This program helps me say "no" to things I know are wrong.	82%	82%	86%	86%
School Engagement				
Since coming to this program, I talk with my family about school more often.	70%	70%	73%	73%
This program helps me to feel like a part of my school.	86%	86%	90%	90%
Since coming to this program, I feel close to people at this school.	79%	79%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	83%	83%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	78%	78%	79%	79%
In this program, I learn more about college.	85%	85%	87%	87%
This program helps me believe I can finish high school.	90%	90%	91%	91%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	86%	86%	86%	86%
This program helps me do my homework.	78%	78%	78%	78%
This program helps me learn ways to study (like reading directions).	83%	83%	83%	83%
Since coming to this program, I know how to set goals for myself.	86%	86%	88%	88%
Community Engagement				
This program helps me to feel like a part of my community.	86%	86%	87%	87%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5. These results are from 11th graders only.

	This Program		All H.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	1,168	25%	1,168	25%
English Learners	200	2%	200	2%
Female	582	41%	582	41%
Male	586	30%	586	30%
Math				
All Youth	1,159	16%	1,159	16%
English Learners	208	2%	208	2%
Female	577	17%	577	17%
Male	582	15%	582	15%

Source: OUSD Research, Assessment and Data, October 2016.

School Day Attendance

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All H.S.
Average School Day Attendance	1,316	1,316
School Day Attendance Rate (%)	96%	96%
Total Youth with Available School Day Attendance: 5,358		5,358

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (High Schools)

Bunche (Bay Area Community Resources)

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

Program Attendance and Enrollment

	This Program 15-16	All H.S. 15-16	This Program 14-15	All H.S. 14-15
Enrollment Number of Youth Served	103	504	142	433
Enrollment: % Towards Projected				
Units of Service (UOS): Total				
UOS: % Towards Projected				

	This Program 15-16	All H.S 15-16	This Program 14-15	All H.S. 14-15
Progress Towards Attendance Target (CDE)	85%	96%	26%	78%
Average Attendance Rate	58%	42%	49%	39%
Average Days Attended	22	44	22	34

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All H.S.
% African American	68%	36%
% Asian/Pacific Islander	3%	14%
% Latino/a	27%	38%
% Native American	0%	0%
% White	2%	7%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	0%	3%

0% 20% 40% 60% 80%

% Gender	This Program	All.H.S.
% Youth: Female	39%	47%
% Youth: Male	61%	53%

Source: Cityspan Attendance System, August 2016.

% English Learner	This Program	All H.S.
% English Learners (EL)	16%	23%
Total Youth with Available EL Status: 82		6,193

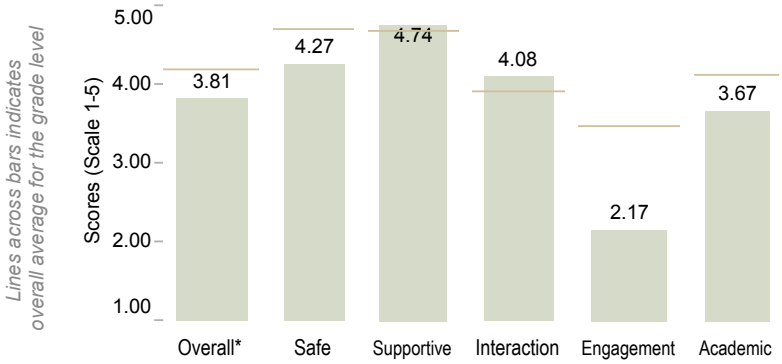
% Grade Level	This Program	All H.S
% Youth: 9th grade	1%	25%
% Youth: 10th grade	0%	22%
% Youth: 11th grade	25%	21%
% Youth: 12th grade	53%	22%
% Youth: Unknown or Other	20%	10%
Total Youth with Available Grade Level Data: 103		6,802

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Performing**

Assessment Tool Used: **YPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All H.S.	This Program	All H.S.
Safe Environment	6%	1%	83%	88%
Supportive Environment	5%	1%	90%	85%
Interaction	0%	8%	58%	55%
Engagement	50%	20%	38%	45%
Academic Climate	30%	11%	70%	70%
Overall*	10%	5%	74%	74%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

The after-school program at Bunche High School was very inviting. After a warm welcome from the staff, the youth began with an open-circle. This enabled the students to talk with one another as a group about different topics they are interested in. Staff members consistently interacted with students in positive ways by listening to what they had to say and making strong eye contact. Staff continuously asked students open-ended questions, which led students to really analyze their own thoughts and their peers' thoughts as well.
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Areas for Improvement

It is recommended that staff members mention the focus or learning objective of the session for each activity, so that students immediately understand the goal of the session. It is also recommended that staff members give youth opportunities to make plans with multiple strategies, such as brainstorming and note taking. Planning helps youth better develop this important life skill. Another improvement that could be made would be giving students the opportunity to have more personalized content opportunities. Youth would have the opportunity to choose the program offering they want, while giving them further choices within those offerings.
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Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 22	All H.S. 15-16 N = 1,075	This Program 14-15 N = 36	All H.S. 14-15 N = 1,124
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	9%	5%	0%	5%
When I am in this program, I have had mean rumors or lies spread about me.	10%	8%	0%	5%
If someone bullies my friends or me at this program, an adult steps in to help.	95%	90%	100%	91%
I feel safe in this program.	95%	92%	100%	95%
Supportive Environment				
There is an adult at this program who cares about me.	100%	89%	100%	91%
In this program, there is an adult who wants me to do my best.	95%	93%	100%	95%
The adults here tell me what I am doing well.	100%	90%	100%	92%
The adults in this program listen to what I have to say.	100%	91%	100%	93%
Interaction				
I feel like I belong at this program.	100%	84%	100%	89%
In this program, I get to help other people.	95%	85%	100%	86%
This program helps me to make friends.	91%	83%	97%	86%
Engagement				
I am interested in what we do in this program.	100%	86%	100%	90%
In this program, I get to choose what I do and how I do it.	95%	80%	97%	82%
In this program, I try new things.	95%	86%	100%	88%
In this program, I do things that are too easy for me.	55%	52%	24%	44%

Bunche (Bay Area Community Resources)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

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Social & Emotional Learning	This Program 15-16 N = 22	All H.S. 15-16 N = 1,075	This Program 14-15 N = 36	All H.S. 14-15 N = 1,124
When I'm in this program, I feel good about myself.	95%	89%	100%	92%
This program helps me to listen to others.	100%	88%	100%	90%
This program helps me talk about my feelings.	95%	81%	100%	83%
This program helps me get along with other people my age.	95%	85%	100%	89%
This program helps me get along with adults.	77%	83%	97%	85%
Sense of Mastery				
Since coming to this program, I am more of a leader.	100%	76%	100%	77%
This program helps me feel good about what I can do.	100%	89%	100%	92%
Since coming to this program, I am better at something that I used to think was hard.	100%	82%	100%	87%
Physical Well Being				
Since coming to this program, I exercise more.	77%	61%	94%	63%
This program helps me to learn how to be healthy.	95%	72%	100%	77%
This program helps me say "no" to things I know are wrong.	95%	82%	97%	86%
School Engagement				
Since coming to this program, I talk with my family about school more often.	86%	70%	97%	73%
This program helps me to feel like a part of my school.	91%	86%	100%	90%
Since coming to this program, I feel close to people at this school.	91%	79%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	86%	83%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	100%	78%	100%	79%
In this program, I learn more about college.	95%	85%	100%	87%
This program helps me believe I can finish high school.	95%	90%	100%	91%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	100%	86%	100%	86%
This program helps me do my homework.	86%	78%	100%	78%
This program helps me learn ways to study (like reading directions).	91%	83%	100%	83%
Since coming to this program, I know how to set goals for myself.	100%	86%	100%	88%
Community Engagement				
This program helps me to feel like a part of my community.	100%	86%	100%	87%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

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SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5. These results are from 11th graders only.

	This Program		All H.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	11	0%	1,168	25%
English Learners	1		200	2%
Female	5		582	41%
Male	6	0%	586	30%
Math				
All Youth	12	0%	1,159	16%
English Learners	2		208	2%
Female	5		577	17%
Male	7	0%	582	15%

Source: OUSD Research, Assessment and Data, October 2016.

School Day Attendance

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All H.S.
Average School Day Attendance	0	1,316
School Day Attendance Rate (%)	0%	96%
Total Youth with Available School Day Attendance: 0		5,358

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (High Schools)

Castlemont High (Youth Uprising)

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

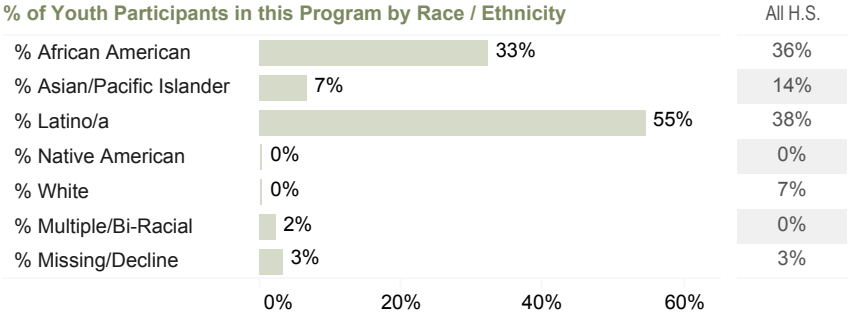
Program Attendance and Enrollment

	This Program 15-16	All H.S. 15-16	This Program 14-15	All H.S. 14-15
Enrollment Number of Youth Served	723	504	566	433
Enrollment: % Towards Projected				
Units of Service (UOS): Total				
UOS: % Towards Projected				

	This Program 15-16	All H.S 15-16	This Program 14-15	All H.S. 14-15
Progress Towards Attendance Target (CDE)	95%	96%	70%	78%
Average Attendance Rate	11%	42%	19%	39%
Average Days Attended	21	44	31	34

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information



% Gender	This Program	All.H.S.
% Youth: Female	42%	47%
% Youth: Male	58%	53%

% English Learner	This Program	All H.S.
% English Learners (EL)	39%	23%
Total Youth with Available EL Status: 618		6,193

% Grade Level	This Program	All H.S
% Youth: 9th grade	38%	25%
% Youth: 10th grade	17%	22%
% Youth: 11th grade	16%	21%
% Youth: 12th grade	14%	22%
% Youth: Unknown or Other	15%	10%
Total Youth with Available Grade Level Data: 723		6,802

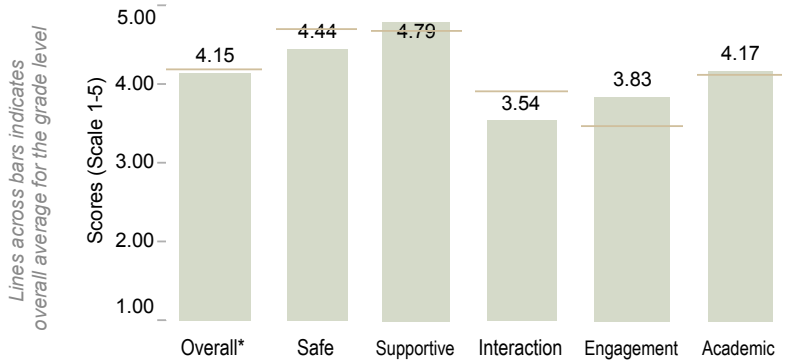
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Performing**

Assessment Tool Used: **YPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All H.S.	This Program	All H.S.
Safe Environment	6%	1%	82%	88%
Supportive Environment	0%	1%	90%	85%
Interaction	8%	8%	42%	55%
Engagement	0%	20%	38%	45%
Academic Climate	10%	11%	70%	70%
Overall*	4%	5%	70%	74%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

This program does an excellent job at providing a safe, emotionally healthy, and accommodating environment for its participants. Staff treat youth with respect and kindness, and it's clear they are invested in the youth they serve. It is evident that there is a lot of skill building happening at the program as youth are explicitly learning work readiness skills in all of the program offerings. It should be noted that YU uses industry standard language for all roles and responsibilities in their program. For example, they use the term "facilities manager" for youth in charge of setting up a space.
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Areas for Improvement

An area that could use improvement is around providing mentoring opportunities for youth during program time. During the site visit, no mentoring was observed. Providing a warm welcome is another area that could be improved. At the start of every session, staff should give a welcome of some kind to all students - hello, welcome to today's session, etc. Lastly, sharing control with youth is an area that could be better. Although staff provide many leadership opportunities for youth during programming, allowing youth to completely lead and make decisions about what to do was not observed. Staff set parameters and youth lead within the set parameters rather than youth setting parameters themselves.
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Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 68	All H.S. 15-16 N = 1,075	This Program 14-15 N = 39	All H.S. 14-15 N = 1,124
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	6%	5%	8%	5%
When I am in this program, I have had mean rumors or lies spread about me.	5%	8%	5%	5%
If someone bullies my friends or me at this program, an adult steps in to help.	85%	90%	92%	91%
I feel safe in this program.	94%	92%	97%	95%
Supportive Environment				
There is an adult at this program who cares about me.	96%	89%	92%	91%
In this program, there is an adult who wants me to do my best.	91%	93%	97%	95%
The adults here tell me what I am doing well.	97%	90%	90%	92%
The adults in this program listen to what I have to say.	96%	91%	90%	93%
Interaction				
I feel like I belong at this program.	84%	84%	79%	89%
In this program, I get to help other people.	85%	85%	85%	86%
This program helps me to make friends.	78%	83%	77%	86%
Engagement				
I am interested in what we do in this program.	90%	86%	85%	90%
In this program, I get to choose what I do and how I do it.	79%	80%	71%	82%
In this program, I try new things.	91%	86%	82%	88%
In this program, I do things that are too easy for me.	61%	52%	39%	44%

Castlemont High (Youth Uprising)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

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	This Program 15-16 N = 68	All H.S. 15-16 N = 1,075	This Program 14-15 N = 39	All H.S. 14-15 N = 1,124
Social & Emotional Learning				
When I'm in this program, I feel good about myself.	93%	89%	90%	92%
This program helps me to listen to others.	91%	88%	87%	90%
This program helps me talk about my feelings.	87%	81%	79%	83%
This program helps me get along with other people my age.	88%	85%	89%	89%
This program helps me get along with adults.	88%	83%	71%	85%
Sense of Mastery				
Since coming to this program, I am more of a leader.	88%	76%	79%	77%
This program helps me feel good about what I can do.	93%	89%	90%	92%
Since coming to this program, I am better at something that I used to think was hard.	87%	82%	82%	87%
Physical Well Being				
Since coming to this program, I exercise more.	65%	61%	82%	63%
This program helps me to learn how to be healthy.	69%	72%	82%	77%
This program helps me say "no" to things I know are wrong.	82%	82%	74%	86%
School Engagement				
Since coming to this program, I talk with my family about school more often.	75%	70%	68%	73%
This program helps me to feel like a part of my school.	85%	86%	87%	90%
Since coming to this program, I feel close to people at this school.	79%	79%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	86%	83%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	81%	78%	55%	79%
In this program, I learn more about college.	84%	85%	72%	87%
This program helps me believe I can finish high school.	90%	90%	85%	91%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	79%	86%	67%	86%
This program helps me do my homework.	70%	78%	68%	78%
This program helps me learn ways to study (like reading directions).	88%	83%	77%	83%
Since coming to this program, I know how to set goals for myself.	91%	86%	84%	88%
Community Engagement				
This program helps me to feel like a part of my community.	88%	86%	78%	87%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

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SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5. These results are from 11th graders only.

	This Program		All H.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	85	6%	1,168	25%
English Learners	13	0%	200	2%
Female	41	10%	582	41%
Male	44	2%	586	30%
Math				
All Youth	84	0%	1,159	16%
English Learners	12	0%	208	2%
Female	41	0%	577	17%
Male	43	0%	582	15%

Source: OUSD Research, Assessment and Data, October 2016.

School Day Attendance

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All H.S.
Average School Day Attendance	140	1,316
School Day Attendance Rate (%)	91%	96%
Total Youth with Available School Day Attendance: 723		5,358

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (High Schools)

Coliseum College Prep Academy (HS) (Safe Passages)

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

Program Attendance and Enrollment

	This Program 15-16	All H.S. 15-16	This Program 14-15	All H.S. 14-15
Enrollment Number of Youth Served	270	504	255	433
Enrollment: % Towards Projected				
Units of Service (UOS): Total				
UOS: % Towards Projected				

	This Program 15-16	All H.S 15-16	This Program 14-15	All H.S. 14-15
Progress Towards Attendance Target (CDE)	133%	96%	103%	78%
Average Attendance Rate	50%	42%	54%	39%
Average Days Attended	79	44	62	34

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All H.S.
% African American	12%	36%
% Asian/Pacific Islander	2%	14%
% Latino/a	86%	38%
% Native American	0%	0%
% White	0%	7%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	0%	3%

0% 20% 40% 60% 80% 100%

% Gender	This Program	All.H.S.
% Youth: Female	51%	47%
% Youth: Male	49%	53%

Source: Cityspan Attendance System, August 2016.

% English Learner	This Program	All H.S.
% English Learners (EL)	20%	23%
Total Youth with Available EL Status: 267		6,193

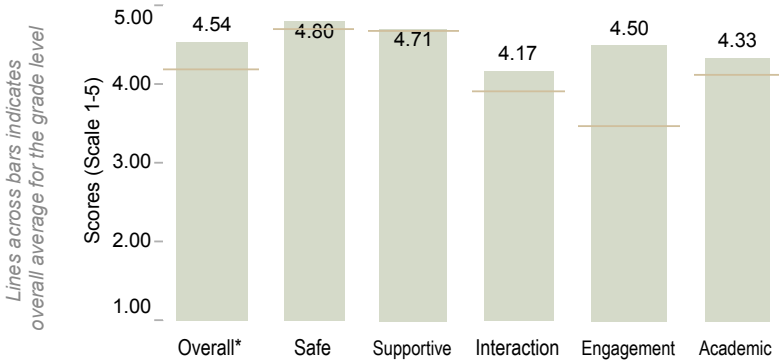
% Grade Level	This Program	All H.S
% Youth: 9th grade	28%	25%
% Youth: 10th grade	27%	22%
% Youth: 11th grade	24%	21%
% Youth: 12th grade	20%	22%
% Youth: Unknown or Other	1%	10%
Total Youth with Available Grade Level Data: 270		6,802

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Thriving**

Assessment Tool Used: **YPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All H.S.	This Program	All H.S.
Safe Environment	0%	1%	94%	88%
Supportive Environment	0%	1%	85%	85%
Interaction	8%	8%	67%	55%
Engagement	0%	20%	75%	45%
Academic Climate	0%	11%	70%	70%
Overall*	2%	5%	82%	74%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

The after-school program at CCPA HS provides youth a space to be creative and work with their peers in a safe environment. Students and staff are able to have discussions about culture, race, and their community. In the "Who's Got Bars" class, while students create nametags of nicknames they are called by, they also discussed how they got the nicknames and how it relates their personal experiences and how they express themselves. Students are given opportunities to choose a topic as a group and create a presentation to sell their product. Youth have the support from staff members if they need it. Staff members are consistent in making sure youth are given guidance in a positive manner.
--

Areas for Improvement

It is recommended that staff members give youth opportunities to mentor. This could help students build their leadership skills. It is also recommended that staff members explain expectations to students instead of giving directions of what is expected of them. For instance, there were a few students disrupting the class and the staff member told the students to "stop" and "sit down," but did not explain how their actions affect others. Another recommendation is to greet students at the start of every activity, even if students have been with the same group of people in a previous session. This could create a safe emotional space for students at the beginning of each session.
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 121	All H.S. 15-16 N = 1,075	This Program 14-15 N = 181	All H.S. 14-15 N = 1,124
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	3%	5%	10%	5%
When I am in this program, I have had mean rumors or lies spread about me.	11%	8%	12%	5%
If someone bullies my friends or me at this program, an adult steps in to help.	82%	90%	80%	91%
I feel safe in this program.	83%	92%	85%	95%
Supportive Environment				
There is an adult at this program who cares about me.	78%	89%	76%	91%
In this program, there is an adult who wants me to do my best.	90%	93%	90%	95%
The adults here tell me what I am doing well.	79%	90%	82%	92%
The adults in this program listen to what I have to say.	81%	91%	78%	93%
Interaction				
I feel like I belong at this program.	65%	84%	71%	89%
In this program, I get to help other people.	79%	85%	75%	86%
This program helps me to make friends.	70%	83%	74%	86%
Engagement				
I am interested in what we do in this program.	72%	86%	67%	90%
In this program, I get to choose what I do and how I do it.	57%	80%	64%	82%
In this program, I try new things.	73%	86%	72%	88%
In this program, I do things that are too easy for me.	47%	52%	46%	44%

Coliseum College Prep Academy (HS) (Safe Passages)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

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Social & Emotional Learning	This Program 15-16 N = 121	All H.S. 15-16 N = 1,075	This Program 14-15 N = 181	All H.S. 14-15 N = 1,124
When I'm in this program, I feel good about myself.	79%	89%	80%	92%
This program helps me to listen to others.	79%	88%	78%	90%
This program helps me talk about my feelings.	64%	81%	74%	83%
This program helps me get along with other people my age.	76%	85%	80%	89%
This program helps me get along with adults.	69%	83%	75%	85%
Sense of Mastery				
Since coming to this program, I am more of a leader.	69%	76%	63%	77%
This program helps me feel good about what I can do.	83%	89%	77%	92%
Since coming to this program, I am better at something that I used to think was hard.	74%	82%	76%	87%
Physical Well Being				
Since coming to this program, I exercise more.	40%	61%	53%	63%
This program helps me to learn how to be healthy.	52%	72%	57%	77%
This program helps me say "no" to things I know are wrong.	73%	82%	76%	86%
School Engagement				
Since coming to this program, I talk with my family about school more often.	55%	70%	65%	73%
This program helps me to feel like a part of my school.	72%	86%	75%	90%
Since coming to this program, I feel close to people at this school.	62%	79%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	66%	83%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	67%	78%	65%	79%
In this program, I learn more about college.	71%	85%	76%	87%
This program helps me believe I can finish high school.	86%	90%	80%	91%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	77%	86%	83%	86%
This program helps me do my homework.	71%	78%	73%	78%
This program helps me learn ways to study (like reading directions).	78%	83%	79%	83%
Since coming to this program, I know how to set goals for myself.	79%	86%	76%	88%
Community Engagement				
This program helps me to feel like a part of my community.	72%	86%	70%	87%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5. These results are from 11th graders only.

	This Program		All H.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	62	29%	1,168	25%
English Learners	10	0%	200	2%
Female	35	37%	582	41%
Male	27	19%	586	30%
Math				
All Youth	62	13%	1,159	16%
English Learners	10	0%	208	2%
Female	35	14%	577	17%
Male	27	11%	582	15%

Source: OUSD Research, Assessment and Data, October 2016.

School Day Attendance

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All H.S.
Average School Day Attendance	168	1,316
School Day Attendance Rate (%)	95%	96%
Total Youth with Available School Day Attendance: 270		5,358

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (High Schools)

Dewey (East Bay Asian Youth Center)

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

Program Attendance and Enrollment

	This Program 15-16	All H.S. 15-16	This Program 14-15	All H.S. 14-15
Enrollment Number of Youth Served	417	504	405	433
Enrollment: % Towards Projected				
Units of Service (UOS): Total				
UOS: % Towards Projected				

	This Program 15-16	All H.S 15-16	This Program 14-15	All H.S. 14-15
Progress Towards Attendance Target (CDE)	94%	96%	74%	78%
Average Attendance Rate	66%	42%	47%	39%
Average Days Attended	58	44	46	34

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All H.S.
% African American	40%	36%
% Asian/Pacific Islander	14%	14%
% Latino/a	44%	38%
% Native American	0%	0%
% White	1%	7%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	0%	3%

0% 10% 20% 30% 40% 50%

% Gender	This Program	All.H.S.
% Youth: Female	39%	47%
% Youth: Male	61%	53%

% English Learner	This Program	All H.S.
% English Learners (EL)	21%	23%
Total Youth with Available EL Status: 335		6,193

% Grade Level	This Program	All H.S
% Youth: 9th grade	0%	25%
% Youth: 10th grade	3%	22%
% Youth: 11th grade	13%	21%
% Youth: 12th grade	64%	22%
% Youth: Unknown or Other	20%	10%
Total Youth with Available Grade Level Data: 417		6,802

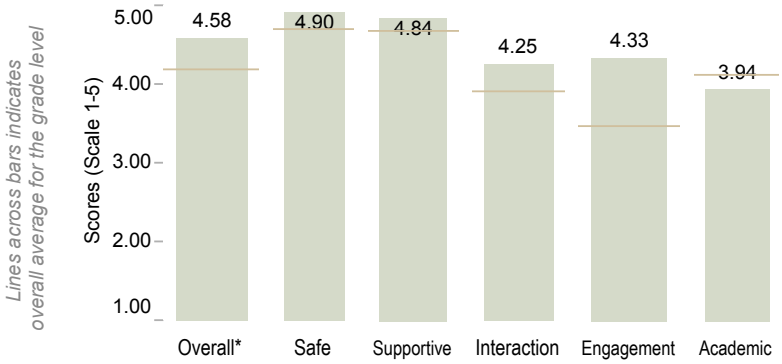
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Thriving**

Assessment Tool Used: **YPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All H.S.	This Program	All H.S.
Safe Environment	0%	1%	94%	88%
Supportive Environment	0%	1%	90%	85%
Interaction	8%	8%	75%	55%
Engagement	0%	20%	63%	45%
Academic Climate	10%	11%	60%	70%
Overall*	2%	5%	84%	74%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

1. All staff members were consistently warm and respectful of youth.
2. Youth had opportunities to work cooperatively while being engaged with materials or ideas. This was especially strong in the Youth Action Team. Students were split up into pairs and worked together to follow through with the instructions and materials provided to them.
3. Staff shared control of the activity with youth, acting as a guide and monitoring the progress of each of the small groups or big group discussions.
--

Areas for Improvement

1. No mentoring opportunities were observed. It is suggested the staff members explicitly encourage youth to help their peers.
2. Staff should consider asking questions to tie in the current activity to school day learning. It is suggested that this practice can help youth make better connections with what they learn in the after school program and what they learn during the school day.
--

Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 98	All H.S. 15-16 N = 1,075	This Program 14-15 N = 38	All H.S. 14-15 N = 1,124
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	4%	5%	0%	5%
When I am in this program, I have had mean rumors or lies spread about me.	8%	8%	3%	5%
If someone bullies my friends or me at this program, an adult steps in to help.	93%	90%	95%	91%
I feel safe in this program.	89%	92%	100%	95%
Supportive Environment				
There is an adult at this program who cares about me.	86%	89%	95%	91%
In this program, there is an adult who wants me to do my best.	90%	93%	97%	95%
The adults here tell me what I am doing well.	95%	90%	89%	92%
The adults in this program listen to what I have to say.	90%	91%	100%	93%
Interaction				
I feel like I belong at this program.	88%	84%	95%	89%
In this program, I get to help other people.	82%	85%	79%	86%
This program helps me to make friends.	81%	83%	84%	86%
Engagement				
I am interested in what we do in this program.	87%	86%	89%	90%
In this program, I get to choose what I do and how I do it.	84%	80%	68%	82%
In this program, I try new things.	84%	86%	92%	88%
In this program, I do things that are too easy for me.	66%	52%	50%	44%

Dewey (East Bay Asian Youth Center)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

..

Social & Emotional Learning	This Program 15-16 N = 98	All H.S. 15-16 N = 1,075	This Program 14-15 N = 38	All H.S. 14-15 N = 1,124
When I'm in this program, I feel good about myself.	88%	89%	92%	92%
This program helps me to listen to others.	90%	88%	97%	90%
This program helps me talk about my feelings.	84%	81%	84%	83%
This program helps me get along with other people my age.	91%	85%	95%	89%
This program helps me get along with adults.	88%	83%	87%	85%
Sense of Mastery				
Since coming to this program, I am more of a leader.	77%	76%	68%	77%
This program helps me feel good about what I can do.	90%	89%	97%	92%
Since coming to this program, I am better at something that I used to think was hard.	82%	82%	89%	87%
Physical Well Being				
Since coming to this program, I exercise more.	77%	61%	63%	63%
This program helps me to learn how to be healthy.	74%	72%	62%	77%
This program helps me say "no" to things I know are wrong.	87%	82%	79%	86%
School Engagement				
Since coming to this program, I talk with my family about school more often.	74%	70%	68%	73%
This program helps me to feel like a part of my school.	87%	86%	86%	90%
Since coming to this program, I feel close to people at this school.	81%	79%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	89%	83%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	85%	78%	79%	79%
In this program, I learn more about college.	87%	85%	82%	87%
This program helps me believe I can finish high school.	90%	90%	92%	91%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	92%	86%	84%	86%
This program helps me do my homework.	85%	78%	59%	78%
This program helps me learn ways to study (like reading directions).	91%	83%	69%	83%
Since coming to this program, I know how to set goals for myself.	86%	86%	92%	88%
Community Engagement				
This program helps me to feel like a part of my community.	92%	86%	86%	87%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5. These results are from 11th graders only.

	This Program		All H.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	31	0%	1,168	25%
English Learners	5		200	2%
Female	10	0%	582	41%
Male	21	0%	586	30%
Math				
All Youth	30	0%	1,159	16%
English Learners	6	0%	208	2%
Female	10	0%	577	17%
Male	20	0%	582	15%

Source: OUSD Research, Assessment and Data, October 2016.

School Day Attendance

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All H.S.
Average School Day Attendance	0	1,316
School Day Attendance Rate (%)	0%	96%
Total Youth with Available School Day Attendance: 0		5,358

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (High Schools)

Fremont Federation High School (Alternatives in Action)

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

Program Attendance and Enrollment

	This Program 15-16	All H.S. 15-16	This Program 14-15	All H.S. 14-15
Enrollment Number of Youth Served	809	504	826	433
Enrollment: % Towards Projected				
Units of Service (UOS): Total				
UOS: % Towards Projected				

	This Program 15-16	All H.S 15-16	This Program 14-15	All H.S. 14-15
Progress Towards Attendance Target (CDE)	70%	96%	75%	78%
Average Attendance Rate	32%	42%	33%	39%
Average Days Attended	13	44	11	34

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All H.S.
% African American	26%	36%
% Asian/Pacific Islander	10%	14%
% Latino/a	60%	38%
% Native American	0%	0%
% White	1%	7%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	2%	3%

0% 20% 40% 60%

% Gender	This Program	All.H.S.
% Youth: Female	44%	47%
% Youth: Male	56%	53%

% English Learner	This Program	All H.S.
% English Learners (EL)	41%	23%
Total Youth with Available EL Status: 739		6,193

% Grade Level	This Program	All H.S
% Youth: 9th grade	30%	25%
% Youth: 10th grade	28%	22%
% Youth: 11th grade	20%	21%
% Youth: 12th grade	13%	22%
% Youth: Unknown or Other	9%	10%
Total Youth with Available Grade Level Data: 809		6,802

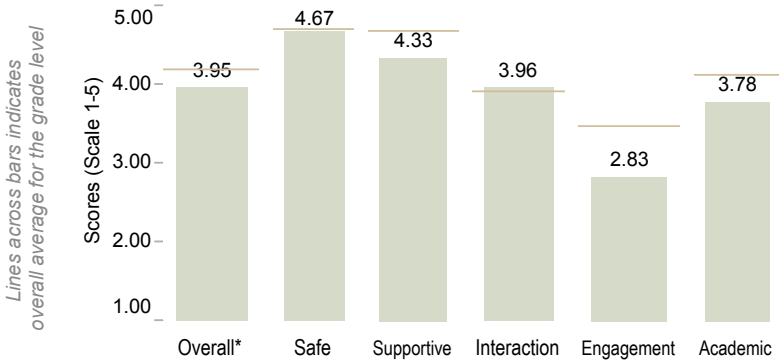
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Performing**

Assessment Tool Used: **YPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All H.S.	This Program	All H.S.
Safe Environment	0%	1%	82%	88%
Supportive Environment	5%	1%	74%	85%
Interaction	0%	8%	50%	55%
Engagement	38%	20%	50%	45%
Academic Climate	30%	11%	70%	70%
Overall*	7%	5%	68%	74%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

1. All classes started with a structured icebreaker and ended with reflection.
2. Youth shared control of the program with staff, often leading the icebreakers and reflection as well as the agenda. This practice was especially strong in FIRST Mentors.
3. All staff were actively engaged with youth the entire time and youth were given opportunities to talk about what they were doing.
--

Areas for Improvement

1. No planning was observed. Staff may wish to consider having youth help plan out the steps to an activity before partaking.
2. Staff may want to incorporate more opportunities for youth to make choices during all activities.
3. Staff should consider asking questions to tie in the current activity to previous activities as well as school day learning.
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Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 64	All H.S. 15-16 N = 1,075	This Program 14-15 N = 64	All H.S. 14-15 N = 1,124
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	11%	5%	8%	5%
When I am in this program, I have had mean rumors or lies spread about me.	17%	8%	10%	5%
If someone bullies my friends or me at this program, an adult steps in to help.	94%	90%	94%	91%
I feel safe in this program.	95%	92%	95%	95%
Supportive Environment				
There is an adult at this program who cares about me.	92%	89%	95%	91%
In this program, there is an adult who wants me to do my best.	97%	93%	95%	95%
The adults here tell me what I am doing well.	91%	90%	87%	92%
The adults in this program listen to what I have to say.	95%	91%	92%	93%
Interaction				
I feel like I belong at this program.	87%	84%	97%	89%
In this program, I get to help other people.	92%	85%	90%	86%
This program helps me to make friends.	84%	83%	89%	86%
Engagement				
I am interested in what we do in this program.	89%	86%	92%	90%
In this program, I get to choose what I do and how I do it.	77%	80%	83%	82%
In this program, I try new things.	95%	86%	94%	88%
In this program, I do things that are too easy for me.	56%	52%	61%	44%

Fremont Federation High School (Alternatives in Action)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

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Social & Emotional Learning	This Program 15-16 N = 64	All H.S. 15-16 N = 1,075	This Program 14-15 N = 64	All H.S. 14-15 N = 1,124
When I'm in this program, I feel good about myself.	86%	89%	95%	92%
This program helps me to listen to others.	92%	88%	97%	90%
This program helps me talk about my feelings.	78%	81%	86%	83%
This program helps me get along with other people my age.	86%	85%	88%	89%
This program helps me get along with adults.	84%	83%	92%	85%
Sense of Mastery				
Since coming to this program, I am more of a leader.	77%	76%	90%	77%
This program helps me feel good about what I can do.	88%	89%	97%	92%
Since coming to this program, I am better at something that I used to think was hard.	88%	82%	87%	87%
Physical Well Being				
Since coming to this program, I exercise more.	56%	61%	61%	63%
This program helps me to learn how to be healthy.	80%	72%	75%	77%
This program helps me say "no" to things I know are wrong.	80%	82%	91%	86%
School Engagement				
Since coming to this program, I talk with my family about school more often.	58%	70%	72%	73%
This program helps me to feel like a part of my school.	84%	86%	95%	90%
Since coming to this program, I feel close to people at this school.	75%	79%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	86%	83%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	89%	78%	92%	79%
In this program, I learn more about college.	91%	85%	92%	87%
This program helps me believe I can finish high school.	94%	90%	97%	91%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	83%	86%	81%	86%
This program helps me do my homework.	78%	78%	69%	78%
This program helps me learn ways to study (like reading directions).	86%	83%	84%	83%
Since coming to this program, I know how to set goals for myself.	86%	86%	90%	88%
Community Engagement				
This program helps me to feel like a part of my community.	87%	86%	95%	87%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5. These results are from 11th graders only.

	This Program		All H.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	135	19%	1,168	25%
English Learners	46	0%	200	2%
Female	66	24%	582	41%
Male	69	13%	586	30%
Math				
All Youth	130	4%	1,159	16%
English Learners	44	2%	208	2%
Female	63	3%	577	17%
Male	67	4%	582	15%

Source: OUSD Research, Assessment and Data, October 2016.

School Day Attendance

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All H.S.
Average School Day Attendance	167	1,316
School Day Attendance Rate (%)	98%	96%
Total Youth with Available School Day Attendance: 809		5,358

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (High Schools)

Life Academy (HS) (Alternatives in Action)

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

Program Attendance and Enrollment

	This Program 15-16	All H.S. 15-16	This Program 14-15	All H.S. 14-15
Enrollment Number of Youth Served	850	504	823	433
Enrollment: % Towards Projected	131%		127%	127%
Units of Service (UOS): Total	93,340		95,411	95,411
UOS: % Towards Projected	95%		114%	114%

	This Program 15-16	All H.S 15-16	This Program 14-15	All H.S. 14-15
Progress Towards Attendance Target (CDE)	111%	96%	96%	78%
Average Attendance Rate	58%	42%	58%	39%
Average Days Attended	70	44	54	34

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All H.S.
% African American	8%	36%
% Asian/Pacific Islander	7%	14%
% Latino/a	81%	38%
% Native American	0%	0%
% White	1%	7%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	3%	3%

0% 20% 40% 60% 80%

% Gender	This Program	All.H.S.
% Youth: Female	47%	47%
% Youth: Male	53%	53%

% English Learner	This Program	All H.S.
% English Learners (EL)	19%	23%
Total Youth with Available EL Status: 273		6,193

% Grade Level	This Program	All H.S
% Youth: 9th grade	22%	25%
% Youth: 10th grade	26%	22%
% Youth: 11th grade	22%	21%
% Youth: 12th grade	22%	22%
% Youth: Unknown or Other	8%	10%
Total Youth with Available Grade Level Data: 286		6,802

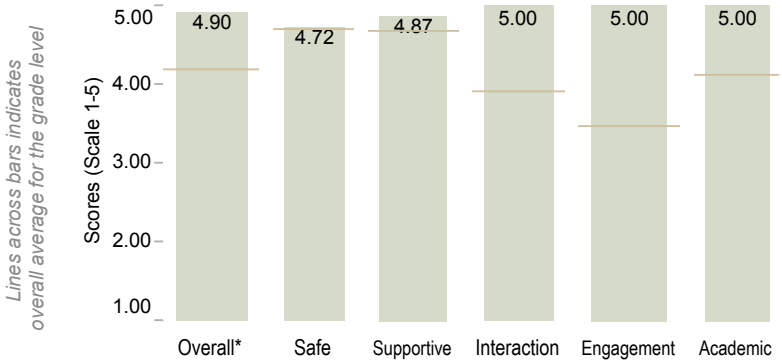
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Thriving**

Assessment Tool Used: **YPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All H.S.	This Program	All H.S.
Safe Environment	0%	1%	89%	88%
Supportive Environment	0%	1%	95%	85%
Interaction	0%	8%	100%	55%
Engagement	0%	20%	100%	45%
Academic Climate	0%	11%	100%	70%
Overall*	0%	5%	95%	74%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

1. Interaction: Leadership, Item 3 a. PQA: Staff provides all youth one or more opportunities to lead a group (e.g., teach others; lead a discussion, song, project, event, outing or other activity). i. Throughout all the sessions and time of observation, youth took turns leading activities or parts of an activity. A youth led the icebreaker in the opening check-in. In STEM, youth led check-in and took lead in roles in groups.
2. Interaction: Adult Partners, Item 1 a. PQA: Staff shares control of most activities with youth, providing guidance and facilitation while retaining overall responsibility (e.g., staff uses youth leaders, semiautonomous small groups or individually guided activities). i. In STEM, youth led check-in and co-facilitated curriculum. In art, youth co-led reflection.
3. Engagement: Reflection, Item 1 a. PQA: Staff engages all youth in an intentional process of reflecting on what they have done (e.g., writing in journals; reviewing minutes; sharing progress, accomplishments or feelings about the experience). i. In Art, youth co-led a "plus/delta" wrote on board and orally discussed. Staff then led the second part of reflection by having all youth chose another classmates' art and speak about what they appreciated/resonated.
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Areas for Improvement

1. Safe Environment: Emotional Safety, Item 1 a. PQA: The emotional climate of the session is neutral or characterized by both positive and negative behaviors. i. As students came in the room for check in, students gathered to sit. Student, "What the fu*ck?" One student pushed another student. Student, "Oh my fu*ckin' God" when another one was leading the icebreaker. Staff "Go to program." Student, "Uhh,"-one of the students shut the light off. Student leading icebreaker "If you didn't hear (student's name) than you weren't listening because you were running your mouth." ii. In contrast, there are positive behaviors in the other sessions. Staff was asking student about their binder and when mistaken, apologized to student. Student "Can I share your algebra book?" Student replies with a nod. Student (referred to as 'cultural keeper' asked one of the classmates to be quiet while another classmate was talking. In art, a student complemented another student for their use of an art technique. iii. To score a 5, the program environment/sessions must predominantly positive (e.g., mutually respectful, relaxed, supportive; characterized by teamwork, etc.)
2. Safe Environment: Emergency Preparedness, Item 1 a. PQA: Written emergency procedures are not posted, but staff is able to locate them. i. Although written procedures were available in check-in/program office space, the rest of the classrooms/session spaces did not have written procedures neither posted nor available for view. To score a 5, written procedures must be posted in program spaces in plain view.
3. Supportive Environment: Warm Welcome, Item 1 a. PQA: Some youth are greeted by staff as they arrive or at the start of the session. i. Some staff greeted some youth as youth walked in for check in at the start of program.
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Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 75	All H.S. 15-16 N = 1,075	This Program 14-15 N = 76	All H.S. 14-15 N = 1,124
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	3%	5%	14%	5%
When I am in this program, I have had mean rumors or lies spread about me.	4%	8%	11%	5%
If someone bullies my friends or me at this program, an adult steps in to help.	92%	90%	80%	91%
I feel safe in this program.	89%	92%	89%	95%
Supportive Environment				
There is an adult at this program who cares about me.	88%	89%	88%	91%
In this program, there is an adult who wants me to do my best.	91%	93%	96%	95%
The adults here tell me what I am doing well.	86%	90%	87%	92%
The adults in this program listen to what I have to say.	91%	91%	87%	93%
Interaction				
I feel like I belong at this program.	85%	84%	87%	89%
In this program, I get to help other people.	78%	85%	88%	86%
This program helps me to make friends.	73%	83%	80%	86%
Engagement				
I am interested in what we do in this program.	77%	86%	91%	90%
In this program, I get to choose what I do and how I do it.	79%	80%	75%	82%
In this program, I try new things.	92%	86%	87%	88%
In this program, I do things that are too easy for me.	49%	52%	53%	44%

Life Academy (HS) (Alternatives in Action)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

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Social & Emotional Learning	This Program 15-16 N = 75	All H.S. 15-16 N = 1,075	This Program 14-15 N = 76	All H.S. 14-15 N = 1,124
When I'm in this program, I feel good about myself.	82%	89%	87%	92%
This program helps me to listen to others.	81%	88%	87%	90%
This program helps me talk about my feelings.	74%	81%	71%	83%
This program helps me get along with other people my age.	75%	85%	87%	89%
This program helps me get along with adults.	77%	83%	79%	85%
Sense of Mastery				
Since coming to this program, I am more of a leader.	66%	76%	72%	77%
This program helps me feel good about what I can do.	81%	89%	92%	92%
Since coming to this program, I am better at something that I used to think was hard.	76%	82%	72%	87%
Physical Well Being				
Since coming to this program, I exercise more.	55%	61%	69%	63%
This program helps me to learn how to be healthy.	70%	72%	84%	77%
This program helps me say "no" to things I know are wrong.	78%	82%	82%	86%
School Engagement				
Since coming to this program, I talk with my family about school more often.	60%	70%	64%	73%
This program helps me to feel like a part of my school.	79%	86%	87%	90%
Since coming to this program, I feel close to people at this school.	66%	79%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	75%	83%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	71%	78%	57%	79%
In this program, I learn more about college.	72%	85%	77%	87%
This program helps me believe I can finish high school.	83%	90%	85%	91%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	80%	86%	74%	86%
This program helps me do my homework.	74%	78%	66%	78%
This program helps me learn ways to study (like reading directions).	64%	83%	71%	83%
Since coming to this program, I know how to set goals for myself.	71%	86%	85%	88%
Community Engagement				
This program helps me to feel like a part of my community.	79%	86%	85%	87%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5. These results are from 11th graders only.

	This Program		All H.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	62	63%	1,168	25%
English Learners	11	0%	200	2%
Female	35	71%	582	41%
Male	27	52%	586	30%
Math				
All Youth	62	24%	1,159	16%
English Learners	11	0%	208	2%
Female	35	29%	577	17%
Male	27	19%	582	15%

Source: OUSD Research, Assessment and Data, October 2016.

School Day Attendance

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All H.S.
Average School Day Attendance	174	1,316
School Day Attendance Rate (%)	98%	96%
Total Youth with Available School Day Attendance: 286		5,358

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (High Schools)

McClymonds (Alternatives in Action)

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

Program Attendance and Enrollment

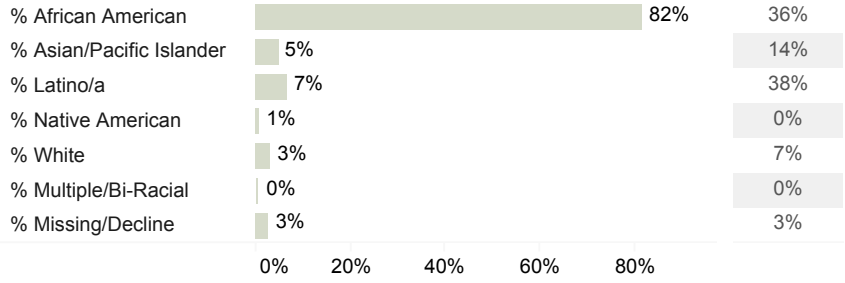
	This Program 15-16	All H.S. 15-16	This Program 14-15	All H.S. 14-15
Enrollment Number of Youth Served	850	504	823	433
Enrollment: % Towards Projected	131%	131%	127%	127%
Units of Service (UOS): Total	93,340	46,670	95,411	95,411
UOS: % Towards Projected	95%	95%	114%	114%

	This Program 15-16	All H.S 15-16	This Program 14-15	All H.S. 14-15
Progress Towards Attendance Target (CDE)	105%	96%	81%	78%
Average Attendance Rate	35%	42%	33%	39%
Average Days Attended	39	44	36	34

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity



% Gender	This Program	All.H.S.
% Youth: Female	47%	47%
% Youth: Male	53%	53%

% English Learner	This Program	All H.S.
% English Learners (EL)	6%	23%
Total Youth with Available EL Status: 326		6,193

% Grade Level	This Program	All H.S
% Youth: 9th grade	26%	25%
% Youth: 10th grade	22%	22%
% Youth: 11th grade	23%	21%
% Youth: 12th grade	13%	22%
% Youth: Unknown or Other	16%	10%
Total Youth with Available Grade Level Data: 386		6,802

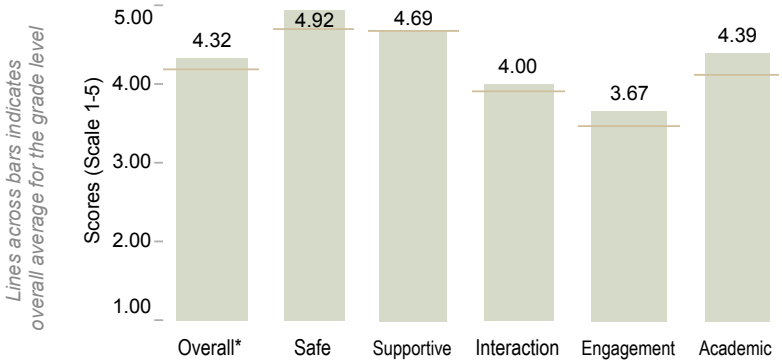
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Performing**

Assessment Tool Used: **YPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All H.S.	This Program	All H.S.
Safe Environment	0%	1%	94%	88%
Supportive Environment	0%	1%	85%	85%
Interaction	0%	8%	50%	55%
Engagement	0%	20%	25%	45%
Academic Climate	0%	11%	70%	70%
Overall*	0%	5%	72%	74%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

1. Supportive Environment: Skill Building, Item 3 a. PQA: Staff models skills for all youth. i. In all activities observed, staff took multiple opportunities to model skills or tasks for youth.
2. Supportive Environment: Encouragement, Item 3 a. PQA: Staff is almost always actively involved with youth (e.g., they provide directions, answer questions, work as partners or team members, check in with individuals or small groups). i. In all activities, staff was engaged with youth. Music staff with youth in circle; Dance staff danced with students, Career: Staff sat at table with you; STEM, staff walked around and engaged with youth individually multiple times.
3. Interaction: Belonging, Item 1 a. PQA: Staff provides structured opportunities with the purpose of helping
youth get to know each other (e.g., there are team- building activities, introductions, personal updates, welcomes of new group members, icebreakers). i. Music: In the introduction, staff asked students to share a place they would like to visit or vacation to one day. Each student and staff shared.
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Areas for Improvement

1. Safe Environment: Emotional Safety, Item 1 a. PQA: The emotional climate of the session is neutral or characterized by both positive and negative behaviors. To score a 5, emotional climate must be characterized with mutual respect. i. The climate had both positive and negative behaviors 1. Student, “I agree with what (Student) said..” Staff: “I want us to be real and authentic.” 2. Student to another student “I don’t give a f*ck!” Youth asked another student, “Why I gotta’ stay here?”
2. Supportive Environment: Warm Welcome, Item 1 a. PQA: Some youth are greeted by staff as they arrive or at the start of the session. i. During observation, staff greets some students and some are not greeted. To score a 5, all students must be greeted by staff as they arrive or at the start of the session.
3. Supportive Environment: Active Engagement, Item 2 a. PQA: Staff provides some youth a structured opportunity to talk about (or otherwise communicate) what they are doing and what they are thinking about to others (e.g, staff asks some youth to explain what they are doing or why, staff has half the youth explain their art project to someone else). i. During observations, only one of the observed activities, students were provided an opportunity to discuss and communicate what they were doing. Site score is an average of the three activities. To score a 5, all students must be provided a structured opportunity to communicate what they are doing.
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Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 74	All H.S. 15-16 N = 1,075	This Program 14-15 N = 185	All H.S. 14-15 N = 1,124
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	10%	5%	3%	5%
When I am in this program, I have had mean rumors or lies spread about me.	16%	8%	3%	5%
If someone bullies my friends or me at this program, an adult steps in to help.	82%	90%	99%	91%
I feel safe in this program.	88%	92%	98%	95%
Supportive Environment				
There is an adult at this program who cares about me.	86%	89%	99%	91%
In this program, there is an adult who wants me to do my best.	89%	93%	98%	95%
The adults here tell me what I am doing well.	90%	90%	99%	92%
The adults in this program listen to what I have to say.	86%	91%	99%	93%
Interaction				
I feel like I belong at this program.	76%	84%	98%	89%
In this program, I get to help other people.	88%	85%	99%	86%
This program helps me to make friends.	84%	83%	98%	86%
Engagement				
I am interested in what we do in this program.	85%	86%	98%	90%
In this program, I get to choose what I do and how I do it.	82%	80%	98%	82%
In this program, I try new things.	91%	86%	99%	88%
In this program, I do things that are too easy for me.	64%	52%	54%	44%

McClymonds (Alternatives in Action)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

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	This Program 15-16 N = 74	All H.S. 15-16 N = 1,075	This Program 14-15 N = 185	All H.S. 14-15 N = 1,124
Social & Emotional Learning				
When I'm in this program, I feel good about myself.	88%	89%	98%	92%
This program helps me to listen to others.	78%	88%	97%	90%
This program helps me talk about my feelings.	80%	81%	98%	83%
This program helps me get along with other people my age.	77%	85%	97%	89%
This program helps me get along with adults.	78%	83%	97%	85%
Sense of Mastery				
Since coming to this program, I am more of a leader.	85%	76%	97%	77%
This program helps me feel good about what I can do.	79%	89%	99%	92%
Since coming to this program, I am better at something that I used to think was hard.	84%	82%	98%	87%
Physical Well Being				
Since coming to this program, I exercise more.	76%	61%	56%	63%
This program helps me to learn how to be healthy.	77%	72%	97%	77%
This program helps me say "no" to things I know are wrong.	85%	82%	98%	86%
School Engagement				
Since coming to this program, I talk with my family about school more often.	76%	70%	96%	73%
This program helps me to feel like a part of my school.	78%	86%	97%	90%
Since coming to this program, I feel close to people at this school.	81%	79%		
Since coming to this program, I am happy to be at this school.	75%	83%		
College & Career Readiness			Not asked in the 2014-15 survey.	
In this program, I learn of jobs I can have when I grow up.	81%	78%	99%	79%
In this program, I learn more about college.	86%	85%	99%	87%
This program helps me believe I can finish high school.	84%	90%	98%	91%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	88%	86%	99%	86%
This program helps me do my homework.	72%	78%	97%	78%
This program helps me learn ways to study (like reading directions).	84%	83%	98%	83%
Since coming to this program, I know how to set goals for myself.	84%	86%	98%	88%
Community Engagement				
This program helps me to feel like a part of my community.	85%	86%	98%	87%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

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Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5. These results are from 11th graders only.

	This Program		All H.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	50	28%	1,168	25%
English Learners	1		200	2%
Female	31	29%	582	41%
Male	19	26%	586	30%
Math				
All Youth	48	6%	1,159	16%
English Learners	1		208	2%
Female	30	7%	577	17%
Male	18	6%	582	15%

Source: OUSD Research, Assessment and Data, October 2016.

School Day Attendance

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All H.S.
Average School Day Attendance	157	1,316
School Day Attendance Rate (%)	96%	96%
Total Youth with Available School Day Attendance: 386		5,358

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (High Schools)

Met West (East Bay Asian Youth Center)

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

Program Attendance and Enrollment

	This Program 15-16	All H.S. 15-16	This Program 14-15	All H.S. 14-15
Enrollment Number of Youth Served	168	504	168	433
Enrollment: % Towards Projected		131%		
Units of Service (UOS): Total		46,670		
UOS: % Towards Projected		95%		

	This Program 15-16	All H.S 15-16	This Program 14-15	All H.S. 14-15
Progress Towards Attendance Target (CDE)	119%	96%	113%	78%
Average Attendance Rate	77%	42%	74%	39%
Average Days Attended	132	44	124	34

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All H.S.
% African American	27%	36%
% Asian/Pacific Islander	7%	14%
% Latino/a	57%	38%
% Native American	1%	0%
% White	7%	7%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	2%	3%

0% 20% 40% 60%

% Gender	This Program	All.H.S.
% Youth: Female	55%	47%
% Youth: Male	45%	53%

Source: Cityspan Attendance System, August 2016.

% English Learner	This Program	All H.S.
% English Learners (EL)	12%	23%
Total Youth with Available EL Status: 165		6,193

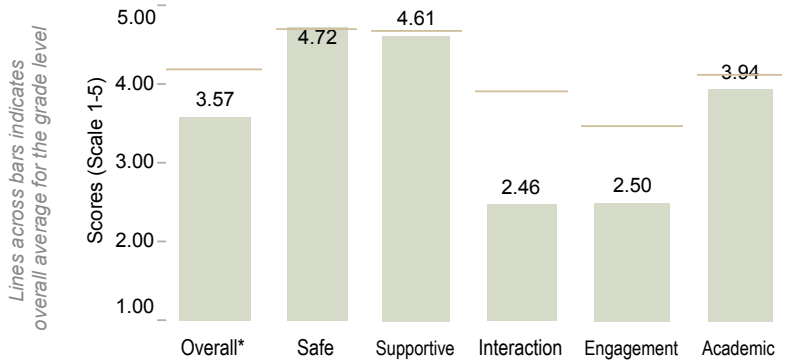
% Grade Level	This Program	All H.S
% Youth: 9th grade	24%	25%
% Youth: 10th grade	26%	22%
% Youth: 11th grade	24%	21%
% Youth: 12th grade	24%	22%
% Youth: Unknown or Other	2%	10%
Total Youth with Available Grade Level Data: 168		6,802

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Performing**

Assessment Tool Used: **YPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All H.S.	This Program	All H.S.
Safe Environment	0%	1%	88%	88%
Supportive Environment	0%	1%	80%	85%
Interaction	50%	8%	17%	55%
Engagement	63%	20%	25%	45%
Academic Climate	10%	11%	60%	70%
Overall*	20%	5%	61%	74%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

1. This program provides youth with a lot of choice, such as the activities they would like to do as well as the process in which to do them. In Art, youth were given choices between many different art projects they could work on.
2. Staff did a good job of frequently asking open-ended questions and encouraging youth to analyze and make connections, especially in Raza Culture.
3. This program had strong session flow, with activities starting and ending on time, as well as staff having all the materials ready when class began.

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Areas for Improvement

1. The only reflection observed was informal. Youth were asked how the previous exercises would help them with their drawings, but youth did not answer. This program could benefit by incorporating more structured reflection opportunities into the end of each activity to give all youth the opportunity to reflect on what they have done during class.
2. No opportunities for youth to plan were observed. Staff could incorporate this by having youth plan out what project they will make in Art class or brainstorming the best way to prune the trees in gardening.
3. No youth leadership or mentorship opportunities were observed. Youth primarily worked individually. Staff could consider having youth lead an icebreaker or having students who are more experience with certain subjects (such as the Advanced Art students) help their peers.

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Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 88	All H.S. 15-16 N = 1,075	This Program 14-15 N = 97	All H.S. 14-15 N = 1,124
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	0%	5%	0%	5%
When I am in this program, I have had mean rumors or lies spread about me.	7%	8%	2%	5%
If someone bullies my friends or me at this program, an adult steps in to help.	93%	90%	95%	91%
I feel safe in this program.	94%	92%	99%	95%
Supportive Environment				
There is an adult at this program who cares about me.	91%	89%	96%	91%
In this program, there is an adult who wants me to do my best.	95%	93%	99%	95%
The adults here tell me what I am doing well.	90%	90%	98%	92%
The adults in this program listen to what I have to say.	97%	91%	97%	93%
Interaction				
I feel like I belong at this program.	97%	84%	92%	89%
In this program, I get to help other people.	81%	85%	88%	86%
This program helps me to make friends.	91%	83%	89%	86%
Engagement				
I am interested in what we do in this program.	94%	86%	96%	90%
In this program, I get to choose what I do and how I do it.	80%	80%	78%	82%
In this program, I try new things.	80%	86%	94%	88%
In this program, I do things that are too easy for me.	57%	52%	39%	44%

Met West (East Bay Asian Youth Center)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

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Social & Emotional Learning	This Program 15-16 N = 88	All H.S. 15-16 N = 1,075	This Program 14-15 N = 97	All H.S. 14-15 N = 1,124
When I'm in this program, I feel good about myself.	95%	89%	97%	92%
This program helps me to listen to others.	94%	88%	92%	90%
This program helps me talk about my feelings.	91%	81%	88%	83%
This program helps me get along with other people my age.	89%	85%	93%	89%
This program helps me get along with adults.	91%	83%	92%	85%
Sense of Mastery				
Since coming to this program, I am more of a leader.	73%	76%	82%	77%
This program helps me feel good about what I can do.	93%	89%	98%	92%
Since coming to this program, I am better at something that I used to think was hard.	82%	82%	92%	87%
Physical Well Being				
Since coming to this program, I exercise more.	66%	61%	70%	63%
This program helps me to learn how to be healthy.	84%	72%	85%	77%
This program helps me say "no" to things I know are wrong.	88%	82%	94%	86%
School Engagement				
Since coming to this program, I talk with my family about school more often.	83%	70%	68%	73%
This program helps me to feel like a part of my school.	94%	86%	97%	90%
Since coming to this program, I feel close to people at this school.	90%	79%		
Since coming to this program, I am happy to be at this school.	91%	83%	Not asked in the 2014-15 survey.	
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	91%	78%	87%	79%
In this program, I learn more about college.	88%	85%	88%	87%
This program helps me believe I can finish high school.	97%	90%	96%	91%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	70%	86%	93%	86%
This program helps me do my homework.	69%	78%	71%	78%
This program helps me learn ways to study (like reading directions).	70%	83%	80%	83%
Since coming to this program, I know how to set goals for myself.	82%	86%	86%	88%
Community Engagement				
This program helps me to feel like a part of my community.	91%	86%	89%	87%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5. These results are from 11th graders only.

	This Program		All H.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	26	12%	1,168	25%
English Learners	0		200	2%
Female	13	23%	582	41%
Male	13	0%	586	30%
Math				
All Youth	27	7%	1,159	16%
English Learners	1		208	2%
Female	13	15%	577	17%
Male	14	0%	582	15%

Source: OUSD Research, Assessment and Data, October 2016.

School Day Attendance

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All H.S.
Average School Day Attendance	0	1,316
School Day Attendance Rate (%)	0%	96%
Total Youth with Available School Day Attendance: 0		5,358

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (High Schools)

Oakland High (East Bay Asian Youth Center)

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

Program Attendance and Enrollment

	This Program 15-16	All H.S. 15-16	This Program 14-15	All H.S. 14-15
Enrollment Number of Youth Served	764	504	759	433
Enrollment: % Towards Projected				
Units of Service (UOS): Total				
UOS: % Towards Projected				

	This Program 15-16	All H.S 15-16	This Program 14-15	All H.S. 14-15
Progress Towards Attendance Target (CDE)	85%	96%	92%	78%
Average Attendance Rate	35%	42%	38%	39%
Average Days Attended	18	44	23	34

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All H.S.
% African American	45%	36%
% Asian/Pacific Islander	28%	14%
% Latino/a	22%	38%
% Native American	0%	0%
% White	2%	7%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	3%	3%

0% 10% 20% 30% 40% 50%

% Gender	This Program	All.H.S.
% Youth: Female	48%	47%
% Youth: Male	52%	53%

% English Learner	This Program	All H.S.
% English Learners (EL)	19%	23%
Total Youth with Available EL Status: 718		6,193

% Grade Level	This Program	All H.S
% Youth: 9th grade	28%	25%
% Youth: 10th grade	25%	22%
% Youth: 11th grade	20%	21%
% Youth: 12th grade	21%	22%
% Youth: Unknown or Other	6%	10%
Total Youth with Available Grade Level Data: 764		6,802

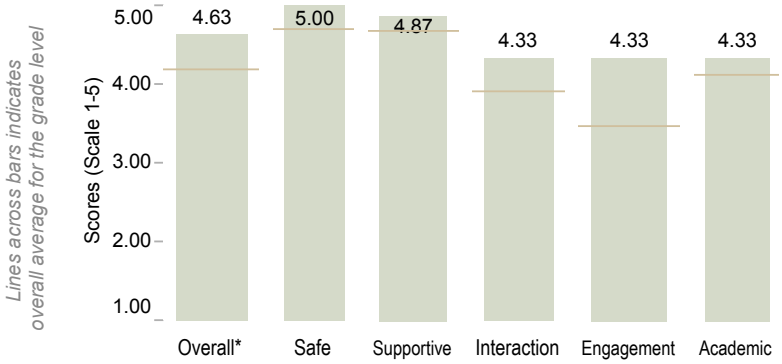
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Thriving**

Assessment Tool Used: **YPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All H.S.	This Program	All H.S.
Safe Environment	0%	1%	100%	88%
Supportive Environment	0%	1%	95%	85%
Interaction	0%	8%	67%	55%
Engagement	0%	20%	75%	45%
Academic Climate	10%	11%	80%	70%
Overall*	0%	5%	88%	74%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

The Oakland High after school program provides youth with a variety of enriching activities. Notable areas of strengths from observed activities include: 1) FRESH - The session observed was focused on synthesizing information using the Cornell note taking method. During the session, staff modeled and broke down the method and youth had a chance to practice the method by watching a video on a topic they chose in a prior session. In the course of the practice, staff closely tracked youths' reactions and paused the video for group discussion when youth had questions. These practices support youths' development of academic skills and supports active engagement with the content. 2) District 9 - This group focuses on issues around female-empowerment, which was evident in the check-in portion of the session where staff and youth discussed "self-worth, self-esteem." In the course of the conversation, staff employed the use of an equitable system to determine turns for each person to share their thoughts. Staff used open-ended questions to encourage youth to be clear about their feelings and opinions. This was one of the first few sessions for this cohort of youth and staff was explicit about co-creating group norms and agreements in this session to guide the way they would interact in this activity. 3) PASS-2 Peer Mentoring - The youth in this activity demonstrated exceptional leadership in the course of practicing one of the workshops that they would then facilitate with other youth (Keys Workshop). Staff shared control of the activity with youth, acting as a guide and monitoring the progress of each of the small groups as they practiced their mentorship, facilitation and leadership skills. It was evident in observing the closing reflection/appreciations that youth felt a high level of ownership over their session and supported each other through explicit appreciations and through honoring their group agreements. Staff used many clear structures to facilitate such a strong activity, such as clearly posted roles and agendas, clearly defined goals for youth to reach towards and adherence to the stated agenda/routines of the day.
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Areas for Improvement

Based on the sessions observed, the following are suggested areas where practices may be reviewed/extended: 1) FRESH - During the session, staff made a reference to a prior session to provide context about how she chose the video. Staff may consider expanding this practice by making more frequent and explicit connections between the focal skill (note-taking and synthesizing information in the session observed) to skills learned in prior sessions and also how to use this academic skill in school. 2) District 9 - As staff and youth continue to build structures for this group, they may consider assigning specific roles and responsibilities for youth, particularly as it relates to creating explicit leadership and mentorship opportunities. Also, youth engaged in a reflection discussion about a recent visit to the UC Hastings Lawyer for a Day event during the observed activity. While the reflection was valuable for youth to share out their impressions, reflections on experiences can be made more effective when it's compared to youths' predictions (or planning) prior to the activity. Moving forward, staff may consider closing the plan-do-reflect cycle to include explicit planning prior to activities to help youth capture their learning.
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Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 76	All H.S. 15-16 N = 1,075	This Program 14-15 N = 115	All H.S. 14-15 N = 1,124
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	1%	5%	7%	5%
When I am in this program, I have had mean rumors or lies spread about me.	1%	8%	3%	5%
If someone bullies my friends or me at this program, an adult steps in to help.	93%	90%	96%	91%
I feel safe in this program.	97%	92%	99%	95%
Supportive Environment				
There is an adult at this program who cares about me.	96%	89%	89%	91%
In this program, there is an adult who wants me to do my best.	96%	93%	96%	95%
The adults here tell me what I am doing well.	93%	90%	90%	92%
The adults in this program listen to what I have to say.	97%	91%	96%	93%
Interaction				
I feel like I belong at this program.	91%	84%	94%	89%
In this program, I get to help other people.	93%	85%	86%	86%
This program helps me to make friends.	88%	83%	85%	86%
Engagement				
I am interested in what we do in this program.	93%	86%	93%	90%
In this program, I get to choose what I do and how I do it.	91%	80%	82%	82%
In this program, I try new things.	91%	86%	87%	88%
In this program, I do things that are too easy for me.	44%	52%	38%	44%

Oakland High (East Bay Asian Youth Center)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

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Social & Emotional Learning	This Program 15-16 N = 76	All H.S. 15-16 N = 1,075	This Program 14-15 N = 115	All H.S. 14-15 N = 1,124
When I'm in this program, I feel good about myself.	93%	89%	95%	92%
This program helps me to listen to others.	93%	88%	90%	90%
This program helps me talk about my feelings.	91%	81%	81%	83%
This program helps me get along with other people my age.	85%	85%	91%	89%
This program helps me get along with adults.	88%	83%	87%	85%
Sense of Mastery				
Since coming to this program, I am more of a leader.	68%	76%	82%	77%
This program helps me feel good about what I can do.	95%	89%	94%	92%
Since coming to this program, I am better at something that I used to think was hard.	84%	82%	91%	87%
Physical Well Being				
Since coming to this program, I exercise more.	49%	61%	56%	63%
This program helps me to learn how to be healthy.	71%	72%	70%	77%
This program helps me say "no" to things I know are wrong.	83%	82%	89%	86%
School Engagement				
Since coming to this program, I talk with my family about school more often.	65%	70%	62%	73%
This program helps me to feel like a part of my school.	91%	86%	91%	90%
Since coming to this program, I feel close to people at this school.	76%	79%		
Since coming to this program, I am happy to be at this school.	84%	83%		
College & Career Readiness			Not asked in the 2014-15 survey.	
In this program, I learn of jobs I can have when I grow up.	79%	78%	78%	79%
In this program, I learn more about college.	88%	85%	89%	87%
This program helps me believe I can finish high school.	91%	90%	95%	91%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	87%	86%	89%	86%
This program helps me do my homework.	70%	78%	77%	78%
This program helps me learn ways to study (like reading directions).	83%	83%	83%	83%
Since coming to this program, I know how to set goals for myself.	95%	86%	89%	88%
Community Engagement				
This program helps me to feel like a part of my community.	87%	86%	86%	87%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5. These results are from 11th graders only.

	This Program		All H.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	139	39%	1,168	25%
English Learners	12	8%	200	2%
Female	67	46%	582	41%
Male	72	32%	586	30%
Math				
All Youth	139	15%	1,159	16%
English Learners	14	0%	208	2%
Female	67	13%	577	17%
Male	72	17%	582	15%

Source: OUSD Research, Assessment and Data, October 2016.

School Day Attendance

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All H.S.
Average School Day Attendance	166	1,316
School Day Attendance Rate (%)	96%	96%
Total Youth with Available School Day Attendance: 764		5,358

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (High Schools)

Oakland International High (East Bay Asian Youth Center)

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

Program Attendance and Enrollment

	This Program 15-16	All H.S. 15-16	This Program 14-15	All H.S. 14-15
Enrollment Number of Youth Served	365	504	387	433
Enrollment: % Towards Projected				
Units of Service (UOS): Total				
UOS: % Towards Projected				

	This Program 15-16	All H.S 15-16	This Program 14-15	All H.S. 14-15
Progress Towards Attendance Target (CDE)	83%	96%	88%	78%
Average Attendance Rate	24%	42%	21%	39%
Average Days Attended	34	44	37	34

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All H.S.
% African American	5%	36%
% Asian/Pacific Islander	23%	14%
% Latino/a	62%	38%
% Native American	0%	0%
% White	7%	7%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	4%	3%

0% 20% 40% 60%

% Gender	This Program	All.H.S.
% Youth: Female	42%	47%
% Youth: Male	58%	53%

Source: Cityspan Attendance System, August 2016.

% English Learner	This Program	All H.S.
% English Learners (EL)	96%	23%
Total Youth with Available EL Status: 356		6,193

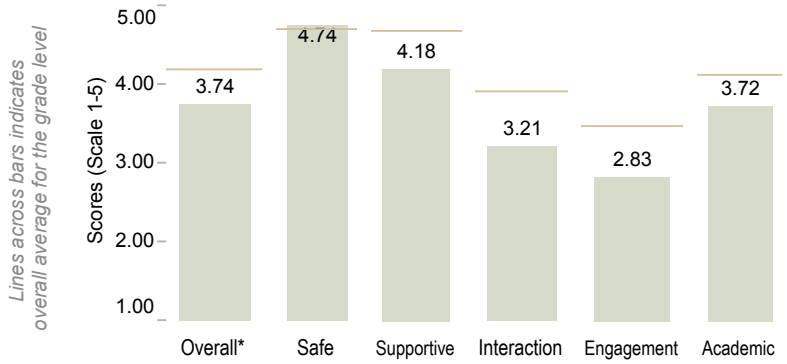
% Grade Level	This Program	All H.S
% Youth: 9th grade	25%	25%
% Youth: 10th grade	32%	22%
% Youth: 11th grade	24%	21%
% Youth: 12th grade	17%	22%
% Youth: Unknown or Other	2%	10%
Total Youth with Available Grade Level Data: 365		6,802

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Performing**

Assessment Tool Used: **YPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All H.S.	This Program	All H.S.
Safe Environment	0%	1%	83%	88%
Supportive Environment	5%	1%	65%	85%
Interaction	17%	8%	25%	55%
Engagement	13%	20%	0%	45%
Academic Climate	10%	11%	50%	70%
Overall*	7%	5%	53%	74%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

This is a really great program that provides a strong and positive emotional environment for its participants. Staff are very warm and respectful, and it is apparent that the youth in the program connect with and appreciate the adults in the program. Participants are engaged and it is clear they feel safe and secure at the program. As a newcomer site, it is particularly important to create a supportive, emotionally safe environment and the staff at this site have done a great job in doing that. During the observation, I saw countless instances of youth talking openly about their lives with staff and asking for help when they needed it. There is obvious mutual respect and care between the participants and the staff at the program. Participants also had a lot of choice and control over what they wanted to do in the program. I was particularly impressed with the cooking class in seeing how program staff really took a back seat and let the participants decide how to prepare the meal.
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Areas for Improvement

There are a few areas that this program can focus on to become an even stronger program. The first is to provide more mentoring opportunities for the youth in the program. During the day of observation, there were no clear peer mentoring opportunities given to youth. Intentionally having youth with more understanding of a subject area or English mentor another student with lesser competency could be a great way to bring in peer mentoring within the program. Another area to work on is having clear and specific learning targets for each program offering. Every day in every program offering, learning targets should be communicated in clear and specific ways so that participants understand what the goal of the lesson is for each day. During the day of observation, learning targets were not clearly indicated. Lastly, program staff can do better at providing intentional reflection opportunities in each program offering. Asking youth at the end of a program what they thought of the activity, what they learned, how they felt about it, etc. is a good ways to incorporate intentional reflection into programming. During the day of observation, specific, intentional reflection was not observed.
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Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 89	All H.S. 15-16 N = 1,075	This Program 14-15 N = 83	All H.S. 14-15 N = 1,124
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	13%	5%	4%	5%
When I am in this program, I have had mean rumors or lies spread about me.	7%	8%	5%	5%
If someone bullies my friends or me at this program, an adult steps in to help.	91%	90%	93%	91%
I feel safe in this program.	96%	92%	98%	95%
Supportive Environment				
There is an adult at this program who cares about me.	82%	89%	90%	91%
In this program, there is an adult who wants me to do my best.	94%	93%	94%	95%
The adults here tell me what I am doing well.	88%	90%	92%	92%
The adults in this program listen to what I have to say.	91%	91%	95%	93%
Interaction				
I feel like I belong at this program.	89%	84%	83%	89%
In this program, I get to help other people.	90%	85%	82%	86%
This program helps me to make friends.	90%	83%	88%	86%
Engagement				
I am interested in what we do in this program.	85%	86%	93%	90%
In this program, I get to choose what I do and how I do it.	87%	80%	90%	82%
In this program, I try new things.	84%	86%	94%	88%
In this program, I do things that are too easy for me.	57%	52%	41%	44%

Oakland International High (East Bay Asian Youth Center)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

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Social & Emotional Learning	This Program 15-16 N = 89	All H.S. 15-16 N = 1,075	This Program 14-15 N = 83	All H.S. 14-15 N = 1,124
When I'm in this program, I feel good about myself.	90%	89%	89%	92%
This program helps me to listen to others.	90%	88%	88%	90%
This program helps me talk about my feelings.	86%	81%	75%	83%
This program helps me get along with other people my age.	85%	85%	89%	89%
This program helps me get along with adults.	84%	83%	77%	85%
Sense of Mastery				
Since coming to this program, I am more of a leader.	67%	76%	53%	77%
This program helps me feel good about what I can do.	90%	89%	90%	92%
Since coming to this program, I am better at something that I used to think was hard.	86%	82%	89%	87%
Physical Well Being				
Since coming to this program, I exercise more.	76%	61%	76%	63%
This program helps me to learn how to be healthy.	78%	72%	69%	77%
This program helps me say "no" to things I know are wrong.	88%	82%	82%	86%
School Engagement				
Since coming to this program, I talk with my family about school more often.	78%	70%	72%	73%
This program helps me to feel like a part of my school.	97%	86%	96%	90%
Since coming to this program, I feel close to people at this school.	92%	79%		
Since coming to this program, I am happy to be at this school.	95%	83%	Not asked in the 2014-15 survey.	
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	67%	78%	73%	79%
In this program, I learn more about college.	91%	85%	93%	87%
This program helps me believe I can finish high school.	90%	90%	86%	91%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	91%	86%	78%	86%
This program helps me do my homework.	94%	78%	78%	78%
This program helps me learn ways to study (like reading directions).	90%	83%	80%	83%
Since coming to this program, I know how to set goals for myself.	91%	86%	86%	88%
Community Engagement				
This program helps me to feel like a part of my community.	93%	86%	86%	87%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5. These results are from 11th graders only.

	This Program		All H.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	70	0%	1,168	25%
English Learners	70	0%	200	2%
Female	35	0%	582	41%
Male	35	0%	586	30%
Math				
All Youth	75	4%	1,159	16%
English Learners	75	4%	208	2%
Female	36	3%	577	17%
Male	39	5%	582	15%

Source: OUSD Research, Assessment and Data, October 2016.

School Day Attendance

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All H.S.
Average School Day Attendance	0	1,316
School Day Attendance Rate (%)	0%	96%
Total Youth with Available School Day Attendance: 0		5,358

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (High Schools)

Oakland Technical (Bay Area Community Resources)

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

Program Attendance and Enrollment

	This Program 15-16	All H.S. 15-16	This Program 14-15	All H.S. 14-15
Enrollment Number of Youth Served	1,635	504	336	433
Enrollment: % Towards Projected				
Units of Service (UOS): Total				
UOS: % Towards Projected				

	This Program 15-16	All H.S 15-16	This Program 14-15	All H.S. 14-15
Progress Towards Attendance Target (CDE)	94%	96%	70%	78%
Average Attendance Rate	12%	42%	63%	39%
Average Days Attended	10	44	31	34

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All H.S.
% African American	36%	36%
% Asian/Pacific Islander	20%	14%
% Latino/a	15%	38%
% Native American	0%	0%
% White	23%	7%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	5%	3%

0% 10% 20% 30% 40%

% Gender	This Program	All.H.S.
% Youth: Female	52%	47%
% Youth: Male	48%	53%

% English Learner	This Program	All H.S.
% English Learners (EL)	4%	23%
Total Youth with Available EL Status: 1,522		6,193

% Grade Level	This Program	All H.S
% Youth: 9th grade	28%	25%
% Youth: 10th grade	24%	22%
% Youth: 11th grade	22%	21%
% Youth: 12th grade	19%	22%
% Youth: Unknown or Other	7%	10%
Total Youth with Available Grade Level Data: 1,635		6,802

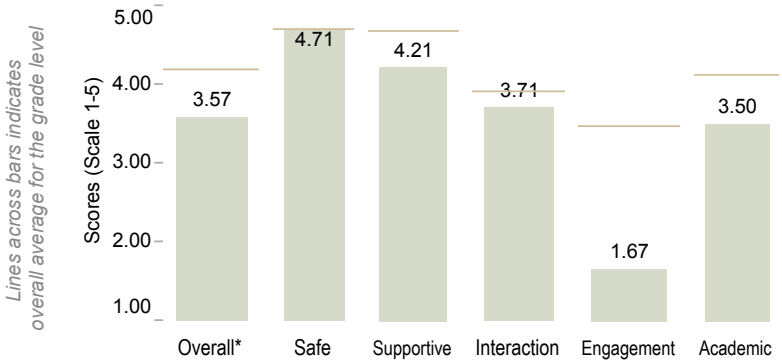
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Performing**

Assessment Tool Used: **YPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All H.S.	This Program	All H.S.
Safe Environment	0%	1%	83%	88%
Supportive Environment	5%	1%	65%	85%
Interaction	0%	8%	42%	55%
Engagement	63%	20%	0%	45%
Academic Climate	30%	11%	60%	70%
Overall*	10%	5%	57%	74%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

1. Staff were welcoming to youth in the program and greeted every student upon arrival.
2. Youth actively engaged with ideas or materials for the whole program, ranging from group discussion to preparing food in cooking class.
3. Staff broke down tasks into small and more manageable steps for youth and also were very supportive when youth struggled.
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Areas for Improvement

1. During observation, youth were not given opportunities to plan.
2. Youth were not given opportunities to provide feedback to staff. By incorporating this into program structure youth would simultaneously have the opportunity to reflect on the activity and feel more invested in their program.
3.This program may consider including a skill-building focus/learning target that is presented before the being of each activity.
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Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 76	All H.S. 15-16 N = 1,075	This Program 14-15 N = 60	All H.S. 14-15 N = 1,124
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	1%	5%	5%	5%
When I am in this program, I have had mean rumors or lies spread about me.	1%	8%	10%	5%
If someone bullies my friends or me at this program, an adult steps in to help.	93%	90%	92%	91%
I feel safe in this program.	95%	92%	92%	95%
Supportive Environment				
There is an adult at this program who cares about me.	88%	89%	93%	91%
In this program, there is an adult who wants me to do my best.	93%	93%	95%	95%
The adults here tell me what I am doing well.	88%	90%	95%	92%
The adults in this program listen to what I have to say.	91%	91%	97%	93%
Interaction				
I feel like I belong at this program.	87%	84%	95%	89%
In this program, I get to help other people.	80%	85%	93%	86%
This program helps me to make friends.	85%	83%	88%	86%
Engagement				
I am interested in what we do in this program.	89%	86%	93%	90%
In this program, I get to choose what I do and how I do it.	91%	80%	93%	82%
In this program, I try new things.	76%	86%	90%	88%
In this program, I do things that are too easy for me.	27%	52%	47%	44%

Oakland Technical (Bay Area Community Resources)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

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Social & Emotional Learning	This Program 15-16 N = 76	All H.S. 15-16 N = 1,075	This Program 14-15 N = 60	All H.S. 14-15 N = 1,124
When I'm in this program, I feel good about myself.	85%	89%	95%	92%
This program helps me to listen to others.	92%	88%	93%	90%
This program helps me talk about my feelings.	81%	81%	85%	83%
This program helps me get along with other people my age.	88%	85%	82%	89%
This program helps me get along with adults.	84%	83%	90%	85%
Sense of Mastery				
Since coming to this program, I am more of a leader.	72%	76%	85%	77%
This program helps me feel good about what I can do.	91%	89%	92%	92%
Since coming to this program, I am better at something that I used to think was hard.	84%	82%	90%	87%
Physical Well Being				
Since coming to this program, I exercise more.	39%	61%	65%	63%
This program helps me to learn how to be healthy.	57%	72%	80%	77%
This program helps me say "no" to things I know are wrong.	76%	82%	92%	86%
School Engagement				
Since coming to this program, I talk with my family about school more often.	63%	70%	77%	73%
This program helps me to feel like a part of my school.	86%	86%	93%	90%
Since coming to this program, I feel close to people at this school.	80%	79%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	81%	83%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	71%	78%	73%	79%
In this program, I learn more about college.	88%	85%	92%	87%
This program helps me believe I can finish high school.	92%	90%	95%	91%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	84%	86%	78%	86%
This program helps me do my homework.	72%	78%	68%	78%
This program helps me learn ways to study (like reading directions).	81%	83%	75%	83%
Since coming to this program, I know how to set goals for myself.	85%	86%	88%	88%
Community Engagement				
This program helps me to feel like a part of my community.	90%	86%	93%	87%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5. These results are from 11th graders only.

	This Program		All H.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	345	60%	1,168	25%
English Learners	15	13%	200	2%
Female	174	61%	582	41%
Male	171	58%	586	30%
Math				
All Youth	342	32%	1,159	16%
English Learners	16	6%	208	2%
Female	175	30%	577	17%
Male	167	33%	582	15%

Source: OUSD Research, Assessment and Data, October 2016.

School Day Attendance

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All H.S.
Average School Day Attendance	172	1,316
School Day Attendance Rate (%)	97%	96%
Total Youth with Available School Day Attendance: 1,635		5,358

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (High Schools)

Rudsdale Continuation (Bay Area Community Resources)

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

Program Attendance and Enrollment

	This Program 15-16	All H.S. 15-16	This Program 14-15	All H.S. 14-15
Enrollment Number of Youth Served	241	504	250	433
Enrollment: % Towards Projected				
Units of Service (UOS): Total				
UOS: % Towards Projected				

	This Program 15-16	All H.S 15-16	This Program 14-15	All H.S. 14-15
Progress Towards Attendance Target (CDE)	116%	96%	78%	78%
Average Attendance Rate	55%	42%	58%	39%
Average Days Attended	47	44	49	34

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All H.S.
% African American	46%	36%
% Asian/Pacific Islander	2%	14%
% Latino/a	47%	38%
% Native American	0%	0%
% White	1%	7%
% Multiple/Bi-Racial	1%	0%
% Missing/Decline	3%	3%

0% 10% 20% 30% 40% 50%

% Gender	This Program	All.H.S.
% Youth: Female	44%	47%
% Youth: Male	56%	53%

Source: Cityspan Attendance System, August 2016.

% English Learner	This Program	All H.S.
% English Learners (EL)	25%	23%
Total Youth with Available EL Status: 185		6,193

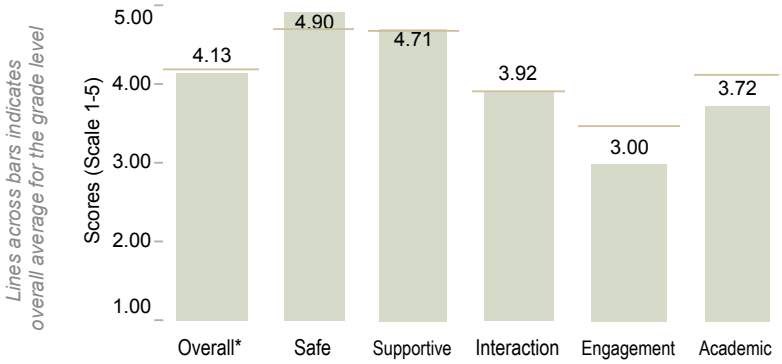
% Grade Level	This Program	All H.S
% Youth: 9th grade	0%	25%
% Youth: 10th grade	5%	22%
% Youth: 11th grade	22%	21%
% Youth: 12th grade	50%	22%
% Youth: Unknown or Other	23%	10%
Total Youth with Available Grade Level Data: 241		6,802

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Performing**

Assessment Tool Used: **YPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All H.S.	This Program	All H.S.
Safe Environment	0%	1%	94%	88%
Supportive Environment	0%	1%	85%	85%
Interaction	8%	8%	50%	55%
Engagement	38%	20%	25%	45%
Academic Climate	20%	11%	60%	70%
Overall*	7%	5%	72%	74%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

Providing opportunities for youth to work cooperatively. Engaging youth to analyze and evaluate.
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Areas for Improvement

Providing opportunities for intentional reflection and feedback. Make connections to school day learning.
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Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 97	All H.S. 15-16 N = 1,075	This Program 14-15 N = 49	All H.S. 14-15 N = 1,124
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	3%	5%	4%	5%
When I am in this program, I have had mean rumors or lies spread about me.	4%	8%	4%	5%
If someone bullies my friends or me at this program, an adult steps in to help.	94%	90%	92%	91%
I feel safe in this program.	95%	92%	96%	95%
Supportive Environment				
There is an adult at this program who cares about me.	94%	89%	84%	91%
In this program, there is an adult who wants me to do my best.	97%	93%	92%	95%
The adults here tell me what I am doing well.	96%	90%	90%	92%
The adults in this program listen to what I have to say.	96%	91%	92%	93%
Interaction				
I feel like I belong at this program.	86%	84%	90%	89%
In this program, I get to help other people.	87%	85%	78%	86%
This program helps me to make friends.	85%	83%	83%	86%
Engagement				
I am interested in what we do in this program.	92%	86%	92%	90%
In this program, I get to choose what I do and how I do it.	86%	80%	80%	82%
In this program, I try new things.	97%	86%	80%	88%
In this program, I do things that are too easy for me.	59%	52%	63%	44%

Rudsdale Continuation (Bay Area Community Resources)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

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Social & Emotional Learning	This Program 15-16 N = 97	All H.S. 15-16 N = 1,075	This Program 14-15 N = 49	All H.S. 14-15 N = 1,124
When I'm in this program, I feel good about myself.	95%	89%	98%	92%
This program helps me to listen to others.	92%	88%	84%	90%
This program helps me talk about my feelings.	82%	81%	86%	83%
This program helps me get along with other people my age.	89%	85%	90%	89%
This program helps me get along with adults.	89%	83%	86%	85%
Sense of Mastery				
Since coming to this program, I am more of a leader.	91%	76%	78%	77%
This program helps me feel good about what I can do.	95%	89%	90%	92%
Since coming to this program, I am better at something that I used to think was hard.	86%	82%	86%	87%
Physical Well Being				
Since coming to this program, I exercise more.	67%	61%	73%	63%
This program helps me to learn how to be healthy.	87%	72%	84%	77%
This program helps me say "no" to things I know are wrong.	89%	82%	80%	86%
School Engagement				
Since coming to this program, I talk with my family about school more often.	80%	70%	71%	73%
This program helps me to feel like a part of my school.	95%	86%	90%	90%
Since coming to this program, I feel close to people at this school.	84%	79%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	88%	83%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	90%	78%	76%	79%
In this program, I learn more about college.	86%	85%	87%	87%
This program helps me believe I can finish high school.	95%	90%	88%	91%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	94%	86%	86%	86%
This program helps me do my homework.	85%	78%	69%	78%
This program helps me learn ways to study (like reading directions).	90%	83%	82%	83%
Since coming to this program, I know how to set goals for myself.	96%	86%	88%	88%
Community Engagement				
This program helps me to feel like a part of my community.	92%	86%	78%	87%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5. These results are from 11th graders only.

	This Program		All H.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	23	0%	1,168	25%
English Learners	5		200	2%
Female	7	0%	582	41%
Male	16	0%	586	30%
Math				
All Youth	23	0%	1,159	16%
English Learners	5		208	2%
Female	7	0%	577	17%
Male	16	0%	582	15%

Source: OUSD Research, Assessment and Data, October 2016.

School Day Attendance

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All H.S.
Average School Day Attendance	0	1,316
School Day Attendance Rate (%)	0%	96%
Total Youth with Available School Day Attendance: 0		5,358

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (High Schools)

Skyline (Youth Together)

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

Program Attendance and Enrollment

	This Program 15-16	All H.S. 15-16	This Program 14-15	All H.S. 14-15
Enrollment Number of Youth Served	485	504	553	433
Enrollment: % Towards Projected				
Units of Service (UOS): Total				
UOS: % Towards Projected				

	This Program 15-16	All H.S 15-16	This Program 14-15	All H.S. 14-15
Progress Towards Attendance Target (CDE)	61%	96%	70%	78%
Average Attendance Rate	37%	42%	41%	39%
Average Days Attended	26	44	21	34

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All H.S.
% African American	41%	36%
% Asian/Pacific Islander	22%	14%
% Latino/a	26%	38%
% Native American	0%	0%
% White	6%	7%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	5%	3%

0% 10% 20% 30% 40%

% Gender	This Program	All.H.S.
% Youth: Female	52%	47%
% Youth: Male	48%	53%

% English Learner	This Program	All H.S.
% English Learners (EL)	10%	23%
Total Youth with Available EL Status: 472		6,193

% Grade Level	This Program	All H.S
% Youth: 9th grade	29%	25%
% Youth: 10th grade	28%	22%
% Youth: 11th grade	23%	21%
% Youth: 12th grade	17%	22%
% Youth: Unknown or Other	3%	10%
Total Youth with Available Grade Level Data: 485		6,802

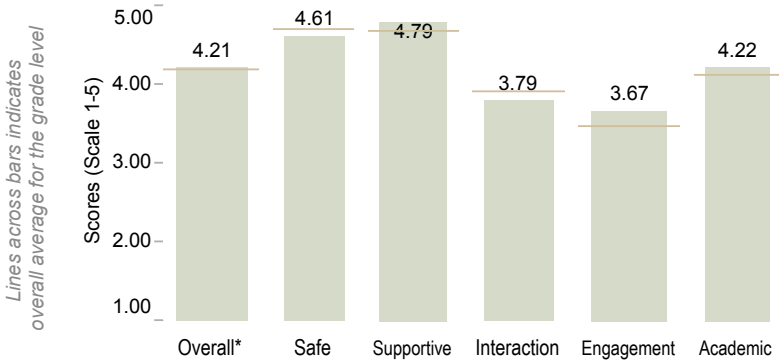
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Performing**

Assessment Tool Used: **YPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All H.S.	This Program	All H.S.
Safe Environment	0%	1%	78%	88%
Supportive Environment	0%	1%	90%	85%
Interaction	8%	8%	50%	55%
Engagement	13%	20%	50%	45%
Academic Climate	0%	11%	60%	70%
Overall*	3%	5%	72%	74%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

1. Skill building: The program does an excellent job at providing multiple opportunities for all youth to build both socio-emotional and academic skills.
2. Asking open ended questions: During the observation, all staff asked multiple open-ended questions allowing youth to thoughtfully engage with the material in a meaningful way.
3. Staff interaction with students: It is evident that staff have authentic, respectful and caring relationships with the participants in the program. There is mutual trust and respect between the staff and participants.
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Areas for Improvement

There are a few areas that this program can work on to improve its overall quality. The first is providing more opportunities for students to mentor one another. During the observation, no mentoring opportunities were observed. Another area to pay attention to is to allow students to use multiple planning strategies when engaging in planning. During the observation, when students were engaged in planning, they used one strategy. Lastly, although the program did a reflection at the end of each activity, all staff did not ask for direct feedback on what students thought about the activity or how they may improve upon it for next time.
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Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 64	All H.S. 15-16 N = 1,075	This Program 14-15 N = 81	All H.S. 14-15 N = 1,124
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	2%	5%	1%	5%
When I am in this program, I have had mean rumors or lies spread about me.	3%	8%	2%	5%
If someone bullies my friends or me at this program, an adult steps in to help.	97%	90%	89%	91%
I feel safe in this program.	97%	92%	95%	95%
Supportive Environment				
There is an adult at this program who cares about me.	97%	89%	99%	91%
In this program, there is an adult who wants me to do my best.	97%	93%	98%	95%
The adults here tell me what I am doing well.	94%	90%	94%	92%
The adults in this program listen to what I have to say.	95%	91%	96%	93%
Interaction				
I feel like I belong at this program.	89%	84%	95%	89%
In this program, I get to help other people.	91%	85%	75%	86%
This program helps me to make friends.	92%	83%	88%	86%
Engagement				
I am interested in what we do in this program.	94%	86%	96%	90%
In this program, I get to choose what I do and how I do it.	83%	80%	84%	82%
In this program, I try new things.	90%	86%	86%	88%
In this program, I do things that are too easy for me.	35%	52%	41%	44%

Skyline (Youth Together)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

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Social & Emotional Learning	This Program 15-16 N = 64	All H.S. 15-16 N = 1,075	This Program 14-15 N = 81	All H.S. 14-15 N = 1,124
When I'm in this program, I feel good about myself.	97%	89%	90%	92%
This program helps me to listen to others.	90%	88%	89%	90%
This program helps me talk about my feelings.	86%	81%	77%	83%
This program helps me get along with other people my age.	94%	85%	88%	89%
This program helps me get along with adults.	92%	83%	80%	85%
Sense of Mastery				
Since coming to this program, I am more of a leader.	87%	76%	54%	77%
This program helps me feel good about what I can do.	97%	89%	90%	92%
Since coming to this program, I am better at something that I used to think was hard.	84%	82%	81%	87%
Physical Well Being				
Since coming to this program, I exercise more.	71%	61%	46%	63%
This program helps me to learn how to be healthy.	76%	72%	60%	77%
This program helps me say "no" to things I know are wrong.	86%	82%	81%	86%
School Engagement				
Since coming to this program, I talk with my family about school more often.	81%	70%	62%	73%
This program helps me to feel like a part of my school.	97%	86%	83%	90%
Since coming to this program, I feel close to people at this school.	95%	79%	Not asked in the 2014-15 survey.	
Since coming to this program, I am happy to be at this school.	87%	83%		
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	67%	78%	72%	79%
In this program, I learn more about college.	94%	85%	80%	87%
This program helps me believe I can finish high school.	94%	90%	91%	91%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	97%	86%	85%	86%
This program helps me do my homework.	89%	78%	86%	78%
This program helps me learn ways to study (like reading directions).	87%	83%	84%	83%
Since coming to this program, I know how to set goals for myself.	86%	86%	93%	88%
Community Engagement				
This program helps me to feel like a part of my community.	92%	86%	89%	87%

Source: Youth Surveys, June 2016.

Smarter Balanced Assessment Consortium

About the Smarter Balanced Assessment Consortium (SBAC)

The Smarter Balanced Assessment Consortium is an online summative assessment that utilizes computer-adaptive testing and performance tasks to track progress toward mastery of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math across multiple states (OUSD, 2016).

SBAC description was retrieved from the OUSD website: http://www.ousd.org/Page/13306

Participants' SBAC results are presented for youth in this program with matched academic records.

Note: Results are blank for subgroups (English Learners, Female, and Male) when N <5. These results are from 11th graders only.

	This Program		All H.S.	
English Language Arts/Literacy	N	% Of Youth At/Above Their Grade Level	N	% Of Youth At/Above Their Grade Level
All Youth	92	47%	1,168	25%
English Learners	3		200	2%
Female	50	52%	582	41%
Male	42	40%	586	30%
Math				
All Youth	89	27%	1,159	16%
English Learners	3	0%	208	2%
Female	48	31%	577	17%
Male	41	22%	582	15%

Source: OUSD Research, Assessment and Data, October 2016.

School Day Attendance

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All H.S.
Average School Day Attendance	172	1,316
School Day Attendance Rate (%)	98%	96%
Total Youth with Available School Day Attendance: 485		5,358

Source: OUSD Research, Assessment and Data, October 2016.

Oakland School-Based After School Programs
2015-16 Program Profile (High Schools)

Street Academy (Bay Area Community Resources)

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

Program Attendance and Enrollment

	This Program 15-16	All H.S. 15-16	This Program 14-15	All H.S. 14-15
Enrollment Number of Youth Served	150	504	156	433
Enrollment: % Towards Projected				
Units of Service (UOS): Total				
UOS: % Towards Projected				

	This Program 15-16	All H.S 15-16	This Program 14-15	All H.S. 14-15
Progress Towards Attendance Target (CDE)	105%	96%	57%	78%
Average Attendance Rate	60%	42%	45%	39%
Average Days Attended	70	44	47	34

Source: Cityspan Attendance System, August 2016.

Participant Demographic Information

% of Youth Participants in this Program by Race / Ethnicity		All H.S.
% African American	59%	36%
% Asian/Pacific Islander	3%	14%
% Latino/a	29%	38%
% Native American	4%	0%
% White	3%	7%
% Multiple/Bi-Racial	0%	0%
% Missing/Decline	2%	3%

0% 20% 40% 60%

% Gender	This Program	All.H.S.
% Youth: Female	49%	47%
% Youth: Male	51%	53%

% English Learner	This Program	All H.S.
% English Learners (EL)	15%	23%
Total Youth with Available EL Status: 135		6,193

% Grade Level	This Program	All H.S
% Youth: 9th grade	17%	25%
% Youth: 10th grade	27%	22%
% Youth: 11th grade	33%	21%
% Youth: 12th grade	12%	22%
% Youth: Unknown or Other	10%	10%
Total Youth with Available Grade Level Data: 150		6,802

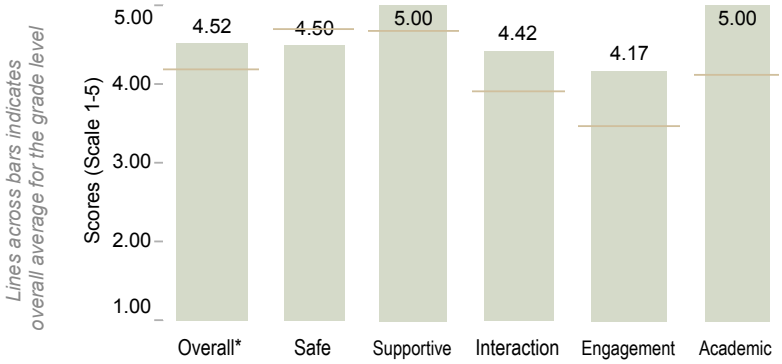
Source: Cityspan Attendance System, August 2016.

Source: OUSD Research, Assessment and Data, October 2016.

Point of Service Quality

Point of Service Quality Status: **Thriving**

Assessment Tool Used: **YPQA and Academic Climate**



	Percent of 1 Ratings		Percent of 5 Ratings	
	This Program	All H.S.	This Program	All H.S.
Safe Environment	0%	1%	82%	88%
Supportive Environment	0%	1%	100%	85%
Interaction	0%	8%	75%	55%
Engagement	0%	20%	63%	45%
Academic Climate	0%	11%	100%	70%
Overall*	0%	5%	84%	74%

* Overall excludes Academic Climate score.

Source: PQA Visits, October 2015 - February 2016.

Please refer to the reference sheet on how to read this document and for details on outcome domains, point of service quality domains, and performance measures.

Point of Service Quality: Site Visitor's Comments

Program Strengths

The program at Street Academy is a supportive and positive environment for youth. Staff encourage youth to connect all of their program activities to issues that are pertinent to youths' lives and interests. In particular, some strong practices observed were: 1) Youth Action Team: Youth had multiple opportunities to get to know each other. The session opened with youth working on a "Transformation Question," where they shared important aspects of their character with each other. The session then moved on to planning for their Community Action Project to provide supplies to the homeless. Staff shared control of the planning session and provided multiple opportunities for youth to plan their actions, take roles and responsibilities and to design a project that was authentically youth-led. In this session, staff made strong connections to the relevance for youths' academic goals and to their personal lives. 2) Yoga: Staff led youth through a full sequence of yoga poses and consistently encouraged youth who were participating in yoga to improve their postures. 3) Art Class: During the drawing period observed, the two staff members were consistently engaged with youth and gave specific feedback on how youth could improve their drawings. Staff also clearly instructed youth about the necessity to plan their next steps so that they could produce the kind of drawing they were aiming for. 4) CTM Circle: In this session staff circled up with youth to hear about recent events in their lives, including what went on at school and in their personal lives. This community building is another way in which the staff at Street Academy demonstrate their deep caring for the youth in their program. 5) Culinary Arts: In this session, staff circled up with youth to reflect on a prior session. During this reflection, staff was clear to prioritize fairness in making sure all youth participated in cleanup and to discuss the reasoning behind the conversation. In this session, staff also conducted a mini-planning session for their next session and gathered input and feedback from youth on how to shape their next activity.
--

Areas for Improvement

There are a few areas where already strong practices could be practiced more consistently. Staff may consider ways to extend mentorship and leadership opportunities to youth more formally within each activity. Staff may also formalize planning processes so that youth can plan in multiple modes; the planning observed was all in big group discussions. Similarly, reflection is a consistent practice that staff may consider expanding through multiple ways to reflect beyond group discussions.
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Source: PQA Visits, October 2015 - February 2016.

Youth Survey Results by Point of Service Quality Domains

Survey responses represent the % of who answered "Yes" to the item.

	This Program 15-16 N = 63	All H.S. 15-16 N = 1,075	This Program 14-15 N = 20	All H.S. 14-15 N = 1,124
Safe Environment				
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kid..	11%	5%	0%	5%
When I am in this program, I have had mean rumors or lies spread about me.	26%	8%	5%	5%
If someone bullies my friends or me at this program, an adult steps in to help.	85%	90%	95%	91%
I feel safe in this program.	90%	92%	100%	95%
Supportive Environment				
There is an adult at this program who cares about me.	86%	89%	95%	91%
In this program, there is an adult who wants me to do my best.	94%	93%	100%	95%
The adults here tell me what I am doing well.	90%	90%	100%	92%
The adults in this program listen to what I have to say.	86%	91%	95%	93%
Interaction				
I feel like I belong at this program.	77%	84%	95%	89%
In this program, I get to help other people.	79%	85%	90%	86%
This program helps me to make friends.	73%	83%	100%	86%
Engagement				
I am interested in what we do in this program.	76%	86%	95%	90%
In this program, I get to choose what I do and how I do it.	76%	80%	68%	82%
In this program, I try new things.	83%	86%	95%	88%
In this program, I do things that are too easy for me.	50%	52%	20%	44%

Street Academy (Bay Area Community Resources)

Source: Youth Surveys, June 2016.

Direct Outcomes (Survey Responses)

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Social & Emotional Learning	This Program 15-16 N = 63	All H.S. 15-16 N = 1,075	This Program 14-15 N = 20	All H.S. 14-15 N = 1,124
When I'm in this program, I feel good about myself.	82%	89%	100%	92%
This program helps me to listen to others.	81%	88%	100%	90%
This program helps me talk about my feelings.	76%	81%	100%	83%
This program helps me get along with other people my age.	79%	85%	75%	89%
This program helps me get along with adults.	77%	83%	75%	85%
Sense of Mastery				
Since coming to this program, I am more of a leader.	68%	76%	90%	77%
This program helps me feel good about what I can do.	84%	89%	100%	92%
Since coming to this program, I am better at something that I used to think was hard.	75%	82%	85%	87%
Physical Well Being				
Since coming to this program, I exercise more.	59%	61%	90%	63%
This program helps me to learn how to be healthy.	65%	72%	95%	77%
This program helps me say "no" to things I know are wrong.	71%	82%	80%	86%
School Engagement				
Since coming to this program, I talk with my family about school more often.	65%	70%	90%	73%
This program helps me to feel like a part of my school.	81%	86%	84%	90%
Since coming to this program, I feel close to people at this school.	70%	79%		
Since coming to this program, I am happy to be at this school.	72%	83%	Not asked in the 2014-15 survey.	
College & Career Readiness				
In this program, I learn of jobs I can have when I grow up.	62%	78%	85%	79%
In this program, I learn more about college.	81%	85%	90%	87%
This program helps me believe I can finish high school.	89%	90%	90%	91%
Academic Behaviors				
In this program, I learn how to use my time to finish all my school work.	92%	86%	85%	86%
This program helps me do my homework.	83%	78%	95%	78%
This program helps me learn ways to study (like reading directions).	81%	83%	80%	83%
Since coming to this program, I know how to set goals for myself.	85%	86%	100%	88%
Community Engagement				
This program helps me to feel like a part of my community.	74%	86%	90%	87%

Source: Youth Surveys, June 2016.

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English Learners	8	13%	200	2%
Female	13	15%	582	41%
Male	24	0%	586	30%
Math				
All Youth	36	0%	1,159	16%
English Learners	8	0%	208	2%
Female	12	0%	577	17%
Male	24	0%	582	15%

Source: OUSD Research, Assessment and Data, October 2016.

School Day Attendance

About School Day Attendance

School day attendance figure is calculated by dividing the number of days a student attends his/her home school, by the number of days s/he is enrolled.

	This Program	All H.S.
Average School Day Attendance	0	1,316
School Day Attendance Rate (%)	0%	96%
Total Youth with Available School Day Attendance: 0		5,358

Source: OUSD Research, Assessment and Data, October 2016.