Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Achieve Academy

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

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	136	110	136	134
Enrollment: % Towards Projected	136%	124%	136%	122%
Units of Service (UOS): Total	61,429	60,439	55,931	57,923
UOS: % Towards Projected	114%	108%	104%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)		99%		101%
Average Program Attendance Rate	83%	84%	64%	84%
Average Program Days Attended	118	126	109	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=136; "All E.S. 17-18" n=6,378; "This Program 16-17" n=136; "All E.S. 16-17" n=6,713.

School Day Attendance

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

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

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=None; "Host School" n=None.

Participant Demographic Information

% of Youth Participants	ity	Host School			
African American	African American 7%				
Asian/Pacific Islander	3%	3%			
Latino/a		82%	90%		
Native American	0%		0%		
White	0%		2%		
Multiple/Bi-Racial	Racial 2%				
Missing/Decline	6%		0%		

This

Program

48%

52%

Host

School



% English Learners

English Learners		66%
% by Grade Level		
	This Program	Host School
Kindergarten		18%
1st Grade		13%
2nd Grade		18%
3rd Grade		16%
4th Grade		17%
5th Grade		18%

This

Program

Host School

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=136; "Host School" n=675.

% by Gender

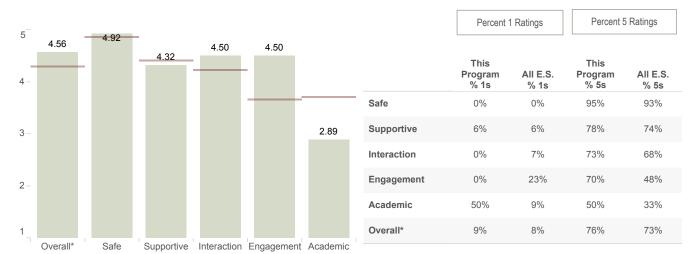
Female

Male

Site Visitor: Rai Froh

Assessment Tool Used: SAPQA

Point of Service Quality Status: Thriving



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

1. Staff provide a lot of choices to students when it comes to picking what to do and how to do it. 2. Students have multiple opportunities for leadership. 3. Staff has great session flow, things start and end on time.

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Areas for Improvements

1. Staff could provide all youth the opportunity to reflect, does not have to be done as a whole program, can be done by class. 2. Staff can help students make connections to current activity and past experiences when learning about topics. 3. Staff can greet all students when starting a lesson by simply saying hello everyone.

Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	88%	78%	84%	78%
If my friends or I get bullied at this program, an adult steps in to help.	91%	71%	82%	72%
In this program, other kids hit or push me when they are not just playing around.	9%	15%	30%	16%
In this program, other kids spread mean rumors or lies about me.	15%	21%	19%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	55%	51%	46%	54%
The adults in this program listen to what I have to say.	85%	70%	69%	70%
There is an adult at this program who cares about me.	85%	78%	80%	80%
Interaction				
I feel like I belong at this program.	85%	70%	65%	67%
In this program, I get to help other people.	72%	69%	65%	69%
Since coming to this program, I am better at making friends.	75%	68%	62%	69%
Engagement				
I am interested in what we do in this program.	70%	68%	67%	69%
In this program, I get to choose what I do and how I do it.	66%	42%	40%	39%
In this program, I try new things.	79%	69%	67%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=33; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=55; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 73%.

	This	E.S.	This	E.S.
Social & Emotional Learning	Program 17-18	Overall 17-18	Program 16-17	Overall 16-17
This program helps me get along with adults.	79%	67%	67%	67%
This program helps me get along with kids who are different from me.	76%	69%	59%	68%
This program helps me get along with other people my age.	73%	67%	78%	70%
This program helps me try to understand how other people feel.	64%	66%	75%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	82%	69%	81%	72%
This program helps me feel like more of a leader.	67%	62%	58%	63%
This program helps me get better at things that I used to think were hard.	79%	72%	71%	70%
Wellness Behaviors				
This program helps me exercise more.	85%	71%	87%	70%
This program helps me say "no" to things I know are wrong.	82%	71%	78%	72%
This program helps me to learn how to be healthy.	70%	65%	75%	68%
School Engagement				
This program helps me feel excited to learn in school.	76%	61%	65%	63%
This program helps me feel happy to be at this school.	70%	66%	69%	68%
This program helps me to feel like a part of my school.	79%	71%	78%	69%
College & Career Readiness				
In this program, I learn more about college.	27%	44%	18%	45%
In this program, I learn of jobs I can have when I grow up.	70%	58%	65%	57%
Academic Behaviors				
This program helps me get my homework done.	88%	80%	82%	79%
This program helps me learn how to set goals for myself.	76%	66%	71%	68%
This program helps me learn ways to study (like reading directions).	67%	62%	59%	62%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=33; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=55; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 73%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Acorn Woodland

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

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	146	110	155	134
Enrollment: % Towards Projected	125%	124%	119%	122%
Units of Service (UOS): Total	62,884	60,439	58,129	57,923
UOS: % Towards Projected	105%	108%	84%	107%

This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
126%	99%	130%	101%
89%	84%	88%	84%
129	126	126	128
	Program 17-18 126% 89%	Program 17-18 All E.S. 17-18 126% 99% 84%	Program 17-18 All E.S. 17-18 Program 16-17 126% 99% 130% 89% 84% 88%

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=146; "All E.S. 17-18" n=6,378; "This Program 16-17" n=155; "All E.S. 16-17" n=6,713.

School Day Attendance

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

	This Program	Host School
Average School Days Attended	170	177
School Day Attendance Rate	96%	96%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=146; "Host School" n=299.

Participant Demographic Information

% (or Youth	Participa	nts in	this	Program	DУ	Race/Ethnicity
Δ1	frican ∆m	erican		8%			

African American	8%		7%
Asian/Pacific Islander	0%		1%
Latino/a		90%	88%
Native American	0%		0%
White	1%		2%
Multiple/Bi-Racial	0%		0%
Missing/Decline	0%		1%

% English Learners

	Program	Host School
English Learners	62%	70%
% by Grade Level		
	This Program	Host School
Kindergarten	6%	18%
1st Grade	21%	16%
2nd Grade	23%	17%
3rd Grade	18%	16%
4th Grade	15%	17%
5th Grade	16%	16%

This

Host School

% by Gender

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

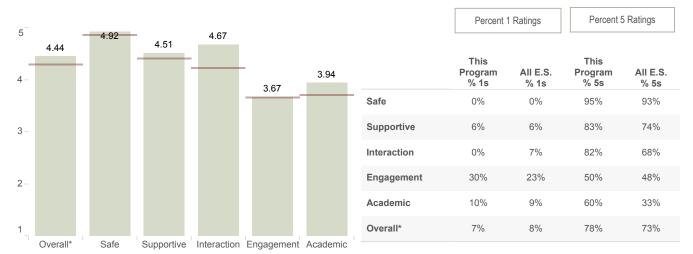
Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=146; "Host School" n=300.

Host School

Site Visitor: Da'Shon Carr

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

Staff asks a lot of opened questions for students to engage in the material and to police their student's behavior. Children have assigned roles and responsibilities to help each other remember the agreements. Reflection is not just focused on children's personal growth, but to reflect on each other's.

Areas for Improvements

My suggestion is give more students the autonomy to decide and plan within their activities. Before starting or during an activity, children should be given the opportunity to connect their ideas back to the school-day, personal experiences, or prior knowledge.

Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	83%	78%	49%	78%
If my friends or I get bullied at this program, an adult steps in to help.	61%	71%	33%	72%
In this program, other kids hit or push me when they are not just playing around.	11%	15%	26%	16%
In this program, other kids spread mean rumors or lies about me.	27%	21%	34%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	48%	51%	34%	54%
The adults in this program listen to what I have to say.	69%	70%	36%	70%
There is an adult at this program who cares about me.	86%	78%	48%	80%
Interaction				
I feel like I belong at this program.	60%	70%	24%	67%
In this program, I get to help other people.	72%	69%	34%	69%
Since coming to this program, I am better at making friends.	63%	68%	45%	69%
Engagement				
I am interested in what we do in this program.	54%	68%	35%	69%
In this program, I get to choose what I do and how I do it.	28%	42%	12%	39%
In this program, I try new things.	69%	69%	31%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=59; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=51; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 113%.

	This	E.S.	This	E.S.
Social & Emotional Learning	Program 17-18	Overall 17-18	Program 16-17	Overall 16-17
This program helps me get along with adults.	73%	67%	35%	67%
This program helps me get along with kids who are different from me.	69%	69%	40%	68%
This program helps me get along with other people my age.	69%	67%	42%	70%
This program helps me try to understand how other people feel.	69%	66%	27%	65%
Sense of Mastery	700/	000/	200/	700/
This program helps me feel good about what I can do.	70%	69%	38%	72%
This program helps me feel like more of a leader.	59%	62%	36%	63%
This program helps me get better at things that I used to think were hard.	68%	72%	39%	70%
Wellness Behaviors				
This program helps me exercise more.	74%	71%	49%	70%
This program helps me say "no" to things I know are wrong.	66%	71%	39%	72%
This program helps me to learn how to be healthy.	64%	65%	35%	68%
School Engagement				
This program helps me feel excited to learn in school.	60%	61%	32%	63%
This program helps me feel happy to be at this school.	71%	66%	30%	68%
This program helps me to feel like a part of my school.	71%	71%	41%	69%
College & Career Readiness				
In this program, I learn more about college.	34%	44%	10%	45%
In this program, I learn of jobs I can have when I grow up.	39%	58%	22%	57%
Academic Behaviors				
This program helps me get my homework done.	89%	80%	54%	79%
This program helps me learn how to set goals for myself.	67%	66%	40%	68%
This program helps me learn ways to study (like reading directions).	65%	62%	29%	62%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=59; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=51; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 113%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Allendale

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

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	131	110	119	134
Enrollment: % Towards Projected	131%	124%	110%	122%
Units of Service (UOS): Total	44,388	60,439	50,275	57,923
UOS: % Towards Projected	83%	108%	86%	107%

This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
84%	99%	91%	101%
73%	84%	75%	84%
97	126	1	1
	Program 17-18 84% 73%	Program All E.S. 17-18 84% 99% 84%	Program 17-18 All E.S. 17-18 Program 16-17 84% 99% 91% 73% 84% 75%

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=131; "All E.S. 17-18" n=6,378; "This Program 16-17" n=119; "All E.S. 16-17" n=6,713.

School Day Attendance

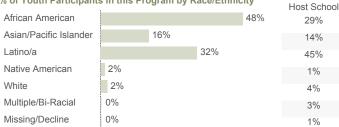
School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	161	174
School Day Attendance Rate	94%	94%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=131; "Host School" n=371.

Participant Demographic Information

% of Youth Participants in this Program by Race/Ethnicity





	This Program	Host School
English Learners	30%	45%
% by Grade Level		
	This Program	Host School
Kindergarten	11%	20%
1st Grade	18%	17%
2nd Grade	18%	18%
3rd Grade	21%	19%
4th Grade	18%	14%
5th Grade	12%	12%

This

% by Gender

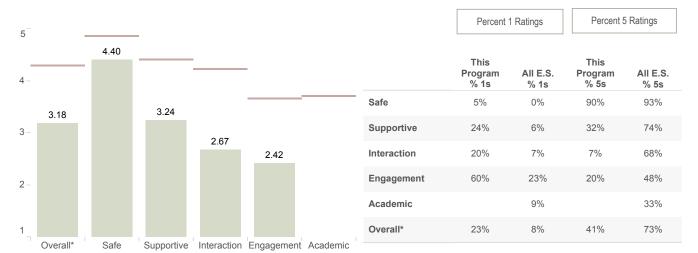
	This Program	Host School
Female	50%	47%
Male	50%	53%

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=131; "Host School" n=361.

Site Visitor: Morgan Shidler

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate.

Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

It is clear that youth strongly identify with staff and are very physically safe while in program. All entrances are secure and safety measures are well defined. Youth have an opportunity to hold leadership positions with routine tasks throughout the beginning of program while helps things move smoothly.

Areas for Improvements

While the youth were clearly excited and happy to be there, there were instances of youth using racial slurs without staff intervention and/or negative interactions between staff members and youth who repeatedly didn't follow instructions. It was noticeable that there were not any male staff members observed, sometimes for all male groups. Staff should practice using open-ended questions and non-evaluative praise.

Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	54%	78%	44%	78%
If my friends or I get bullied at this program, an adult steps in to help.	37%	71%	60%	72%
In this program, other kids hit or push me when they are not just playing around.	31%	15%	21%	16%
In this program, other kids spread mean rumors or lies about me.	40%	21%	33%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	29%	51%	38%	54%
The adults in this program listen to what I have to say.	47%	70%	55%	70%
There is an adult at this program who cares about me.	77%	78%	68%	80%
Interaction				
I feel like I belong at this program.	30%	70%	31%	67%
In this program, I get to help other people.	46%	69%	49%	69%
Since coming to this program, I am better at making friends.	52%	68%	52%	69%
Engagement				
I am interested in what we do in this program.	47%	68%	39%	69%
In this program, I get to choose what I do and how I do it.	23%	42%	24%	39%
In this program, I try new things.	45%	69%	40%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=31; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=55; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 91%.

	This	E.S.	This	E.S.
Social & Emotional Learning	Program 17-18	Overall 17-18	Program 16-17	Overall 16-17
This program helps me get along with adults.	32%	67%	43%	67%
This program helps me get along with kids who are different from me.	45%	69%	63%	68%
This program helps me get along with other people my age.	39%	67%	45%	70%
This program helps me try to understand how other people feel.	43%	66%	48%	65%
Samuel of Marketine				
Sense of Mastery This program halps me feel good about what I can do	48%	69%	57%	72%
This program helps me feel good about what I can do. This program helps me feel like more of a leader.	57%	62%	54%	63%
This program helps me get better at things that I used to think were hard.	44%	72%	54%	70%
This program neips me get better at tillings that i used to tillink were hard.	44 70	1270	3470	7 0 70
Wellness Behaviors				
This program helps me exercise more.	58%	71%	53%	70%
This program helps me say "no" to things I know are wrong.	50%	71%	53%	72%
This program helps me to learn how to be healthy.	75%	65%	48%	68%
School Engagement				
This program helps me feel excited to learn in school.	55%	61%	38%	63%
This program helps me feel happy to be at this school.	41%	66%	48%	68%
This program helps me to feel like a part of my school.	39%	71%	48%	69%
College & Career Readiness				
In this program, I learn more about college.	39%	44%	37%	45%
In this program, I learn of jobs I can have when I grow up.	62%	58%	38%	57%
Academic Behaviors				
This program helps me get my homework done.	52%	80%	50%	79%
This program helps me learn how to set goals for myself.	65%	66%	64%	68%
This program helps me learn ways to study (like reading directions).	52%	62%	36%	62%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=31; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=55; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 91%.

Oakland School-Based After School Programs 2017-18 Program Profile (Middle Schools)

Alliance Academy

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

Program Attendance and Enrollment

	This Program 17-18	All M.S. 17-18	This Program 16-17	All M.S. 16-17
Enrollment: Number of Youth Served	194	172	164	211
Enrollment: % Towards Projected	149%	120%	126%	134%
Units of Service (UOS): Total	42,950	64,307	48,970	68,952
UOS: % Towards Projected	83%	105%	95%	108%

	This Program 17-18	All M.S. 17-18	This Program 16-17	All M.S. 16-17
Progress Towards Attendance Target (CDE)	88%	85%	89%	89%
Average Program Attendance Rate	46%	70%	59%	73%
Average Program Days Attended	71	104	86	104

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=194; "All M.S. 17-18" n=3,747; "This Program 16-17" n=164; "All M.S. 16-17" n=4,746.

School Day Attendance

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

	This Program	Host School
Average School Days Attended	160	171
School Day Attendance Rate	94%	93%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=196; "Host School" n=358.

Participant Demographic Information

% of Youth Participants in this Program by Race/Ethnicity				Host School
African American		25%		18%
Asian/Pacific Islander	8%			8%
Latino/a			66%	71%
Native American	1%			0%
White	1%			1%
Multiple/Bi-Racial	0%			0%
Missing/Decline	0%			1%

70	⊏ngiisn	Learners

	Program	11051 3011001
English Learners	40%	49%
% by Grade Level		
	This Program	Host School
6th Grade	37%	34%
7th Grade	28%	30%
8th Grade	36%	36%

This

Host School

% by Gender

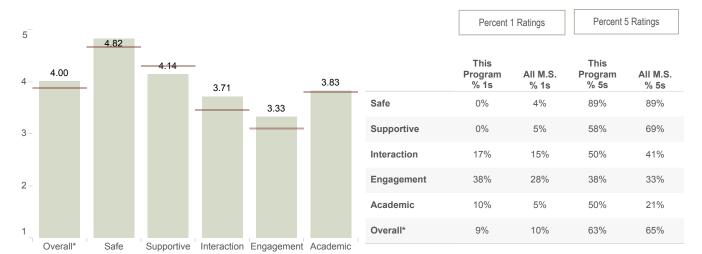
	This Program	Host School
Female	48%	47%
Male	52%	53%

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=194; "Host School" n=358.

Site Visitor: Da'Shon Carr

Assessment Tool Used: YPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

Students are given the opportunity to come up with their own icebreaker for circle time. Staff engages students with topics by using different types of modes of presentations. Staff are very strict by their classroom agreements. Students are constantly reminded about the agreements and are held accountable for their actions. Students also keep each other accountable to where staff don't have to enforce the agreements.

Areas for Improvements

Students have the opportunity to work in groups, but there isn't clarity on designated roles. I would also recommend having intentional reflections after an activity or at the end of the day. This gives students the opportunity to reflect on their behavior and progress in the program. I would also recommend creating more activities that are focused on getting students into the habit of planning. Some planning was observed during the program offering, but more opportunities would get students in the habit of doing it more.

Safe Environment	This Program 17-18	M.S. Overall 17-18	This Program 16-17	M.S. Overall 16-17
I feel safe in this program.	67%	56%	54%	67%
If someone bullies my friends or me at this program, an adult steps in to help.	56%	62%	41%	61%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding aroun	24%	26%	22%	20%
When I am in this program, I have had mean rumors or lies spread about me.	17%	22%	24%	21%
Supportive Environment				
In this program, I tell other youth when they do a good job or contribute to the group.	48%	39%	34%	47%
The adults in this program listen to what I have to say.	53%	53%	53%	60%
There is an adult at this program who really cares about me.	69%	59%	56%	67%
Interaction				
I feel like I belong at this program.	53%	51%	46%	56%
In this program, I get to help other people.	56%	51%	43%	58%
Since coming to this program, I am better at making friends.	56%	50%	48%	56%
Engagement				
I am interested in what we do in this program.	52%	48%	38%	57%
In this program, I get to choose what I do and how I do it.	21%	32%	26%	41%
In this program, I try new things.	49%	48%	41%	55%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=74; "M.S. Overall 17-18" n=1,412; "This Program 16-17" n=47; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 87%.

Social & Emotional Learning	This Program 17-18	M.S. Overall 17-18	This Program 16-17	M.S. Overall 16-17
Since coming to this program, I get along better with other people my age.	51%	49%	38%	55%
This program helps me get along better with adults.	45%	48%	47%	53%
This program helps me get along with people my age who are different from me.	50%	49%	43%	55%
This program helps me try to understand how other people feel.	43%	45%	43%	50%
Sense of Mastery				
This program helps me feel like more of a leader.	51%	43%	36%	50%
This program helps me get better at things that I used to think were hard.	51%	48%	46%	55%
This program helps me to feel more confident about what I can do.	59%	49%	39%	58%
Wellness Behaviors				
Since coming to this program, I am better at saying "no" to things I know are wrong.	57%	53%	46%	58%
This program helps me exercise more.	58%	49%	50%	57%
This program helps me to learn how to be healthy.	50%	44%	48%	49%
School Engagement				
This program helps me feel happy to be at this school.	43%	45%	43%	51%
This program helps me feel more motivated to learn in school.	51%	48%	35%	55%
This program helps me to feel like a part of my school.	53%	48%	46%	==0/
				55%
College & Career Readiness				55%
College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future.	39%	43%	36%	47%
College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college.	39% 44%	43% 46%	36% 45%	
In this program, I learn about the kinds of jobs I'd like to have in the future.				47%
In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college.	44%	46%	45%	47% 54%
In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college. This program helps me feel ready to go to high school.	44%	46%	45%	47% 54%
In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college. This program helps me feel ready to go to high school. Academic Behaviors	44% 54%	46% 49%	45% 54%	47% 54% 56%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=74; "M.S. Overall 17-18" n=1,412; "This Program 16-17" n=47; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 87%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

ASCEND (K-8 Elementary)

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

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	147	110	147	134
Enrollment: % Towards Projected	129%	124%	118%	122%
Units of Service (UOS): Total	61,081	60,439	60,856	57,923
UOS: % Towards Projected	117%	108%	103%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)		99%		101%
Average Program Attendance Rate	78%	84%	85%	84%
Average Program Days Attended	107	126	121	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=161; "All E.S. 17-18" n=6,378; "This Program 16-17" n=147; "All E.S. 16-17" n=6,713.

School Day Attendance

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

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

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=None; "Host School" n=None.

Participant Demographic Information

Host S	scnool
African American 5%	
Asian/Pacific Islander 1%	%
Latino/a 88% 94	%
Native American 0%	%
White 1%	%
Multiple/Bi-Racial 2%	%
Missing/Decline 1%	%

3%	
1%	
94%	
0%	
1%	
1%	
0%	

% English Learners

English Learners		56%
% by Grade Level		
	This Program	Host School
Kindergarten		20%
1st Grade		16%
2nd Grade		16%
3rd Grade		16%
4th Grade		16%
5th Grade		16%

This

Program

Host School

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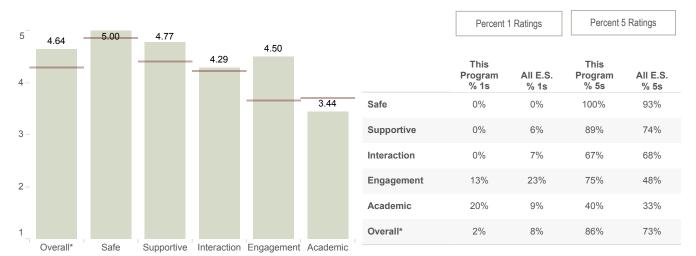
	This Program	Host School
Female	56%	
Male	44%	

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=161; "Host School" n=329.

Site Visitor: Da'Shon Carr

Assessment Tool Used: YPQA

Point of Service Quality Status: Thriving



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

This program offers great practices in providing quality services to their students. Older youth are given the opportunity to become a mentor/buddy to the younger kids in the program. Some are also given the opportunity to be a teacher assistant to some of the staff. From what I've observed, student assistants were able to assist the staff in activity set-up and attendance. The older youth worked side-by-side with the younger students. The program focuses on incorporating their organization's goals into their activities. All staff are very strong in using opened questions to guide their activities. This program offers a wide range of activities and enrichment for students to develop new skills.

Areas for Improvements

Even though reflection took place at this program, I recommend having more opportunities and different methods for students to reflect. Group discussions are good, but students should have more opportunities for to reflect in different ways. I also recommend for students to give feedback on their activities. Students should have the opportunity to make choices or vote on their activities. Overall the program should focus on stimulating the growth and development of their students through their continuous quality improvement efforts.

Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	80%	78%	91%	78%
If my friends or I get bullied at this program, an adult steps in to help.	64%	71%	79%	72%
In this program, other kids hit or push me when they are not just playing around.	17%	15%	0%	16%
In this program, other kids spread mean rumors or lies about me.	24%	21%	3%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	49%	51%	56%	54%
The adults in this program listen to what I have to say.	71%	70%	85%	70%
There is an adult at this program who cares about me.	81%	78%	85%	80%
Interaction				
I feel like I belong at this program.	69%	70%	82%	67%
In this program, I get to help other people.	74%	69%	85%	69%
Since coming to this program, I am better at making friends.	85%	68%	82%	69%
Engagement				
I am interested in what we do in this program.	59%	68%	85%	69%
In this program, I get to choose what I do and how I do it.	28%	42%	41%	39%
In this program, I try new things.	61%	69%	88%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=42; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=34; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 63%.

	Th:-	- 0	TI-:-	F 0
Social & Emotional Learning	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	66%	67%	82%	67%
This program helps me get along with kids who are different from me.	76%	69%	79%	68%
This program helps me get along with other people my age.	73%	67%	79%	70%
This program helps me try to understand how other people feel.	54%	66%	71%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	73%	69%	79%	72%
This program helps me feel like more of a leader.	66%	62%	76%	63%
This program helps me get better at things that I used to think were hard.	69%	72%	82%	70%
Wellness Behaviors				
This program helps me exercise more.	71%	71%	88%	70%
This program helps me say "no" to things I know are wrong.	57%	71%	62%	72%
This program helps me to learn how to be healthy.	79%	65%	85%	68%
School Engagement				
This program helps me feel excited to learn in school.	62%	61%	79%	63%
This program helps me feel happy to be at this school.	74%	66%	79%	68%
This program helps me to feel like a part of my school.	76%	71%	88%	69%
College & Career Readiness				
In this program, I learn more about college.	21%	44%	50%	45%
In this program, I learn of jobs I can have when I grow up.	65%	58%	76%	57%
Academic Behaviors				
	000/	900/	700/	700/
This program helps me get my homework done.	82%	80%	79%	79%
This program helps me learn how to set goals for myself.	64%	66%	76%	68%
This program helps me learn ways to study (like reading directions).	52%	62%	74%	62%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=42; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=34; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 63%.

Oakland School-Based After School Programs 2017-18 Program Profile (Middle Schools)

ASCEND (K-8 Middle)

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

Program Attendance and Enrollment

	This Program 17-18	All M.S. 17-18	This Program 16-17	All M.S. 16-17
Enrollment: Number of Youth Served	147	172	147	211
Enrollment: % Towards Projected	129%	120%	118%	134%
Units of Service (UOS): Total	61,081	64,307	60,856	68,952
UOS: % Towards Projected	117%	105%	103%	108%

This Program 17-18	All M.S. 17-18	This Program 16-17	All M.S. 16-17
	85%		89%
78%	70%	85%	73%
107	104	121	104
	Program 17-18	Program All M.S. 17-18 85% 78% 70%	Program 17-18 All M.S. 17-18 Program 16-17 85% 85% 78% 70% 85%

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=161; "All M.S. 17-18" n=3,747; "This Program 16-17" n=147; "All M.S. 16-17" n=4,746.

School Day Attendance

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

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

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=None; "Host School" n=None.

Participant Demographic Information

% of Youth Participants in this Program by Race/Ethnicity Host School					
African American 5%		3%			
ific Islander 1%		1%			
	88%	94%			
0%		0%			
1%		1%			
Multiple/Bi-Racial 2%		1%			
1%		0%			
	5% 1% 0% 1% 2%	5% 1% 0% 1% 2%			

ol		

% English Learners

	Program	11031 0011001
English Learners		56%
% by Grade Level		
	This Program	Host School
6th Grade		34%
7th Grade		34%
8th Grade		33%

This

Host School

% by Gender

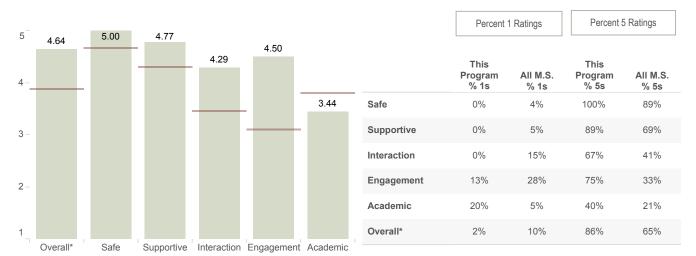
	This Program	Host School
Female	56%	
Male	44%	

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=161; "Host School" n=158.

Site Visitor: Da'Shon Carr

Assessment Tool Used: YPQA

Point of Service Quality Status: Thriving



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

This program offers great practices in providing quality services to their students. Older youth are given the opportunity to become a mentor/buddy to the younger kids in the program. Some are also given the opportunity to be a teacher assistant to some of the staff. From what I've observed, student assistants were able to assist the staff in activity set-up and attendance. The older youth worked side-by-side with the younger students. The program focuses on incorporating their organization's goals into their activities. All staff are very strong in using opened questions to guide their activities. This program offers a wide range of activities and enrichment for students to develop new skills.

Areas for Improvements

Even though reflection took place at this program, I recommend having more opportunities and different methods for students to reflect. Group discussions are good, but students should have more opportunities for to reflect in different ways. I also recommend for students to give feedback on their activities. Students should have the opportunity to make choices or vote on their activities. Overall the program should focus on stimulating the growth and development of their students through their continuous quality improvement efforts.

Safe Environment	This Program 17-18	M.S. Overall 17-18	This Program 16-17	M.S. Overall 16-17
I feel safe in this program.	55%	56%	52%	67%
If someone bullies my friends or me at this program, an adult steps in to help.	39%	62%	63%	61%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding aroun	30%	26%	33%	20%
When I am in this program, I have had mean rumors or lies spread about me.	15%	22%	17%	21%
Supportive Environment				
In this program, I tell other youth when they do a good job or contribute to the group.	34%	39%	43%	47%
The adults in this program listen to what I have to say.	39%	53%	46%	60%
There is an adult at this program who really cares about me.	48%	59%	57%	67%
Interaction				
I feel like I belong at this program.	48%	51%	52%	56%
In this program, I get to help other people.	52%	51%	52%	58%
Since coming to this program, I am better at making friends.	45%	50%	42%	56%
Engagement				
I am interested in what we do in this program.	48%	48%	57%	57%
In this program, I get to choose what I do and how I do it.	18%	32%	21%	41%
In this program, I try new things.	42%	48%	54%	55%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=33; "M.S. Overall 17-18" n=1,412; "This Program 16-17" n=24; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 49%.

Social & Emotional Learning	This Program 17-18	M.S. Overall 17-18	This Program 16-17	M.S. Overall 16-17
Since coming to this program, I get along better with other people my age.	58%	49%	50%	55%
This program helps me get along better with adults.	45%	48%	54%	53%
This program helps me get along with people my age who are different from me.	52%	49%	50%	55%
This program helps me try to understand how other people feel.	30%	45%	46%	50%
Sense of Mastery				
This program helps me feel like more of a leader.	36%	43%	50%	50%
This program helps me get better at things that I used to think were hard.	39%	48%	58%	55%
This program helps me to feel more confident about what I can do.	39%	49%	50%	58%
Wellness Behaviors				
Since coming to this program, I am better at saying "no" to things I know are wrong.	36%	53%	58%	58%
This program helps me exercise more.	70%	49%	75%	57%
This program helps me to learn how to be healthy.	36%	44%	54%	49%
This program helps me feel happy to be at this school.	36%	45%	50%	51%
This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school.	33%	48%	46%	55%
This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school.	33%	48%	46%	55%
This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school.	33%	48%	46%	55%
This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness	33% 45%	48% 48%	46% 50%	55% 55%
This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future.	33% 45% 18%	48% 48% 43%	46% 50% 54%	55% 55% 47%
This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college.	33% 45% 18% 30%	48% 48% 43% 46%	46% 50% 54% 50%	55% 55% 47% 54%
This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college. This program helps me feel ready to go to high school.	33% 45% 18% 30%	48% 48% 43% 46%	46% 50% 54% 50%	55% 55% 47% 54%
This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college. This program helps me feel ready to go to high school. Academic Behaviors	33% 45% 18% 30% 30%	48% 48% 43% 46% 49%	46% 50% 54% 50% 50%	55% 55% 47% 54% 56%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=33; "M.S. Overall 17-18" n=1,412; "This Program 16-17" n=24; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 49%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Bella Vista

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

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	116	110	114	134
Enrollment: % Towards Projected	155%	124%	152%	122%
Units of Service (UOS): Total	55,002	60,439	55,586	57,923
UOS: % Towards Projected	125%	108%	127%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)	114%	99%	111%	101%
Average Program Attendance Rate	96%	84%	95%	84%
Average Program Days Attended	148	126	147	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=116; "All E.S. 17-18" n=6,378; "This Program 16-17" n=114; "All E.S. 16-17" n=6,713.

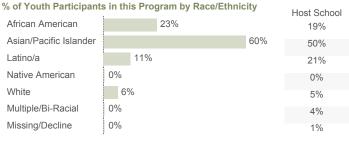
School Day Attendance

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

	This Program	Host School
Average School Days Attended	173	176
School Day Attendance Rate	97%	95%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=116; "Host School" n=448.

Participant Demographic Information





% by Gender

	This Program	Host School
Female	47%	43%
Male	53%	57%

% English Learners

	Program	Host School
English Learners	33%	44%
% by Grade Level		
	This Program	Host School
Kindergarten	12%	25%
1st Grade	12%	15%
2nd Grade	10%	16%
3rd Grade	18%	13%
4th Grade	16%	13%
5th Grade	23%	18%

This

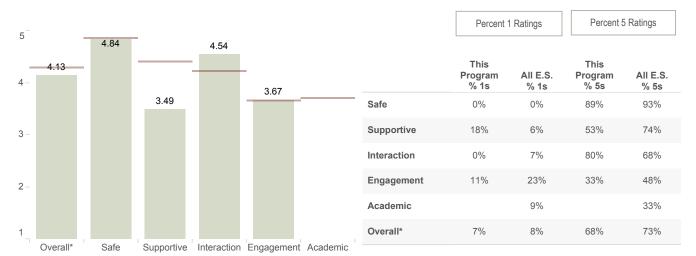
Host School

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=116; "Host School" n=447.

Site Visitor: Danielle Waters

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

There is a storng sense of belonging and inclusive environment at this program. Agenda and objective were posted in each room and students went over them before each activity. Students clearly know and follow program routines and rituals and hold each other accountable to these group standards and norms. Staff interactions were very strong, with program leaders supporting students through strong feelings, taking the time to aknowledge feelings and support students in coming up with solutions. Program leaders consistently circulated throughout activities, checking in with groups and individual students, encouraging higher level skills and getting down at students level when having conversations.

Areas for Improvements

Encouragement is an area that can be strenthened. Program Leaders should practice using non-evaluative language when recognizing student contributions and accomplishments. "Good job," "excellent" and "perfect" were heard several times in response to student contributions instead of non-evaluative praise. Staff asked youth many questions during activities, but none observed were open-ended, most started with "Can someone tell me...," or "Who can tell me..." Starting the same questions with either "What," "Why," or "How" would make them open-ended.

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Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	64%	78%	73%	78%
If my friends or I get bullied at this program, an adult steps in to help.	50%	71%	65%	72%
In this program, other kids hit or push me when they are not just playing around.	15%	15%	19%	16%
In this program, other kids spread mean rumors or lies about me.	29%	21%	22%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	29%	51%	37%	54%
The adults in this program listen to what I have to say.	60%	70%	59%	70%
There is an adult at this program who cares about me.	61%	78%	67%	80%
Interaction				
I feel like I belong at this program.	46%	70%	50%	67%
In this program, I get to help other people.	64%	69%	64%	69%
Since coming to this program, I am better at making friends.	55%	68%	50%	69%
Engagement				
I am interested in what we do in this program.	46%	68%	44%	69%
In this program, I get to choose what I do and how I do it.	25%	42%	38%	39%
In this program, I try new things.	65%	69%	51%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=56; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=79; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 117%.

Social & Emotional Learning	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	53%	67%	41%	67%
This program helps me get along with kids who are different from me.	54%	69%	59%	68%
This program helps me get along with other people my age.	48%	67%	48%	70%
This program helps me try to understand how other people feel.	43%	66%	45%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	42%	69%	54%	72%
This program helps me feel like more of a leader.	43%	62%	56%	63%
This program helps me get better at things that I used to think were hard.	38%	72%	52%	70%
Wellness Behaviors				
This program helps me exercise more.	64%	71%	41%	70%
This program helps me say "no" to things I know are wrong.	58%	71%	58%	72%
This program helps me to learn how to be healthy.	47%	65%	62%	68%
School Engagement				
This program helps me feel excited to learn in school.	40%	61%	49%	63%
This program helps me feel happy to be at this school.	45%	66%	47%	68%
This program helps me to feel like a part of my school.	51%	71%	47%	69%
College & Career Readiness				
In this program, I learn more about college.	60%	44%	62%	45%
In this program, I learn of jobs I can have when I grow up.	55%	58%	50%	57%
Academic Behaviors				
This program helps me get my homework done.	80%	80%	78%	79%
This program helps me learn how to set goals for myself.	48%	66%	57%	68%
This program helps me learn ways to study (like reading directions).	35%	62%	44%	62%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=56; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=79; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 117%.

Oakland School-Based After School Programs 2017-18 Program Profile (Middle Schools)

Bret Harte

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

Program Attendance and Enrollment

	This Program 17-18	All M.S. 17-18	This Program 16-17	All M.S. 16-17
Enrollment: Number of Youth Served	206	172	220	211
Enrollment: % Towards Projected	129%	120%	138%	134%
Units of Service (UOS): Total	68,556	64,307	67,191	68,952
UOS: % Towards Projected	156%	105%	100%	108%

	This Program 17-18	All M.S. 17-18	This Program 16-17	All M.S. 16-17
Progress Towards Attendance Target (CDE)	82%	85%	83%	89%
Average Program Attendance Rate	68%	70%	75%	73%
Average Program Days Attended	100	104	98	104

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=206; "All M.S. 17-18" n=3,747; "This Program 16-17" n=220; "All M.S. 16-17" n=4,746.

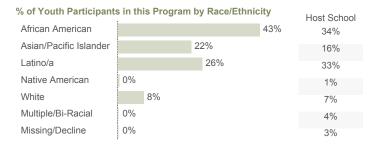
School Day Attendance

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

	This Program	Host School
Average School Days Attended	166	157
School Day Attendance Rate	95%	94%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=207; "Host School" n=690.

Participant Demographic Information





	Program	
English Learners	22%	30%
% by Grade Level		
	This Program	Host School
6th Grade	32%	36%
7th Grade	29%	32%
8th Grade	34%	31%

This

Host School

% by Gender

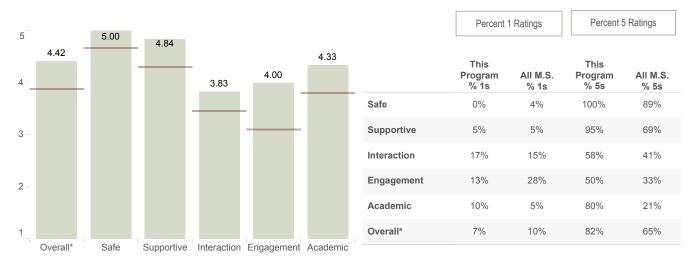
	This Program	Host School
Female	46%	48%
Male	54%	52%

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=206; "Host School" n=591.

Site Visitor: Jimena Q Hopkins

Assessment Tool Used: YPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

- 1. Significant opportunities to work collaboratively were observed. For example, during Media Class youth had interdependent roles in groups to create a video and in Art youth worked together to create a poster.
- 2. Youth spent time planning steps for their projects by brainstorming and discussing the approach to complete their projects.
- 3. Opportunities for youth to present to the group were available. Youth were able to create tangible pieces of work to present.

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Areas for Improvements

- 1. Reflection questions to help youth reflect on their learning were inconsistent across activities. It would also be beneficial to ask questions to receive feedback from youth about the activities and process.
- 2. Youth would benefit from having more opportunities to lead portions of the activities. For example, facilitating check-in or reflection.
- 3. Youth would also benefit from having opportunities to mentor each other. For example this could be implemented during homework time.

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Safe Environment	This Program 17-18	M.S. Overall 17-18	This Program 16-17	M.S. Overall 16-17
I feel safe in this program.	80%	56%	67%	67%
If someone bullies my friends or me at this program, an adult steps in to help.	86%	62%	60%	61%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding aroun	26%	26%	45%	20%
When I am in this program, I have had mean rumors or lies spread about me.	32%	22%	42%	21%
Supportive Environment				
In this program, I tell other youth when they do a good job or contribute to the group.	56%	39%	55%	47%
The adults in this program listen to what I have to say.	79%	53%	63%	60%
There is an adult at this program who really cares about me.	83%	59%	78%	67%
Interaction				
I feel like I belong at this program.	75%	51%	69%	56%
In this program, I get to help other people.	76%	51%	62%	58%
Since coming to this program, I am better at making friends.	79%	50%	61%	56%
Engagement				
I am interested in what we do in this program.	72%	48%	69%	57%
In this program, I get to choose what I do and how I do it.	49%	32%	40%	41%
In this program, I try new things.	64%	48%	66%	55%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=73; "M.S. Overall 17-18" n=1,412; "This Program 16-17" n=89; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 58%.

Social & Emotional Learning	This Program 17-18	M.S. Overall 17-18	This Program 16-17	M.S. Overall 16-17
Since coming to this program, I get along better with other people my age.	77%	49%	58%	55%
This program helps me get along better with adults.	61%	48%	49%	53%
This program helps me get along with people my age who are different from me.	75%	49%	58%	55%
This program helps me try to understand how other people feel.	75%	45%	52%	50%
Sense of Mastery				
This program helps me feel like more of a leader.	69%	43%	56%	50%
This program helps me get better at things that I used to think were hard.	68%	48%	54%	55%
This program helps me to feel more confident about what I can do.	70%	49%	52%	58%
Wellness Behaviors				
Since coming to this program, I am better at saying "no" to things I know are wrong.	75%	53%	62%	58%
This program helps me exercise more.	55%	49%	69%	57%
This program helps me to learn how to be healthy.	56%	44%	47%	49%
This program helps me feel happy to be at this school.	70%	45%	57%	51%
This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school.	69%	48%	55%	55%
This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school.	69%	48%	55%	55%
This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school.	69%	48%	55%	55%
This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness	69% 70%	48% 48%	55% 55%	55% 55%
This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future.	69% 70% 49%	48% 48% 43%	55% 55% 51%	55% 55% 47%
This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college.	69% 70% 49% 62%	48% 48% 43% 46%	55% 55% 51% 54%	55% 55% 47% 54%
This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college. This program helps me feel ready to go to high school.	69% 70% 49% 62%	48% 48% 43% 46%	55% 55% 51% 54%	55% 55% 47% 54%
This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college. This program helps me feel ready to go to high school. Academic Behaviors	69% 70% 49% 62% 69%	48% 48% 43% 46% 49%	55% 55% 51% 54% 62%	55% 55% 47% 54% 56%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=73; "M.S. Overall 17-18" n=1,412; "This Program 16-17" n=89; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 58%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Bridges Academy

About this program: Bay Area Community Resources provides comprehensive, high quality after school services at Bridges Academy for students in grades K-5, provided at the school site, 5 days/week, every school day during the year. Students receive 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 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	143	110	145	134
Enrollment: % Towards Projected	143%	124%	145%	122%
Units of Service (UOS): Total	48,306	60,439	46,745	57,923
UOS: % Towards Projected	96%	108%	98%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)	99%	99%	104%	101%
Average Program Attendance Rate	81%	84%	84%	84%
Average Program Days Attended	104	126	108	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=143; "All E.S. 17-18" n=6,378; "This Program 16-17" n=145; "All E.S. 16-17" n=6,713.

School Day Attendance

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

	This Program	Host School
Average School Days Attended	169	177
School Day Attendance Rate	96%	95%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=143; "Host School" n=438.

Participant Demographic Information

%	of	Youth	Part	icipants	in	this	Program	by	Race/Ethnicity
				1	_				

African American	6%		5%
Asian/Pacific Islander	2%		2%
Latino/a		90%	88%
Native American	0%		0%
White	1%		2%
Multiple/Bi-Racial	0%		1%
Missing/Decline	0%		2%

% English Learners

	This Program	Host School
English Learners	71%	80%
% by Grade Level		
	This Program	Host School
Kindergarten	0%	20%
1st Grade	13%	16%
2nd Grade	17%	19%
3rd Grade	29%	16%
4th Grade	20%	16%
5th Grade	21%	14%

This

% by Gender

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

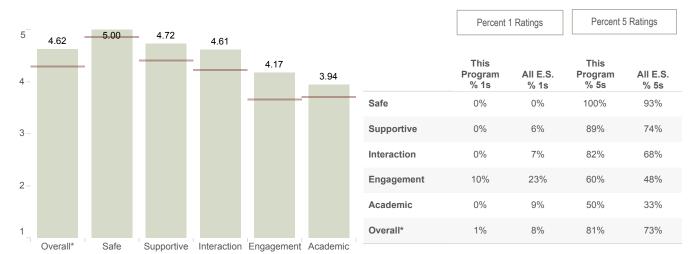
Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=143; "Host School" n=442.

Host School

Site Visitor: Sam Adams

Assessment Tool Used: SAPQA

Point of Service Quality Status: Thriving



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

- 1. One of the main strengths for this program are the interactions between youth and staff. Staff members consistently did a good job of circulating to all youth, interacting positively, supporting youth who were struggling, and working as partners with youth during activities. This helped drive positive interactions during all activities.
- 2. Another strength of the program was the multiple opportunities for youth to take on responsibility by supporting routine tasks. From snack distribution, to handing out materials, to scribing at the whiteboard, to cleaning up after activities, staff allowed youth to help without intervening intrusively. This helped drive positive engagement in all activities.
- 3. Reflection and feedback were also done well in at least one activity. Staff lead youth in a structured discussion that allowed youth to process and interpret the activity they had been working on. Furthermore, the staff also asked for feedback from the youth about what could have been improved or altered to make the activity go more smoothly, and the youth provided thoughtful responses.

Areas for Improvements

- 1. During the writing workshop activities, there were several times when staff explained the activity in such a way that a large portion of youth did not understand fully before beginning. This caused somewhat rocky starts to these portions of the activities. One suggestion for this would be to scaffold the activities with more planning opportunities. This would build in a short buffer time for staff to check and address whether or not youth fully understand the activity.
- 2. As mentioned above, planning is an area that could be strengthened and would help drive up the engagement scale. Some planning did occur, as one activity had youth work on rough drafts, but overall activities could have used it more. One suggestions might be to incorporate journals or logs of some sort that youth could write goals in before starting homework, silent reading, or an activity. This could also be a tool for staff to use to help keep youth on task and accountable to the youth's own goal for that session.

Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	78%	78%	62%	78%
If my friends or I get bullied at this program, an adult steps in to help.	68%	71%	66%	72%
In this program, other kids hit or push me when they are not just playing around.	11%	15%	25%	16%
In this program, other kids spread mean rumors or lies about me.	11%	21%	22%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	45%	51%	51%	54%
The adults in this program listen to what I have to say.	69%	70%	69%	70%
There is an adult at this program who cares about me.	67%	78%	60%	80%
Interaction				
I feel like I belong at this program.	75%	70%	55%	67%
In this program, I get to help other people.	72%	69%	68%	69%
Since coming to this program, I am better at making friends.	64%	68%	64%	69%
Engagement				
I am interested in what we do in this program.	74%	68%	69%	69%
In this program, I get to choose what I do and how I do it.	47%	42%	22%	39%
In this program, I try new things.	61%	69%	51%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=68; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=55; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 162%.

Social & Emotional Learning	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	74%	67%	54%	67%
This program helps me get along with kids who are different from me.	75%	69%	57%	68%
This program helps me get along with other people my age.	76%	67%	61%	70%
This program helps me try to understand how other people feel.	57%	66%	54%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	69%	69%	66%	72%
This program helps me feel like more of a leader.	60%	62%	64%	63%
This program helps me get better at things that I used to think were hard.	78%	72%	69%	70%
Wellness Behaviors				
This program helps me exercise more.	77%	71%	55%	70%
This program helps me say "no" to things I know are wrong.	70%	71%	66%	72%
This program helps me to learn how to be healthy.	64%	65%	62%	68%
School Engagement				
	67%	61%	60%	63%
	0/70			
This program helps me feel excited to learn in school.			68%	
	72% 69%	66% 71%	68% 70%	68% 69%
This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school.	72%	66%		68%
This program helps me feel excited to learn in school. This program helps me feel happy to be at this school.	72%	66%		68%
This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school. College & Career Readiness	72% 69%	66% 71%	70%	68% 69%
This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn more about college.	72% 69% 34%	66% 71% 44%	70%	68% 69% 45%
This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn more about college. In this program, I learn of jobs I can have when I grow up.	72% 69% 34%	66% 71% 44%	70%	68% 69% 45%
This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn more about college. In this program, I learn of jobs I can have when I grow up.	72% 69% 34% 65%	66% 71% 44% 58%	70% 35% 47%	68% 69% 45% 57%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=68; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=55; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 162%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Brookfield

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

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	139	110	114	134
Enrollment: % Towards Projected	139%	124%	114%	122%
Units of Service (UOS): Total	51,019	60,439	52,006	57,923
UOS: % Towards Projected	111%	108%	111%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)	101%	99%	97%	101%
Average Program Attendance Rate	85%	84%	92%	84%
Average Program Days Attended	110	126	132	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=139; "All E.S. 17-18" n=6,378; "This Program 16-17" n=114; "All E.S. 16-17" n=6,713.

School Day Attendance

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

	This Program	Host School
Average School Days Attended	165	172
School Day Attendance Rate	94%	94%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=140; "Host School" n=307.

Participant Demographic Information

% OT	Youtn	Participants	in this	Program	DУ	Race/Ethnicity	

African American	s in this Program by Race/i	42%	Host School 29%
Asian/Pacific Islander	5%		6%
Latino/a		52%	60%
Native American	0%		0%
White	1%		2%
Multiple/Bi-Racial	0%		1%
Missing/Decline	0%		1%

% English Learners

	Flograffi	
English Learners	48%	58%
% by Grade Level		
	This Program	Host School
Kindergarten	10%	18%
1st Grade	14%	15%
2nd Grade	25%	18%
3rd Grade	18%	17%
4th Grade	14%	17%
5th Grade	17%	16%

This

Host School

% by Gender

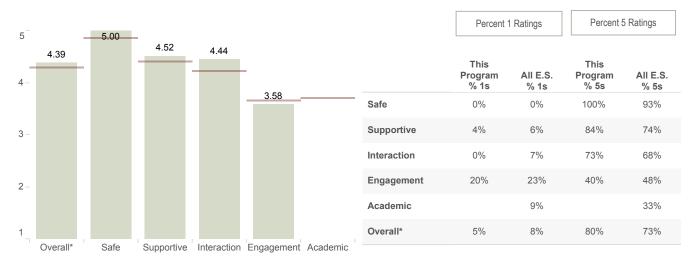
	This Program	Host School
Female	52%	49%
Male	48%	51%

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=139; "Host School" n=296.

Site Visitor: Maria Ramirez

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

The school site has created a safe environment and a strong sense of community. Students are celebrated for their accomplishements and they have build relationships with staff. There are clear opportunities for students to participate and lead activities during program. students take responsibility and show self confidence when leading activities or taking on leadership roles.

Areas for Improvements

An area of improvement is providing more open ended questions during activies. Although questions were asked providing open ended questions can create more conversation and discussion with students. Another area of improvement is providing students with opportunities to work in groups, to plan and share their plans to others, these opportunities can be done by having students write in journals, drawing, or brainstroming.

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Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	76%	78%	73%	78%
If my friends or I get bullied at this program, an adult steps in to help.	78%	71%	80%	72%
In this program, other kids hit or push me when they are not just playing around.	28%	15%	54%	16%
In this program, other kids spread mean rumors or lies about me.	39%	21%	46%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	39%	51%	46%	54%
The adults in this program listen to what I have to say.	70%	70%	66%	70%
There is an adult at this program who cares about me.	79%	78%	71%	80%
Interaction				
I feel like I belong at this program.	55%	70%	71%	67%
In this program, I get to help other people.	73%	69%	67%	69%
Since coming to this program, I am better at making friends.	66%	68%	73%	69%
Engagement				
I am interested in what we do in this program.	67%	68%	66%	69%
In this program, I get to choose what I do and how I do it.	45%	42%	51%	39%
In this program, I try new things.	70%	69%	64%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=33; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=52; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 85%.

	This	E.S.	This	E.S.
Social & Emotional Learning	Program 17-18	Overall 17-18	Program 16-17	Overall 16-17
This program helps me get along with adults.	67%	67%	66%	67%
This program helps me get along with kids who are different from me.	64%	69%	78%	68%
This program helps me get along with other people my age.	76%	67%	74%	70%
This program helps me try to understand how other people feel.	67%	66%	76%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	69%	69%	79%	72%
This program helps me feel like more of a leader.	44%	62%	76%	63%
This program helps me get better at things that I used to think were hard.	56%	72%	75%	70%
Wellness Behaviors				
This program helps me exercise more.	81%	71%	67%	70%
This program helps me say "no" to things I know are wrong.	61%	71%	71%	72%
This program helps me to learn how to be healthy.	63%	65%	75%	68%
School Engagement				
This program helps me feel excited to learn in school.	61%	61%	65%	63%
This program helps me feel happy to be at this school.	58%	66%	61%	68%
This program helps me to feel like a part of my school.	69%	71%	73%	69%
College & Career Readiness				
In this program, I learn more about college.	61%	44%	70%	45%
In this program, I learn of jobs I can have when I grow up.	64%	58%	72%	57%
Academic Behaviors				
This program helps me get my homework done.	88%	80%	73%	79%
This program helps me learn how to set goals for myself.	72%	66%	74%	68%
This program helps me learn ways to study (like reading directions).	69%	62%	65%	62%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=33; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=52; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 85%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Burckhalter

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

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	145	110	140	134
Enrollment: % Towards Projected	145%	124%	140%	122%
Units of Service (UOS): Total	67,731	60,439	68,730	57,923
UOS: % Towards Projected	107%	108%	100%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)	126%	99%	127%	101%
Average Program Attendance Rate	83%	84%	85%	84%
Average Program Days Attended	131	126	137	128
Average Program Days Attended	131	126	137	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=145; "All E.S. 17-18" n=6,378; "This Program 16-17" n=140; "All E.S. 16-17" n=6,713.

School Day Attendance

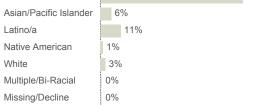
School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	163	164
School Day Attendance Rate	95%	94%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=145; "Host School" n=263.

Participant Demographic Information

% of Youth Participants	s in this Program by Race/Ethnici	ity
African American		799
A - ! /D !C - 1 - 1 1	00/	





6%	
4%	
)%	
2%	
1%	
10/	

% English Learners

	This Program	Host School
English Learners	6%	12%
% by Grade Level		
	This Program	Host School
Kindergarten	10%	17%
1st Grade	17%	17%
2nd Grade	17%	17%
3rd Grade	16%	19%
4th Grade	18%	16%
5th Grade	18%	14%

This

% by Gender

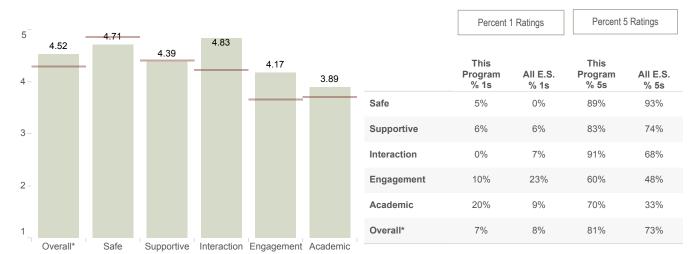
	This Program	Host School
Female	57%	52%
Male	43%	48%

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=145; "Host School" n=248.

Site Visitor: Rai Froh

Assessment Tool Used: SAPQA

Point of Service Quality Status: Thriving



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

Program staff are mostly friendly and improve relationships with students by also laying on the floor if some students are or singing songs with students or doing fist bumps with students, staff provide multiple opportunities for students to demonstrate leadership by helping other students, and staff also help students that are struggling by incorporating new methods to help them as witnessed when one staff member allowed students to draw instead of write out all five senses if that helped them remember them better.

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Areas for Improvements

Staff use negative tones and language toward students on occassion, staff can implement structured reflection at the end of their activity or the end of the entire program, and staff can increase the use of open ended questions when students are asking for help such as "how do I do this?", the facilitator could respond "How would you start / have you done something similar?"

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Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	71%	78%	68%	78%
If my friends or I get bullied at this program, an adult steps in to help.	60%	71%	65%	72%
In this program, other kids hit or push me when they are not just playing around.	16%	15%	23%	16%
In this program, other kids spread mean rumors or lies about me.	22%	21%	30%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	35%	51%	53%	54%
The adults in this program listen to what I have to say.	56%	70%	54%	70%
There is an adult at this program who cares about me.	77%	78%	65%	80%
Interaction				
I feel like I belong at this program.	54%	70%	60%	67%
In this program, I get to help other people.	61%	69%	61%	69%
Since coming to this program, I am better at making friends.	48%	68%	62%	69%
Engagement				
I am interested in what we do in this program.	47%	68%	59%	69%
In this program, I get to choose what I do and how I do it.	23%	42%	22%	39%
In this program, I try new things.	44%	69%	69%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=52; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=61; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 100%.

	T1.1.	- 0	T1. 1.	- 0
Social & Emotional Learning	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	50%	67%	60%	67%
This program helps me get along with kids who are different from me.	55%	69%	59%	68%
This program helps me get along with other people my age.	65%	67%	62%	70%
This program helps me try to understand how other people feel.	50%	66%	68%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	62%	69%	73%	72%
This program helps me feel like more of a leader.	53%	62%	55%	63%
This program helps me get better at things that I used to think were hard.	61%	72%	63%	70%
Wellness Behaviors				
This program helps me exercise more.	46%	71%	62%	70%
This program helps me say "no" to things I know are wrong.	59%	71%	73%	72%
This program helps me to learn how to be healthy.	52%	65%	56%	68%
School Engagement				
This program helps me feel excited to learn in school.	52%	61%	57%	63%
This program helps me feel happy to be at this school.	64%	66%	59%	68%
This program helps me to feel like a part of my school.	62%	71%	60%	69%
College & Career Readiness				
In this program, I learn more about college.	20%	44%	31%	45%
In this program, I learn more about college. In this program, I learn of jobs I can have when I grow up.	20% 34%	44% 58%	31% 49%	45% 57%
In this program, I learn of jobs I can have when I grow up.				
In this program, I learn of jobs I can have when I grow up. Academic Behaviors	34%	58%	49%	57%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=52; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=61; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 100%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Carl Munck

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 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	119	110	104	134
Enrollment: % Towards Projected	109%	124%		122%
Units of Service (UOS): Total	58,190	60,439		57,923
UOS: % Towards Projected	114%	108%		107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)	114%	99%	84%	101%
Average Program Attendance Rate	89%	84%	80%	84%
Average Program Days Attended	143	126	122	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=119; "All E.S. 17-18" n=6,378; "This Program 16-17" n=104; "All E.S. 16-17" n=6,713.

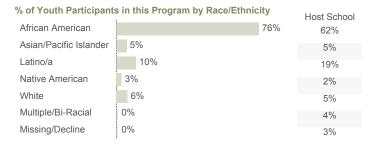
School Day Attendance

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

	This Program	Host School
Average School Days Attended	162	172
School Day Attendance Rate	95%	94%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=119; "Host School" n=237.

Participant Demographic Information



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

% English Learners

English Learners	5%	11%
% by Grade Level		
	This Program	Host School
Kindergarten	13%	30%
1st Grade	19%	17%
2nd Grade	16%	15%
3rd Grade	14%	11%
4th Grade	16%	14%
5th Grade	15%	13%

This

Program

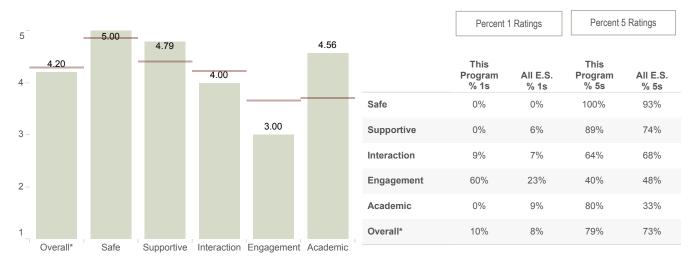
Host School

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=119; "Host School" n=236.

Site Visitor: Jimena Q Hopkins

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

- 1. Staff was very warm and encouraging. When children displayed any signs of discouragement with what they were doing, staff were quick to respond with a "you can do it" attitude.
- 2. Staff made sure to circulate around continuously to help children as they were working. They also made sure to provide clear instructions and model activities for children. For example, in Digital Media staff sat with each child and asked questions to help them troubleshoot and showed them how to do the code when needed.
- 3. Children had opportunities to engage with different types of concepts and ideas. They also had time to talk about what they were doing with their peers and staff.

Areas for Improvements

- 1. No small group activities were observed. Although children did have an opportunity to play in teams during sports, it would be beneficial for children to have more opportunities to work collaboratively in small groups in classroom activities.
- 2. Children could benefit from having more leadership opportunities in which they can lead certain aspects of the program in a developmentally appropriate way.
- 3. Children would also benefit from having opportunities for planning. For example, this may include time for group or individual brainstorming prior to creating something or writing down steps they will take for a project/activity.

Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	72%	78%	82%	78%
If my friends or I get bullied at this program, an adult steps in to help.	71%	71%	65%	72%
In this program, other kids hit or push me when they are not just playing around.	15%	15%	16%	16%
In this program, other kids spread mean rumors or lies about me.	24%	21%	27%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	33%	51%	44%	54%
The adults in this program listen to what I have to say.	63%	70%	78%	70%
There is an adult at this program who cares about me.	79%	78%	80%	80%
Interaction				
I feel like I belong at this program.	67%	70%	56%	67%
In this program, I get to help other people.	64%	69%	65%	69%
Since coming to this program, I am better at making friends.	55%	68%	52%	69%
Engagement				
I am interested in what we do in this program.	74%	68%	69%	69%
In this program, I get to choose what I do and how I do it.	33%	42%	26%	39%
In this program, I try new things.	59%	69%	67%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=39; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=51; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 80%.

Social & Emotional Learning	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	64%	67%	61%	67%
This program helps me get along with kids who are different from me.	61%	69%	62%	68%
This program helps me get along with other people my age.	53%	67%	67%	70%
This program helps me try to understand how other people feel.	50%	66%	47%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	71%	69%	67%	72%
This program helps me feel like more of a leader.	71%	62%	59%	63%
This program helps me get better at things that I used to think were hard.	57%	72%	69%	70%
Wellness Behaviors				
This program helps me exercise more.	55%	71%	60%	70%
This program helps me say "no" to things I know are wrong.	63%	71%	78%	72%
This program helps me to learn how to be healthy.	59%	65%	69%	68%
School Face gament				
School Engagement				
This program helps me feel excited to learn in school.	46%	61%	46%	63%
This program helps me feel happy to be at this school.	53%	66%	75%	68%
This program helps me to feel like a part of my school.	60%	71%	61%	69%
College & Career Readiness				
In this program, I learn more about college.	30%	44%	31%	45%
In this program, I learn of jobs I can have when I grow up.	39%	58%	50%	57%
Academic Behaviors				
This program helps me get my homework done.	54%	80%	55%	79%
This program helps me learn how to set goals for myself.	46%	66%	72%	68%
This program helps me learn ways to study (like reading directions).	42%	62%	57%	62%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=39; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=51; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 80%.

Oakland School-Based After School Programs 2017-18 Program Profile (Middle Schools)

Coliseum College Prep Academy (Middle School)

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

Program Attendance and Enrollment

	This Program 17-18	All M.S. 17-18	This Program 16-17	All M.S. 16-17
Enrollment: Number of Youth Served	212	172	209	211
Enrollment: % Towards Projected	106%	120%	105%	134%
Units of Service (UOS): Total	52,316	64,307	53,444	68,952
UOS: % Towards Projected	108%	105%	96%	108%

	This Program 17-18	All M.S. 17-18	This Program 16-17	All M.S. 16-17
Progress Towards Attendance Target (CDE)	125%	85%	121%	89%
Average Program Attendance Rate	80%	70%	79%	73%
Average Program Days Attended	116	104	116	104

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=212; "All M.S. 17-18" n=3,747; "This Program 16-17" n=209; "All M.S. 16-17" n=4,746.

School Day Attendance

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

	This Program	Host School
Average School Days Attended	169	177
School Day Attendance Rate	96%	96%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=214; "Host School" n=214.

Participant Demographic Information

% of Youth Participants	ity	Host School	
African American	14%		13%
Asian/Pacific Islander	3%		3%
Latino/a		82%	83%
Native American	0%		0%
White	1%		1%
Multiple/Bi-Racial	0%		0%
Missing/Decline	0%		0%

%	⊨ng	IISN	Learners

	This Program	Host School
English Learners	30%	31%
% by Grade Level		
	This Program	Host School
6th Grade	35%	34%
7th Grade	32%	32%
8th Grade	33%	34%

This

% by Gender

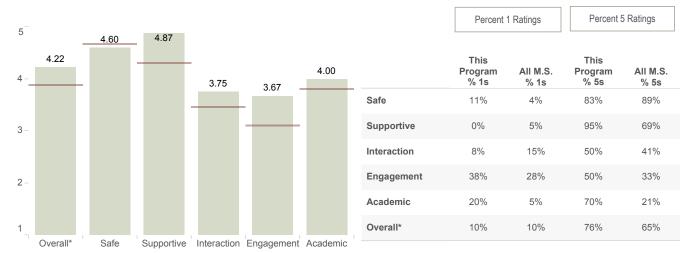
	This Program	Host School
Female	51%	51%
Male	49%	49%

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=212; "Host School" n=204.

Site Visitor: Rai Froh

Assessment Tool Used: YPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

Great session flow, students have the opportunity to serve as leaders and mentors to younger students, and staff support student skill building in various ways, from supporting struggling students to breaking down tasks in multiple ways.

Areas for Improvements

Practice reflection at the end of activities, incorporate feedback during activities, and provide more small group work that involves teamwork and interdependent roles. Doing the last item can lead to more opportunities for the first two items.

Safe Environment	This Program 17-18	M.S. Overall 17-18	This Program 16-17	M.S. Overall 16-17
I feel safe in this program.	57%	56%	53%	67%
If someone bullies my friends or me at this program, an adult steps in to help.	50%	62%	46%	61%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding aroun	23%	26%	13%	20%
When I am in this program, I have had mean rumors or lies spread about me.	23%	22%	16%	21%
Supportive Environment				
In this program, I tell other youth when they do a good job or contribute to the group.	34%	39%	29%	47%
The adults in this program listen to what I have to say.	50%	53%	44%	60%
There is an adult at this program who really cares about me.	48%	59%	49%	67%
Interaction				
I feel like I belong at this program.	42%	51%	37%	56%
In this program, I get to help other people.	42%	51%	40%	58%
Since coming to this program, I am better at making friends.	41%	50%	45%	56%
Engagement				
I am interested in what we do in this program.	37%	48%	39%	57%
In this program, I get to choose what I do and how I do it.	28%	32%	25%	41%
In this program, I try new things.	36%	48%	36%	55%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=165; "M.S. Overall 17-18" n=1,412; "This Program 16-17" n=142; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 114%.

Social & Emotional Learning	This Program 17-18	M.S. Overall 17-18	This Program 16-17	M.S. Overall 16-17
Since coming to this program, I get along better with other people my age.	40%	49%	44%	55%
This program helps me get along better with adults.	37%	48%	33%	53%
This program helps me get along with people my age who are different from me.	41%	49%	40%	55%
This program helps me try to understand how other people feel.	33%	45%	34%	50%
Sense of Mastery				
This program helps me feel like more of a leader.	36%	43%	32%	50%
This program helps me get better at things that I used to think were hard.	43%	48%	40%	55%
This program helps me to feel more confident about what I can do.	47%	49%	44%	58%
Wellness Behaviors				
Since coming to this program, I am better at saying "no" to things I know are wrong.	46%	53%	45%	58%
This program helps me exercise more.	43%	49%	44%	57%
This program helps me to learn how to be healthy.	37%	44%	31%	49%
School Engagement			31%	
This program halps me feel happy to be at this school	200/			E10/
This program helps me feel happy to be at this school.	30%	45%		51%
This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school.	30% 39% 43%	45% 48% 48%	41%	51% 55% 55%
This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school.	39%	48%	41%	55%
This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school.	39%	48%	41%	55%
This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness	39% 43%	48% 48%	41% 38%	55% 55%
This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future.	39% 43% 29%	48% 48% 43%	41% 38% 23%	55% 55% 47%
This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college.	39% 43% 29% 43%	48% 48% 43% 46%	41% 38% 23% 43%	55% 55% 47% 54%
This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college. This program helps me feel ready to go to high school.	39% 43% 29% 43%	48% 48% 43% 46%	41% 38% 23% 43%	55% 55% 47% 54%
This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college. This program helps me feel ready to go to high school.	39% 43% 29% 43% 45%	48% 48% 43% 46% 49%	41% 38% 23% 43% 49%	55% 55% 47% 54% 56%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=165; "M.S. Overall 17-18" n=1,412; "This Program 16-17" n=142; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 114%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Cleveland

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

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	110	110	104	134
Enrollment: % Towards Projected	147%	124%	139%	122%
Units of Service (UOS): Total	52,448	60,439	56,844	57,923
UOS: % Towards Projected	119%	108%	131%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)	109%	99%	113%	101%
Average Program Attendance Rate	73%	84%	82%	84%
Average Program Days Attended	148	126	164	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=110; "All E.S. 17-18" n=6,378; "This Program 16-17" n=104; "All E.S. 16-17" n=6,713.

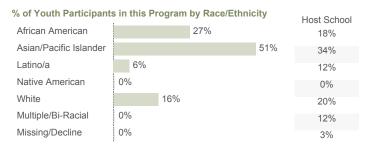
School Day Attendance

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

	This Program	Host School
Average School Days Attended	174	179
School Day Attendance Rate	97%	97%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=110; "Host School" n=414.

Participant Demographic Information





	Program	Host School
English Learners	17%	20%
% by Grade Level		
	This Program	Host School
Kindergarten	8%	16%
1st Grade	16%	18%
2nd Grade	19%	17%
3rd Grade	14%	15%
4th Grade	23%	19%
5th Grade	20%	16%

This

Host School

% by Gender

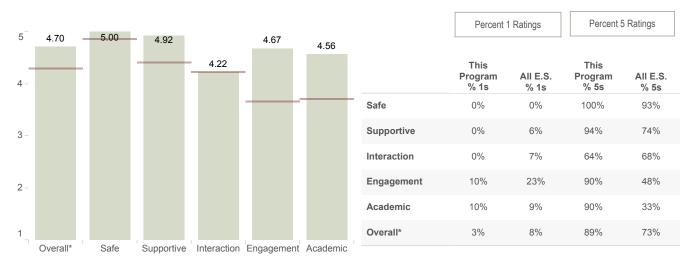
	This Program	Host School
Female	45%	49%
Male	55%	51%

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=110; "Host School" n=411.

Site Visitor: Jimena Q Hopkins

Assessment Tool Used: SAPQA

Point of Service Quality Status: Thriving



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

- 1. Students in the sessions observed had opportunities to plan for their Commitment Campaigns by brainstorming and sharing their plans.
- 2. The activities offered various opportunities for children to practice group process skills group by talking about what they were learning, contributing to discussions in pairs and as a large group, and listening to others contribute ideas.
- 3. Staff was very warm and respectful when interacting with children. Staff also made sure to greet each child and give him/her a high five at the beginning of the session.

Areas for Improvements

- 1. Although there were many opportunities for children to reflect on what they learned, it would be beneficial to also incorporate ways to elicit feedback about the activities and the process.
- 2. Also, although there were some opportunities to for children to lead, it would be beneficial in incorporate more consistent and structured ways to have children take on leadership roles.
- 3. Children were observed working together well, but more structured opportunities for children to help each other would be good to incorporate into the activities.

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Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	76%	78%	87%	78%
If my friends or I get bullied at this program, an adult steps in to help.	67%	71%	66%	72%
In this program, other kids hit or push me when they are not just playing around.	21%	15%	18%	16%
In this program, other kids spread mean rumors or lies about me.	19%	21%	29%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	37%	51%	38%	54%
The adults in this program listen to what I have to say.	65%	70%	62%	70%
There is an adult at this program who cares about me.	67%	78%	82%	80%
Interaction				
I feel like I belong at this program.	56%	70%	62%	67%
In this program, I get to help other people.	56%	69%	66%	69%
Since coming to this program, I am better at making friends.	63%	68%	58%	69%
Engagement				
I am interested in what we do in this program.	67%	68%	57%	69%
In this program, I get to choose what I do and how I do it.	37%	42%	21%	39%
In this program, I try new things.	61%	69%	57%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=54; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=61; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 115%.

		- 0	T1.1.	- 0
Social & Emotional Learning	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	44%	67%	53%	67%
This program helps me get along with kids who are different from me.	54%	69%	50%	68%
This program helps me get along with other people my age.	54%	67%	51%	70%
This program helps me try to understand how other people feel.	52%	66%	72%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	59%	69%	60%	72%
This program helps me feel like more of a leader.	61%	62%	60%	63%
This program helps me get better at things that I used to think were hard.	55%	72%	62%	70%
Wellness Behaviors				
This program helps me exercise more.	50%	71%	72%	70%
This program helps me say "no" to things I know are wrong.	61%	71%	57%	72%
This program helps me to learn how to be healthy.	43%	65%	66%	68%
School Engagement				
	43%	61%	52%	63%
This program helps me feel excited to learn in school.		66%		
This program helps me feel happy to be at this school.	54%	71%	57% 69%	68% 69%
This program helps me to feel like a part of my school.	65%	7 170	69%	09%
College & Career Readiness				
In this program, I learn more about college.	43%	44%	43%	45%
In this program, I learn of jobs I can have when I grow up.	39%	58%	49%	57%
Academic Behaviors				
This program helps me get my homework done.	85%	80%	88%	79%
This program helps me learn how to set goals for myself.	63%	66%	68%	68%
This program helps me learn ways to study (like reading directions).	50%	62%	52%	62%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=54; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=61; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 115%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Community United

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

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	110	110	114	134
Enrollment: % Towards Projected	112%	124%	116%	122%
Units of Service (UOS): Total	53,216	60,439	46,121	57,923
UOS: % Towards Projected	102%	108%	93%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)	90%	99%	83%	101%
Average Program Attendance Rate	87%	84%	85%	84%
Average Program Days Attended	123	126	110	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=110; "All E.S. 17-18" n=6,378; "This Program 16-17" n=114; "All E.S. 16-17" n=6,713.

School Day Attendance

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

	This Program	Host School
Average School Days Attended	159	173
School Day Attendance Rate	94%	94%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=110; "Host School" n=369.

Participant Demographic Information

African American 27% 21% Asian/Pacific Islander 3% 4%	
Asian/Pacific Islander 3% 4%	
Latino/a 67% 68%	
Native American 0%	
White 3% 3%	
Multiple/Bi-Racial 0%	
Missing/Decline 0% 4%	

%	by	Gender
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	This Program	Host School
Female	55%	50%
Male	45%	50%

% English Learners

English Learners	57%	63%
% by Grade Level		
	This Program	Host School
Kindergarten	7%	20%
1st Grade	15%	17%
2nd Grade	18%	15%
3rd Grade	19%	17%
4th Grade	15%	15%
5th Grade	25%	16%

This

Program

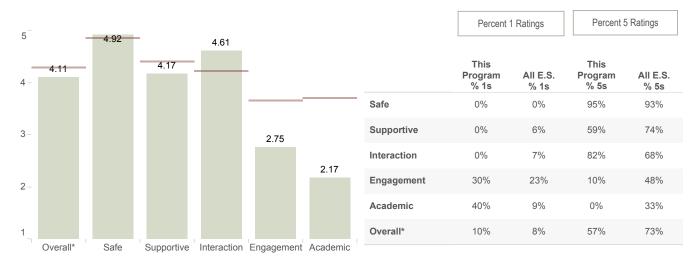
Host School

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=110; "Host School" n=367.

Site Visitor: Da'Shon Carr

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

The program does very well with establishing a safe and comfortable environment for the students. The main goal of the program is to provide a safe space for not only the students, but for the parents of the program. The program created many opportunities for students to achieve and prosper new skills. Staff are very strong in creating a sense of community for the students. Many community building activities are structured throughout program offering for students to feel welcomed. Lastly, the program provides many leadership opportunities every day for students to assist with staff in managing their classroom activities or housekeeping. This provides students with responsibility.

Areas for Improvements

There are a few things the program can improve on. I did not observe a reflection. I think it's important for students to have a reflection at the end of an activity. Reflection is a good way for students to look back at their progress or behavior for the day. Reflection can also help staff with future planning because this gives them an idea on whether the activity went well. I would also encourage the staff members to create more opportunities for students to plan more within their projects and activities. Students should have more opportunities to plan to their activities. There should aslo be different ways to plan as well.

Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	80%	78%	90%	78%
If my friends or I get bullied at this program, an adult steps in to help.	64%	71%	82%	72%
In this program, other kids hit or push me when they are not just playing around.	19%	15%	8%	16%
In this program, other kids spread mean rumors or lies about me.	43%	21%	19%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	52%	51%	49%	54%
The adults in this program listen to what I have to say.	57%	70%	87%	70%
There is an adult at this program who cares about me.	84%	78%	95%	80%
Interaction				
I feel like I belong at this program.	74%	70%	87%	67%
In this program, I get to help other people.	59%	69%	82%	69%
Since coming to this program, I am better at making friends.	57%	68%	71%	69%
Engagement				
I am interested in what we do in this program.	57%	68%	69%	69%
In this program, I get to choose what I do and how I do it.	20%	42%	23%	39%
In this program, I try new things.	71%	69%	79%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=47; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=39; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 131%.

Social & Emotional Learning	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	42%	67%	84%	67%
This program helps me get along with kids who are different from me.	55%	69%	76%	68%
This program helps me get along with other people my age.	51%	67%	74%	70%
This program helps me try to understand how other people feel.	64%	66%	72%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	67%	69%	84%	72%
This program helps me feel like more of a leader.	64%	62%	69%	63%
This program helps me get better at things that I used to think were hard.	66%	72%	82%	70%
Wellness Behaviors				
This program helps me exercise more.	78%	71%	74%	70%
This program helps me say "no" to things I know are wrong.	77%	71%	77%	72%
This program helps me to learn how to be healthy.	69%	65%	69%	68%
School Engagement				
School Engagement This program helps me feel excited to learn in school.	45%	61%	77%	63%
	45% 51%	61% 66%	77% 82%	63% 68%
This program helps me feel excited to learn in school.				
This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school.	51%	66%	82%	68%
This program helps me feel happy to be at this school.	51%	66%	82%	68%
This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school. College & Career Readiness	51% 57%	66% 71%	82% 77%	68% 69%
This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn more about college.	51% 57% 57%	66% 71% 44%	82% 77% 56%	68% 69% 45%
This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn more about college. In this program, I learn of jobs I can have when I grow up.	51% 57% 57%	66% 71% 44%	82% 77% 56%	68% 69% 45%
This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn more about college. In this program, I learn of jobs I can have when I grow up.	51% 57% 57% 54%	66% 71% 44% 58%	82% 77% 56% 62%	68% 69% 45% 57%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=47; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=39; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 131%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

East Oakland Pride

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

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	104	110	102	134
Enrollment: % Towards Projected	104%	124%	94%	122%
Units of Service (UOS): Total	39,895	60,439	42,291	57,923
UOS: % Towards Projected	75%	108%	72%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)	80%	99%	81%	101%
Average Program Attendance Rate	73%	84%	83%	84%
Average Program Days Attended	116	126	120	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=104; "All E.S. 17-18" n=6,378; "This Program 16-17" n=102; "All E.S. 16-17" n=6,713.

School Day Attendance

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

	This Program	Host School
Average School Days Attended	167	176
School Day Attendance Rate	95%	94%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=105; "Host School" n=354.

Participant Demographic Information

% of Youth Participa	nts in t	nis Program	by Race/Ethnicity
	:		
African American	1	30	0/2

African American		30%		23%
Asian/Pacific Islander	1%			3%
Latino/a			67%	70%
Native American	2%			1%
White	0%			1%
Multiple/Bi-Racial	0%			2%
Missing/Decline	0%			1%

% English Learners

English Learners	51%	59%
% by Grade Level		
	This Program	Host School
Kindergarten	6%	17%
1st Grade	14%	15%
2nd Grade	20%	13%
3rd Grade	20%	19%
4th Grade	29%	20%
5th Grade	11%	16%

This

Program

Host School

% by Gender

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

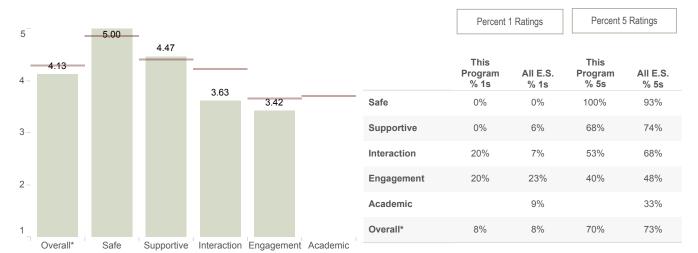
Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=104; "Host School" n=351.

Host School

Site Visitor: Raul Alcantar

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

East Oakland Pride staff have created a safe environment for students to express themselves through various literacy and enrichment activities. It is evident that instructors value making strong connections with their students so they can succeed. All staff had small classroom ratios which allowed them to better support their students. Circulating the room, small groups, scaffolding each activity, and reading off their lesson plans made a recipie for a positive learning environment.

Areas for Improvements

An area of improvement would be to allow students to self-manage their feelings and conlifcts. Allowing students to discuss what happened and what the next steps should be will positively impact students sense of belonging to the program and ownership of the process.

Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	79%	78%	46%	78%
If my friends or I get bullied at this program, an adult steps in to help.	53%	71%	47%	72%
In this program, other kids hit or push me when they are not just playing around.	16%	15%	22%	16%
In this program, other kids spread mean rumors or lies about me.	21%	21%	35%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	45%	51%	39%	54%
The adults in this program listen to what I have to say.	65%	70%	58%	70%
There is an adult at this program who cares about me.	64%	78%	47%	80%
Interaction				
I feel like I belong at this program.	68%	70%	38%	67%
In this program, I get to help other people.	54%	69%	54%	69%
Since coming to this program, I am better at making friends.	64%	68%	58%	69%
Engagement				
I am interested in what we do in this program.	53%	68%	35%	69%
In this program, I get to choose what I do and how I do it.	27%	42%	16%	39%
In this program, I try new things.	56%	69%	47%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=40; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=38; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 129%.

Social & Emotional Learning	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	68%	67%	42%	67%
This program helps me get along with kids who are different from me.	72%	69%	51%	68%
This program helps me get along with other people my age.	68%	67%	50%	70%
This program helps me try to understand how other people feel.	56%	66%	45%	65%
Sense of Mastery	000/	200/	500/	700/
This program helps me feel good about what I can do.	62%	69%	50%	72%
This program helps me feel like more of a leader.	54%	62%	34%	63%
This program helps me get better at things that I used to think were hard.	64%	72%	43%	70%
Wellness Behaviors				
This program helps me exercise more.	38%	71%	45%	70%
This program helps me say "no" to things I know are wrong.	77%	71%	45%	72%
This program helps me to learn how to be healthy.	68%	65%	56%	68%
School Engagement				
This program helps me feel excited to learn in school.	43%	61%	37%	63%
This program helps me feel happy to be at this school.	46%	66%	47%	68%
This program helps me to feel like a part of my school.	62%	71%	38%	69%
College & Career Readiness				
In this program, I learn more about college.	38%	44%	32%	45%
In this program, I learn of jobs I can have when I grow up.	50%	58%	47%	57%
Academic Behaviors				
This program helps me get my homework done.	74%	80%	62%	79%
This program helps me learn how to set goals for myself.	63%	66%	51%	68%
This program helps me learn ways to study (like reading directions).	57%	62%	51%	62%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=40; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=38; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 129%.

Oakland School-Based After School Programs 2017-18 Program Profile (Middle Schools)

Edna Brewer

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

Program Attendance and Enrollment

	This Program 17-18	All M.S. 17-18	This Program 16-17	All M.S. 16-17
Enrollment: Number of Youth Served	196	172	178	211
Enrollment: % Towards Projected	135%	120%	123%	134%
Units of Service (UOS): Total	99,546	64,307	94,977	68,952
UOS: % Towards Projected	118%	105%	113%	108%

	This Program 17-18	All M.S. 17-18	This Program 16-17	All M.S. 16-17
Progress Towards Attendance Target (CDE)	101%	85%	92%	89%
Average Program Attendance Rate	89%	70%	94%	73%
Average Program Days Attended	158	104	161	104

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=196; "All M.S. 17-18" n=3,747; "This Program 16-17" n=178; "All M.S. 16-17" n=4,746.

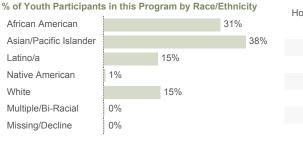
School Day Attendance

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

	This Program	Host School
Average School Days Attended	174	179
School Day Attendance Rate	98%	97%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=197; "Host School" n=802.

Participant Demographic Information





This Program	Host School
6%	9%
This Program	Host School
45%	35%
37%	33%
18%	32%
	Program 6% This Program 45% 37%

% by Gender

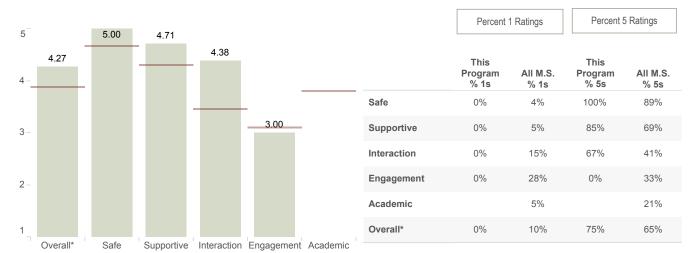
	This Program	Host School
Female	52%	51%
Male	48%	49%

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=196; "Host School" n=805.

Site Visitor: Kenya Latimore

Assessment Tool Used: YPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate.

Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

Edna Brewer is doing well in Interaction, Safe Environment and Supportive Environment

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Areas for Improvements

Edna Brewer could improve in Engagement.

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Safe Environment	This Program 17-18	M.S. Overall 17-18	This Program 16-17	M.S. Overall 16-17
I feel safe in this program.	62%	56%	65%	67%
If someone bullies my friends or me at this program, an adult steps in to help.	53%	62%	50%	61%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding aroun	17%	26%	14%	20%
When I am in this program, I have had mean rumors or lies spread about me.	12%	22%	17%	21%
Supportive Environment				
In this program, I tell other youth when they do a good job or contribute to the group.	44%	39%	46%	47%
The adults in this program listen to what I have to say.	48%	53%	55%	60%
There is an adult at this program who really cares about me.	53%	59%	59%	67%
Interaction				
I feel like I belong at this program.	46%	51%	50%	56%
In this program, I get to help other people.	47%	51%	59%	58%
Since coming to this program, I am better at making friends.	38%	50%	49%	56%
Engagement				
I am interested in what we do in this program.	41%	48%	48%	57%
In this program, I get to choose what I do and how I do it.	31%	32%	37%	41%
In this program, I try new things.	36%	48%	47%	55%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=160; "M.S. Overall 17-18" n=1,412; "This Program 16-17" n=173; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 92%.

Social & Emotional Learning	This Program 17-18	M.S. Overall 17-18	This Program 16-17	M.S. Overall 16-17
Since coming to this program, I get along better with other people my age.	46%	49%	49%	55%
This program helps me get along better with adults.	42%	48%	48%	53%
This program helps me get along with people my age who are different from me.	42%	49%	49%	55%
This program helps me try to understand how other people feel.	39%	45%	46%	50%
Sense of Mastery				
This program helps me feel like more of a leader.	38%	43%	45%	50%
This program helps me get better at things that I used to think were hard.	40%	48%	44%	55%
This program helps me to feel more confident about what I can do.	38%	49%	50%	58%
Wellness Behaviors				
Since coming to this program, I am better at saying "no" to things I know are wrong.	49%	53%	50%	58%
This program helps me exercise more.	37%	49%	43%	57%
This program helps me to learn how to be healthy.	35%	44%	40%	49%
School Engagement				
This program helps me feel happy to be at this school.	40%	45%	46%	51%
	/	400/	470/	
This program helps me feel more motivated to learn in school.	45%	48%	47%	55%
This program helps me to feel like a part of my school. This program helps me to feel like a part of my school.	45% 39%	48%	47%	55% 55%
This program helps me to feel like a part of my school.				
This program helps me to feel like a part of my school.				
This program helps me to feel like a part of my school. College & Career Readiness	39%	48%	49%	55%
This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future.	39%	48%	49% 35%	55% 47%
This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college.	39% 46% 38%	48% 43% 46%	35% 44%	55% 47% 54%
This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college. This program helps me feel ready to go to high school.	39% 46% 38%	48% 43% 46%	35% 44%	55% 47% 54%
This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college. This program helps me feel ready to go to high school. Academic Behaviors	39% 46% 38% 39%	48% 43% 46% 49%	35% 44% 49%	55% 47% 54% 56%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=160; "M.S. Overall 17-18" n=1,412; "This Program 16-17" n=173; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 92%.

Oakland School-Based After School Programs 2017-18 Program Profile (Middle Schools)

Elmhurst Community Prep

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

Program Attendance and Enrollment

	This Program 17-18	All M.S. 17-18	This Program 16-17	All M.S. 16-17
Enrollment: Number of Youth Served	236	172	262	211
Enrollment: % Towards Projected	143%	120%	159%	134%
Units of Service (UOS): Total	76,108	64,307	90,773	68,952
UOS: % Towards Projected	132%	105%	154%	108%

	This Program 17-18	All M.S. 17-18	This Program 16-17	All M.S. 16-17
Progress Towards Attendance Target (CDE)	94%	85%	68%	89%
Average Program Attendance Rate	64%	70%	57%	73%
Average Program Days Attended	95	104	91	104
ŭ ŭ			0.70	

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=236; "All M.S. 17-18" n=3,747; "This Program 16-17" n=262; "All M.S. 16-17" n=4,746.

School Day Attendance

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

	This Program	Host School
Average School Days Attended	159	168
School Day Attendance Rate	95%	95%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=238; "Host School" n=397.

Participant Demographic Information

% of Youth Participants	ity	Host School		
African American		37%		28%
Asian/Pacific Islander	3%			4%
Latino/a			60%	65%
Native American	0%			0%
White	0%			1%
Multiple/Bi-Racial	0%			0%
Missing/Decline	0%			1%

%	Engl	lish	Learners

	Program	11000 0011001
English Learners	31%	36%
% by Grade Level		
	This Program	Host School
6th Grade	31%	31%
7th Grade	31%	33%
8th Grade	39%	36%

This

Host School

% by Gender

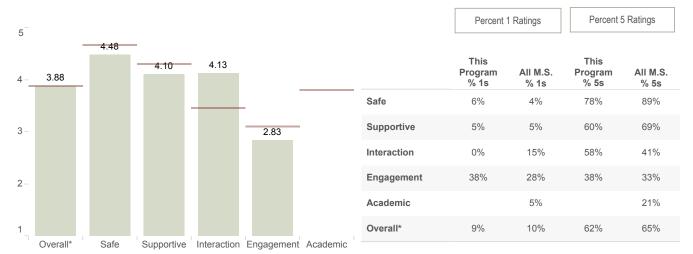
	This Program	Host School
Female	52%	47%
Male	48%	53%

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=236; "Host School" n=371.

Site Visitor: Destiny Walker

Assessment Tool Used: YPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate.

Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

Elmhurst displays strengths in each of the PQA domains. The strengths that stand out above others is their intention around providing youth with an interactive space. It is clear that staff seek to partner with youth to ensure an environment where youth feel supported, youth feel they belong, and youth feel heard.

Areas for Improvements

With the a strong interactive foundation, it is only a matter of time before we see Elmhurst's growth in opportunities for youth to plan. Staff have already produced the necessary conditions for youth planning opportunities to occur. With a focus on youth planning, staff will inevitabily create an engaging space where youth thrive in their own right.

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Safe Environment	This Program 17-18	M.S. Overall 17-18	This Program 16-17	M.S. Overall 16-17
I feel safe in this program.	59%	56%	64%	67%
If someone bullies my friends or me at this program, an adult steps in to help.	57%	62%	53%	61%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding aroun	30%	26%	18%	20%
When I am in this program, I have had mean rumors or lies spread about me.	17%	22%	22%	21%
Supportive Environment				
In this program, I tell other youth when they do a good job or contribute to the group.	39%	39%	44%	47%
The adults in this program listen to what I have to say.	57%	53%	51%	60%
There is an adult at this program who really cares about me.	61%	59%	64%	67%
Interaction				
I feel like I belong at this program.	57%	51%	58%	56%
In this program, I get to help other people.	65%	51%	54%	58%
Since coming to this program, I am better at making friends.	57%	50%	50%	56%
Engagement				
I am interested in what we do in this program.	61%	48%	65%	57%
In this program, I get to choose what I do and how I do it.	35%	32%	47%	41%
In this program, I try new things.	48%	48%	54%	55%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=23; "M.S. Overall 17-18" n=1,412; "This Program 16-17" n=91; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 18%.

Social & Emotional Learning	This Program 17-18	M.S. Overall 17-18	This Program 16-17	M.S. Overall 16-17
Since coming to this program, I get along better with other people my age.	57%	49%	49%	55%
This program helps me get along better with adults.	59%	48%	52%	53%
This program helps me get along with people my age who are different from me.	57%	49%	49%	55%
This program helps me try to understand how other people feel.	65%	45%	42%	50%
Sense of Mastery				
This program helps me feel like more of a leader.	57%	43%	50%	50%
This program helps me get better at things that I used to think were hard.	45%	48%	54%	55%
This program helps me to feel more confident about what I can do.	57%	49%	54%	58%
Wellness Behaviors				
Since coming to this program, I am better at saying "no" to things I know are wrong.	61%	53%	57%	58%
This program helps me exercise more.	57%	49%	53%	57%
This program helps me to learn how to be healthy.	55%	44%	52%	49%
School Engagement				
This program helps me feel happy to be at this school.	65%	45%	49%	51%
This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school.	65% 48%	45% 48%	49% 53%	51% 55%
This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school.	48%	48%	53%	55%
This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school.	48%	48%	53%	55%
This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness	48% 61%	48% 48%	53% 50%	55% 55%
This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future.	48% 61% 39%	48% 48% 48%	53% 50% 48%	55% 55% 47%
This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college.	48% 61% 39% 52%	48% 48% 43% 46%	53% 50% 48% 53%	55% 55% 47% 54%
This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college. This program helps me feel ready to go to high school.	48% 61% 39% 52%	48% 48% 43% 46%	53% 50% 48% 53%	55% 55% 47% 54%
This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college. This program helps me feel ready to go to high school.	48% 61% 39% 52% 52%	48% 48% 43% 46% 49%	53% 50% 48% 53% 58%	55% 55% 47% 54% 56%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=23; "M.S. Overall 17-18" n=1,412; "This Program 16-17" n=91; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 18%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Emerson

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

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	110	110	112	134
Enrollment: % Towards Projected	110%	124%	112%	122%
Units of Service (UOS): Total	53,262	60,439	48,266	57,923
UOS: % Towards Projected	84%	108%	90%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)	101%	99%	100%	101%
Average Program Attendance Rate	84%	84%	87%	84%
Average Program Days Attended	138	126	135	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=110; "All E.S. 17-18" n=6,378; "This Program 16-17" n=112; "All E.S. 16-17" n=6,713.

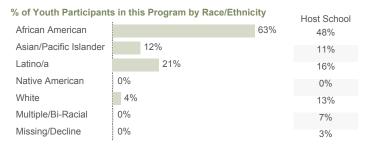
School Day Attendance

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

	This Program	Host School
Average School Days Attended	163	174
School Day Attendance Rate	94%	94%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=112; "Host School" n=325.

Participant Demographic Information



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

% English Learners

	Program	Host School
English Learners	19%	19%
% by Grade Level		
	This Program	Host School
Kindergarten	0%	25%
1st Grade	16%	19%
2nd Grade	18%	16%
3rd Grade	22%	13%
4th Grade	20%	14%
5th Grade	24%	13%

This

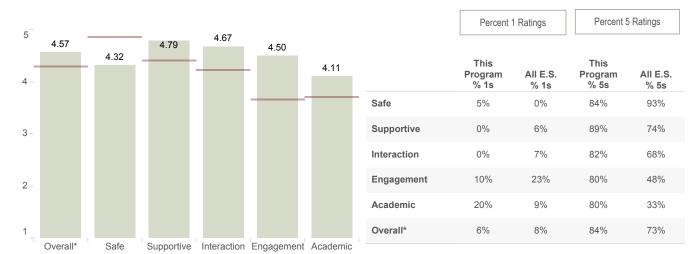
Host School

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=110; "Host School" n=314.

Site Visitor: Rai Froh

Assessment Tool Used: SAPQA

Point of Service Quality Status: Thriving



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

Reflection was structured and seen multiple times which allowed students to discuss various topics, children were given leadership opportunities throughout the day, and students were given multiple opportunities to work in teams or groups.

Areas for Improvements

Staff can create group norms or some other agreement to curb students' use of negative language toward each other, staff can be more explicit about having students plan and share said plans, and staff can work on classroom management so that activities end on time; one activity ended half an hour late with half the class inside and half the class running around outside.

--

Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	66%	78%	80%	78%
If my friends or I get bullied at this program, an adult steps in to help.	57%	71%	81%	72%
In this program, other kids hit or push me when they are not just playing around.	20%	15%	17%	16%
In this program, other kids spread mean rumors or lies about me.	42%	21%	21%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	32%	51%	52%	54%
The adults in this program listen to what I have to say.	63%	70%	74%	70%
There is an adult at this program who cares about me.	81%	78%	89%	80%
Interaction				
I feel like I belong at this program.	69%	70%	75%	67%
In this program, I get to help other people.	47%	69%	68%	69%
Since coming to this program, I am better at making friends.	58%	68%	70%	69%
Engagement				
I am interested in what we do in this program.	67%	68%	76%	69%
In this program, I get to choose what I do and how I do it.	18%	42%	40%	39%
In this program, I try new things.	61%	69%	72%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=63; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=64; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 143%.

	Th:-	F 0	This	F 0
Social & Emotional Learning	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	67%	67%	72%	67%
This program helps me get along with kids who are different from me.	59%	69%	71%	68%
This program helps me get along with other people my age.	52%	67%	79%	70%
This program helps me try to understand how other people feel.	51%	66%	66%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	69%	69%	79%	72%
This program helps me feel like more of a leader.	62%	62%	71%	63%
This program helps me get better at things that I used to think were hard.	66%	72%	83%	70%
Wellness Behaviors				
This program helps me exercise more.	62%	71%	74%	70%
This program helps me say "no" to things I know are wrong.	57%	71%	75%	72%
This program helps me to learn how to be healthy.	44%	65%	67%	68%
School Engagement				
This program helps me feel excited to learn in school.	70%	61%	71%	63%
This program helps me feel happy to be at this school.	66%	66%	76%	68%
This program helps me to feel like a part of my school.	62%	71%	78%	69%
College & Career Readiness				
In this program, I learn more about college.	32%	44%	41%	45%
In this program, I learn of jobs I can have when I grow up.	52%	58%	56%	57%
Academic Behaviors				
This program helps me get my homework done.	79%	80%	84%	79%
This program helps me learn how to set goals for myself.	61%	66%	71%	68%
This program helps me learn ways to study (like reading directions).	62%	62%	67%	62%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=63; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=64; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 143%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Encompass Academy

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

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	134	110	209	134
Enrollment: % Towards Projected	112%	124%	174%	122%
Units of Service (UOS): Total	51,192	60,439	56,849	57,923
UOS: % Towards Projected	105%	108%	84%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)	109%	99%	138%	101%
Average Program Attendance Rate	86%	84%	87%	84%
Average Program Days Attended	122	126	100	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=134; "All E.S. 17-18" n=6,378; "This Program 16-17" n=209; "All E.S. 16-17" n=6,713.

School Day Attendance

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

	This Program	Host School
Average School Days Attended	162	173
School Day Attendance Rate	94%	94%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=134; "Host School" n=325.

Participant Demographic Information

% of Youth Participants	Host School			
African American		23%		17%
Asian/Pacific Islander	5%			3%
Latino/a			69%	72%
Native American	2%			0%
White	2%			3%
Multiple/Bi-Racial	0%			1%
Missing/Decline	0%			3%

%	⊨ngi	ISN	Learners

	Program	Host School
English Learners	49%	58%
% by Grade Level		
	This Program	Host School
Kindergarten	12%	20%
1st Grade	22%	16%
2nd Grade	20%	16%
3rd Grade	13%	13%
4th Grade	22%	17%
5th Grade	11%	17%

This

Host School

% by Gender

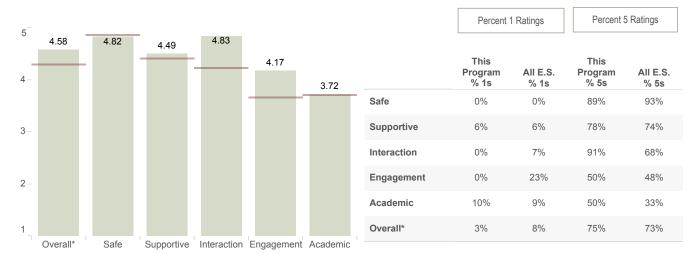
	This Program	Host School
Female	64%	52%
Male	36%	48%

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=134; "Host School" n=326.

Site Visitor: Rai Froh

Assessment Tool Used: SAPQA

Point of Service Quality Status: Thriving



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

Program fiilled with caring staff that support struggling students and students who are dealing with emotional situations, staff allowed students to express themselves however they wanted during one activity, staff asked open ended questions throughought all activities.

Areas for Improvements

Staff can be more explicit about reflection by setting time aside for it, staff can also be more explicit about planning and tying planning into the overall activity, there can also be more modeling of skills at the beginning of the activity to address any potential questions.

Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	68%	78%	91%	78%
If my friends or I get bullied at this program, an adult steps in to help.	70%	71%	83%	72%
In this program, other kids hit or push me when they are not just playing around.	19%	15%	6%	16%
In this program, other kids spread mean rumors or lies about me.	34%	21%	12%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	46%	51%	60%	54%
The adults in this program listen to what I have to say.	78%	70%	81%	70%
There is an adult at this program who cares about me.	86%	78%	98%	80%
Interaction				
I feel like I belong at this program.	73%	70%	79%	67%
In this program, I get to help other people.	64%	69%	79%	69%
Since coming to this program, I am better at making friends.	64%	68%	85%	69%
Engagement				
I am interested in what we do in this program.	60%	68%	91%	69%
In this program, I get to choose what I do and how I do it.	28%	42%	77%	39%
In this program, I try new things.	58%	69%	74%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=50; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=53; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 106%.

Social & Emotional Learning	F	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overal 16-17
This program helps me get along with adults.		77%	67%	88%	67%
This program helps me get along with kids who are different from me.		60%	69%	77%	68%
This program helps me get along with other people my age.		60%	67%	79%	70%
This program helps me try to understand how other people feel.		60%	66%	75%	65%
Sense of Mastery					
This program helps me feel good about what I can do.		70%	69%	85%	72%
This program helps me feel like more of a leader.		79%	62%	75%	63%
This program helps me get better at things that I used to think were hard.		63%	72%	79%	70%
Wellness Behaviors					
This program helps me exercise more.		54%	71%	70%	70%
				020/	72%
This program helps me say "no" to things I know are wrong.		63%	71%	83%	1 = 70
		63% 69%	71% 65%	87%	68%
This program helps me say "no" to things I know are wrong. This program helps me to learn how to be healthy.					
This program helps me say "no" to things I know are wrong. This program helps me to learn how to be healthy. School Engagement		69%			
This program helps me say "no" to things I know are wrong. This program helps me to learn how to be healthy. School Engagement This program helps me feel excited to learn in school.		69% 53%	65%	87% 75%	68%
This program helps me say "no" to things I know are wrong. This program helps me to learn how to be healthy. School Engagement This program helps me feel excited to learn in school. This program helps me feel happy to be at this school.		69%	65%	87%	68% 63% 68%
This program helps me say "no" to things I know are wrong. This program helps me to learn how to be healthy. School Engagement This program helps me feel excited to learn in school.		69% 53% 62%	65% 61% 66%	75% 75%	68% 63% 68%
This program helps me say "no" to things I know are wrong. This program helps me to learn how to be healthy. School Engagement This program helps me feel excited to learn in school. This program helps me feel happy to be at this school.		69% 53% 62%	65% 61% 66%	75% 75%	68% 63% 68%
This program helps me say "no" to things I know are wrong. This program helps me to learn how to be healthy. School Engagement This program helps me feel excited to learn in school. This program helps me feel happy to be at this school.		69% 53% 62%	65% 61% 66%	75% 75%	68% 63% 68%
This program helps me say "no" to things I know are wrong. This program helps me to learn how to be healthy. School Engagement This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school.		69% 53% 62%	65% 61% 66%	75% 75%	68% 63% 68% 69%
This program helps me say "no" to things I know are wrong. This program helps me to learn how to be healthy. School Engagement This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school. College & Career Readiness		69% 53% 62% 66%	65% 61% 66% 71%	75% 75% 85%	68% 63% 68% 69%
This program helps me say "no" to things I know are wrong. This program helps me to learn how to be healthy. School Engagement This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn more about college.		69% 53% 62% 66%	65% 61% 66% 71%	75% 75% 85%	68%
This program helps me say "no" to things I know are wrong. This program helps me to learn how to be healthy. School Engagement This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn more about college.		69% 53% 62% 66%	65% 61% 66% 71%	75% 75% 85%	68% 63% 68% 69%
This program helps me say "no" to things I know are wrong. This program helps me to learn how to be healthy. School Engagement This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn more about college.		69% 53% 62% 66%	65% 61% 66% 71%	75% 75% 85%	68% 63% 68% 69%
This program helps me say "no" to things I know are wrong. This program helps me to learn how to be healthy. School Engagement This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn more about college. In this program, I learn of jobs I can have when I grow up.		69% 53% 62% 66%	65% 61% 66% 71%	75% 75% 85%	68% 63% 68% 69% 45% 57%
This program helps me say "no" to things I know are wrong. This program helps me to learn how to be healthy. School Engagement This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn more about college. In this program, I learn of jobs I can have when I grow up.		53% 62% 66% 30% 61%	65% 61% 66% 71% 44% 58%	75% 75% 85% 42% 72%	68% 63% 68% 69%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=50; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=53; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 106%.

Oakland School-Based After School Programs 2017-18 Program Profile (Middle Schools)

La Escuelita (K-8)

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

Program Attendance and Enrollment

	This Program 17-18	All M.S. 17-18	This Program 16-17	All M.S. 16-17
Enrollment: Number of Youth Served	132	172	117	211
Enrollment: % Towards Projected	155%	120%	138%	134%
Units of Service (UOS): Total	63,299	64,307	58,629	68,952
UOS: % Towards Projected	123%	105%	119%	108%

	This Program 17-18	All M.S. 17-18	This Program 16-17	All M.S. 16-17
Progress Towards Attendance Target (CDE)	99%	85%	117%	89%
Average Program Attendance Rate	95%	70%	97%	73%
Average Program Days Attended	149	104	151	104

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=70; "All M.S. 17-18" n=5,188; "This Program 16-17" n=117; "All M.S. 16-17" n=6,713.

School Day Attendance

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

	This Program	Host School
Average School Days Attended	170	174
School Day Attendance Rate	96%	95%

% English Learners

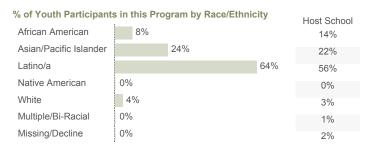
7th Grade

8th Grade

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=70; "Host School" n=224.

Lloot

Participant Demographic Information



	Program	Host School
English Learners	56%	57%
% by Grade Level		
	This Program	Host School
6th Grade	27%	47%

This

11%

7%

% by Gender

	Program	School
Female	43%	47%
Male	57%	53%

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=70; "Host School" n=220.

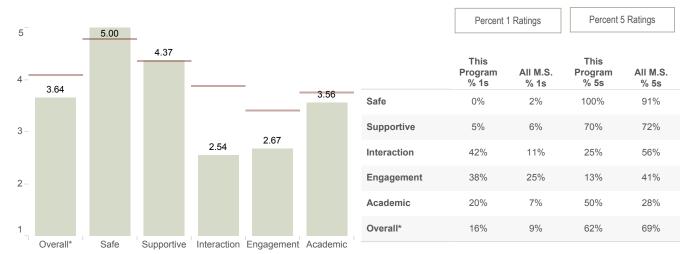
29%

24%

Site Visitor: Hannah Pickar

Assessment Tool Used: YPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate.

Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

- 1) It was great that youth had open-ended choices about the way that they could complete their projects, like choosing how to make their slime or paint their pottery.
- 2) Youth were presented with a great balance of concrete and abstract ideas. For example, youth thought and talked about stress, and then had a hands-on activity to make a tangible product that helped them deal with stress.
- 3) Youth were actively engaged in each of the activities, including homework help.

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Areas for Improvements

Page 2

¹⁾ One activity had many different components packed into a very short period of time, which resulted in youth feeling rushed to finish their projects, and not having enough time to close out the activity. Youth were clearly enjoying the activity, but were very rushed and distressed about the situation. Staff should be encouraged to make adjustments based on how youth are engaged with the activity as opposed to forcing the whole activity.

²⁾ While an attempt was made at reflection, the reflection questions were asked while staff was still cleaning up and youth were frantically trying to finish their projects, so few youth were actually listening or provided the opportunity to share their reflections. Youth benefit from a calm, structured time for reflection when they are able to listen and engage with the questions asked.

³⁾ There were no opportunities for youth to lead their peers or present their accomplishments or work to the group. It would be great to incorporate ways for students, especially older/middle school youth, to show age-appropriate leadership within the program offering.

Safe Environment	This Program 17-18	M.S. Overall 17-18	This Program 16-17	M.S. Overall 16-17
I feel safe in this program.	72%	56%	64%	67%
If someone bullies my friends or me at this program, an adult steps in to help.	71%	62%	56%	61%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding aroun	20%	26%	7%	20%
When I am in this program, I have had mean rumors or lies spread about me.	16%	22%	23%	21%
Supportive Environment				
In this program, I tell other youth when they do a good job or contribute to the group.	53%	39%	39%	47%
The adults in this program listen to what I have to say.	71%	53%	51%	60%
There is an adult at this program who really cares about me.	73%	59%	61%	67%
Interaction				
I feel like I belong at this program.	58%	51%	38%	56%
In this program, I get to help other people.	69%	51%	54%	58%
Since coming to this program, I am better at making friends.	58%	50%	49%	56%
Engagement				
I am interested in what we do in this program.	65%	48%	50%	57%
In this program, I get to choose what I do and how I do it.	51%	32%	25%	41%
In this program, I try new things.	69%	48%	64%	55%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=28 to 49; "M.S. Overall 17-18" n=1,412 to 2,592; "This Program 16-17" n=56; "M.S. Overall 16-17" n=1,827 to 2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 37% to 64%.

Social & Emotional Learning	This Program 17-18	M.S. Overall 17-18	This Program 16-17	M.S. Overall 16-17
Since coming to this program, I get along better with other people my age.	56%	49%	57%	55%
This program helps me get along better with adults.	71%	48%	55%	53%
This program helps me get along with people my age who are different from me.	63%	49%	49%	55%
This program helps me try to understand how other people feel.	61%	45%	56%	50%
Sense of Mastery				
This program helps me feel like more of a leader.	53%	43%	31%	50%
This program helps me get better at things that I used to think were hard.	63%	48%	52%	55%
This program helps me to feel more confident about what I can do.	63%	49%	50%	58%
Wellness Behaviors				
Since coming to this program, I am better at saying "no" to things I know are wrong.	71%	53%	55%	58%
This program helps me exercise more.	68%	49%	58%	57%
· ·				
This program helps me to learn how to be healthy.	68%	44%	44%	49%
This program helps me to learn how to be healthy. School Engagement				
This program helps me to learn how to be healthy. School Engagement This program helps me feel happy to be at this school.	52%	45%	40%	51%
This program helps me to learn how to be healthy. School Engagement				
This program helps me to learn how to be healthy. School Engagement This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school.	52% 62%	45% 48%	40% 42%	51% 55%
This program helps me to learn how to be healthy. School Engagement This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school.	52% 62%	45% 48%	40% 42%	51% 55%
This program helps me to learn how to be healthy. School Engagement This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness	52% 62% 61%	45% 48% 48%	40% 42% 48%	51% 55% 55%
This program helps me to learn how to be healthy. School Engagement This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future.	52% 62% 61%	45% 48% 48%	40% 42% 48%	51% 55% 55%
This program helps me to learn how to be healthy. School Engagement This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college.	52% 62% 61% 53% 42%	45% 48% 48% 43% 46%	40% 42% 48%	51% 55% 55% 47% 54%
This program helps me to learn how to be healthy. School Engagement This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college. This program helps me feel ready to go to high school.	52% 62% 61% 53% 42%	45% 48% 48% 43% 46%	40% 42% 48%	51% 55% 55% 47% 54%
This program helps me to learn how to be healthy. School Engagement This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college. This program helps me feel ready to go to high school.	52% 62% 61% 53% 42% 46%	45% 48% 48% 43% 46% 49%	40% 42% 48% 42% 42% 40%	51% 55% 55% 47% 54% 56%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=28 to 49; "M.S. Overall 17-18" n=1,412 to 2,592; "This Program 16-17" n=56; "M.S. Overall 16-17" n=1,827 to 2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 37% to 64%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Esperanza Academy

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

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	110	110	126	134
Enrollment: % Towards Projected	110%	124%	126%	122%
Units of Service (UOS): Total	48,880	60,439	55,002	57,923
UOS: % Towards Projected	92%	108%	103%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)	95%	99%	107%	101%
Average Program Attendance Rate	87%	84%	91%	84%
Average Program Days Attended	129	126	127	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=110; "All E.S. 17-18" n=6,378; "This Program 16-17" n=126; "All E.S. 16-17" n=6,713.

School Day Attendance

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

	This Program	Host School
Average School Days Attended	163	173
School Day Attendance Rate	96%	96%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=110; "Host School" n=356.

Participant Demographic Information

% of Youth Participant	s in this Program by Race/Ethnicity
African American	2%
Asian/Pacific Islander	0%

Asian/Pacific Islander	0%	
Latino/a		98%
Native American	0%	
White	0%	
Multiple/Bi-Racial	0%	
Missing/Decline	0%	

lost School	
1%	
0%	

0%	
97%	
0%	
0%	
0%	

% English Learners

	This Program	Host School
English Learners	75%	84%
% by Grade Level		
	This Program	Host School
Kindergarten	0%	22%
1st Grade	18%	16%
2nd Grade	13%	14%
3rd Grade	23%	15%
4th Grade	22%	16%
5th Grade	25%	16%

This

% by Gender

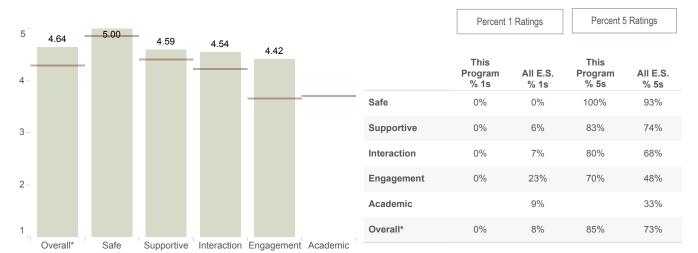
	This Program	Host School
Female	56%	53%
Male	44%	47%

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=110; "Host School" n=352.

Site Visitor: Jamie Lopez

Assessment Tool Used: SAPQA

Point of Service Quality Status: Thriving



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

The Esperanza After School Program demonstrates four key program strengths: 1) At the end of each observed session, youth reflected on what they learned or experienced with multiple strategies and they were asked how the session could have been better; 2) all observed staff interacted with students productively, positively and with warm command of the class; 3) each observed activity was planned and facilitated with confidence - transitions from welcoming activity to practicing or learning a skill to reflection were seamless; 4) there is a strong sense of belonging, particularly in the Healthy Living class focused on hygiene where youth were well accustomed to group-specific rituals and routines centered on helping one another. Overall, this program shows strong operation and intentional planning and implementation of youth development principles.

Areas for Improvements

Two areas of improvement include: 1) more frequent and regular open-ended questions. While several questions were asked of students, the quality of questions can be improved to deepen critical thinking; 2) while all children had an opportunity to plan, staff can facilitate more than one planning strategy and have youth share plans in a tangible way. For example, in the Healthy Living class focused on exercise, after a group brainstorn of research questions, youth can complete a planning sheet of 3-5 research questions they plan to use then share their plan with a partner or group for feedback or suggestions - before going online.

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Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	71%	78%	79%	78%
If my friends or I get bullied at this program, an adult steps in to help.	62%	71%	72%	72%
In this program, other kids hit or push me when they are not just playing around.	16%	15%	17%	16%
In this program, other kids spread mean rumors or lies about me.	25%	21%	19%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	37%	51%	47%	54%
The adults in this program listen to what I have to say.	67%	70%	75%	70%
There is an adult at this program who cares about me.	66%	78%	80%	80%
Interaction				
I feel like I belong at this program.	55%	70%	64%	67%
In this program, I get to help other people.	64%	69%	77%	69%
Since coming to this program, I am better at making friends.	58%	68%	70%	69%
Engagement				
I am interested in what we do in this program.	47%	68%	57%	69%
In this program, I get to choose what I do and how I do it.	18%	42%	22%	39%
In this program, I try new things.	53%	69%	60%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=61; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=70; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 156%.

	This	E.S.	This	E.S.
Social & Emotional Learning	Program 17-18	Overall 17-18	Program 16-17	Overall 16-17
This program helps me get along with adults.	63%	67%	71%	67%
This program helps me get along with kids who are different from me.	67%	69%	64%	68%
This program helps me get along with other people my age.	70%	67%	80%	70%
This program helps me try to understand how other people feel.	61%	66%	69%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	54%	69%	62%	72%
This program helps me feel like more of a leader.	53%	62%	54%	63%
This program helps me get better at things that I used to think were hard.	64%	72%	64%	70%
Wellness Behaviors				
This program helps me exercise more.	67%	71%	84%	70%
This program helps me say "no" to things I know are wrong.	67%	71%	75%	72%
This program helps me to learn how to be healthy.	64%	65%	65%	68%
School Engagement				
This program helps me feel excited to learn in school.	48%	61%	55%	63%
This program helps me feel happy to be at this school.	57%	66%	69%	68%
This program helps me to feel like a part of my school.	53%	71%	70%	69%
College & Career Readiness				
In this program, I learn more about college.	26%	44%	26%	45%
In this program, I learn of jobs I can have when I grow up.	39%	58%	44%	57%
Academic Behaviors				
This program helps me get my homework done.	81%	80%	83%	79%
This program helps me learn how to set goals for myself.	54%	66%	67%	68%
This program helps me learn ways to study (like reading directions).	46%	62%	59%	62%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=61; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=70; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 156%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Franklin

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

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	129	110	135	134
Enrollment: % Towards Projected	129%	124%	135%	122%
Units of Service (UOS): Total	64,810	60,439	71,202	57,923
UOS: % Towards Projected	111%	108%	123%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)	96%	99%	101%	101%
Average Program Attendance Rate	93%	84%	96%	84%
Average Program Days Attended	157	126	159	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=129; "All E.S. 17-18" n=6,378; "This Program 16-17" n=135; "All E.S. 16-17" n=6,713.

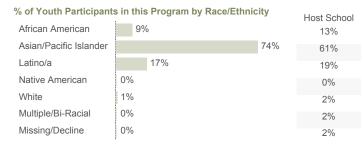
School Day Attendance

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

	This Program	Host School
Average School Days Attended	172	175
School Day Attendance Rate	98%	96%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=129; "Host School" n=713.

Participant Demographic Information



% English Learners

English Learners	46%	59%
% by Grade Level		
	This Program	Host School
Kindergarten	1%	20%
1st Grade	0%	16%
2nd Grade	22%	15%
3rd Grade	24%	19%
4th Grade	22%	14%
5th Grade	32%	17%

This

Program

Host School

% by Gender

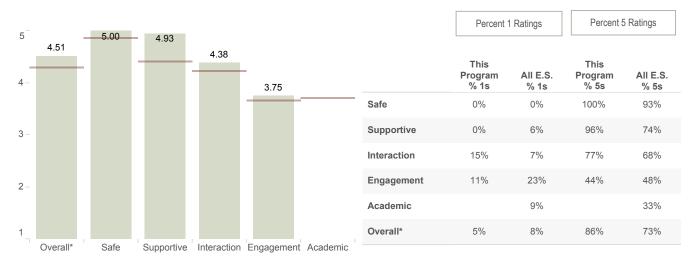
	This Program	Host School
Female	45%	48%
Male	55%	52%

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=129; "Host School" n=702.

Site Visitor: Raul Alcantar

Assessment Tool Used: SAPQA

Point of Service Quality Status: Thriving



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

The Franklin Elementary after-school program demonstrates a strong sense of beloging and high quality programming. Agendas outlining class activities and clear learning targets were evident. All instructors demonstrated preparedness and students responded well to routines and program rituals. The enrichment offerings aligned well with students cultural pride, like Snacks From Around the World which encompassed making noodles. Program leaders consistenly circulated throuhgout the activities and would use opend-ended questions which allowed students to make connections to previous activities and self-knowledge.

Areas for Improvements

Overall students were engaged and made strong connections between their activity and previous activities, however, students did not have geniuine opportunities to plan or open-ended choices in their activities. At most they were able to select food coloring to use in their lava lamps and the art class all had to replicate the spider the instructor had created, but they got to name it what they wished.

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Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	83%	78%	91%	78%
If my friends or I get bullied at this program, an adult steps in to help.	58%	71%	88%	72%
In this program, other kids hit or push me when they are not just playing around.	9%	15%	5%	16%
In this program, other kids spread mean rumors or lies about me.	16%	21%	5%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	44%	51%	48%	54%
The adults in this program listen to what I have to say.	76%	70%	71%	70%
There is an adult at this program who cares about me.	72%	78%	84%	80%
Interaction				
I feel like I belong at this program.	71%	70%	71%	67%
In this program, I get to help other people.	60%	69%	71%	69%
Since coming to this program, I am better at making friends.	67%	68%	72%	69%
Engagement				
I am interested in what we do in this program.	71%	68%	71%	69%
In this program, I get to choose what I do and how I do it.	69%	42%	44%	39%
In this program, I try new things.	73%	69%	79%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=94; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=98; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 162%.

	This	E.S.	This	E.S.
Social & Emotional Learning	Program 17-18	Overall 17-18	Program 16-17	Overall 16-17
This program helps me get along with adults.	65%	67%	68%	67%
This program helps me get along with kids who are different from me.	72%	69%	75%	68%
This program helps me get along with other people my age.	66%	67%	69%	70%
This program helps me try to understand how other people feel.	66%	66%	57%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	67%	69%	72%	72%
This program helps me feel like more of a leader.	49%	62%	52%	63%
This program helps me get better at things that I used to think were hard.	68%	72%	72%	70%
Wellness Behaviors				
This program helps me exercise more.	68%	71%	76%	70%
This program helps me say "no" to things I know are wrong.	72%	71%	68%	72%
This program helps me to learn how to be healthy.	55%	65%	71%	68%
School Engagement				
This program helps me feel excited to learn in school.	55%	61%	68%	63%
This program helps me feel excited to learn in school.	54%	66%	74%	68%
This program helps me to feel like a part of my school.	61%	71%	74%	69%
This program helps me to feel like a part of my school.	0170	7 1 70	1370	09%
College & Career Readiness				
In this program, I learn more about college.	78%	44%	87%	45%
In this program, I learn of jobs I can have when I grow up.	76%	58%	81%	57%
Academic Behaviors				
This program helps me get my homework done.	82%	80%	88%	79%
This program helps me learn how to set goals for myself.	70%	66%	71%	68%
This program helps me learn ways to study (like reading directions).	68%	62%	70%	62%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=94; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=98; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 162%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Fred T. Korematsu

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

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	116	110	123	134
Enrollment: % Towards Projected	116%	124%	123%	122%
Units of Service (UOS): Total	46,532	60,439	82,917	57,923
UOS: % Towards Projected	90%	108%	157%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)	96%	99%	88%	101%
Average Program Attendance Rate	83%	84%	64%	84%
Average Program Days Attended	124	126	110	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=116; "All E.S. 17-18" n=6,378; "This Program 16-17" n=123; "All E.S. 16-17" n=6,713.

School Day Attendance

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

	This Program	Host School
Average School Days Attended	166	173
School Day Attendance Rate	94%	93%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=118; "Host School" n=346.

Participant Demographic Information

% of Youth Participants	s in this Pr	ogram by Race/Ethnic	ity	Host Schoo
African American		22%		15%
Asian/Pacific Islander	10%			6%
Latino/a			66%	73%
Native American	0%			0%
White	3%			2%
Multiple/Bi-Racial	0%			1%
Missing/Decline	0%			1%

Latino/a		66%	73%
Native American	0%		0%
White	3%		2%
Multiple/Bi-Racial	0%		1%
Missing/Decline	0%		1%
% by Gender			

% by Gender		
	This Program	Host School
Female	41%	45%
Male	59%	55%

% English Learners

	Program	Host School
English Learners	53%	57%
% by Grade Level		
	This Program	Host School
Kindergarten	0%	18%
1st Grade	15%	14%
2nd Grade	17%	16%
3rd Grade	22%	15%
4th Grade	22%	17%
5th Grade	24%	20%

This

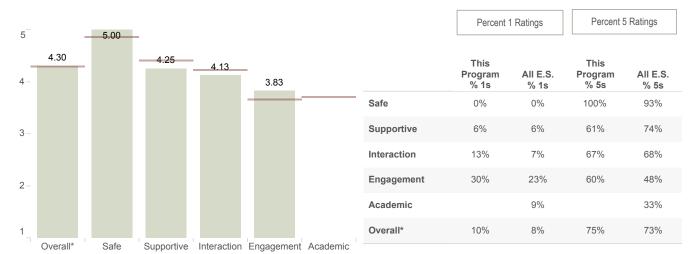
Host School

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=116; "Host School" n=339.

Site Visitor: Ruth Snowden

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

Safe environment: The program leaders use warm and respectful tone with students. Students are talked to at eye level. Supportive environment: The program leaders have a warm and respectful tone with all students. Staff consistently uses non-evaluative language with students. Interaction: Staff provides structured opportunities for one or more children to lead a group (e.g. facilitate discussion, lead project or other activity.

Areas for Improvements

School Age Planning is an area that could be strengthen for example having plan on how to spend their time, how to do something, or who to do it with. Supportive environment: Staff tells children a specific learning or skill-building focus for the session or activity and focus is clearly linked to the activity. Interaction: Staff always asks about and/or acknowledges the feelings of all children involved. At least one, staff asks child(ren) for possible solutions and encourages them to choose one.

Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	84%	78%	45%	78%
If my friends or I get bullied at this program, an adult steps in to help.	89%	71%	48%	72%
In this program, other kids hit or push me when they are not just playing around.	25%	15%	30%	16%
In this program, other kids spread mean rumors or lies about me.	38%	21%	42%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	54%	51%	38%	54%
The adults in this program listen to what I have to say.	79%	70%	45%	70%
There is an adult at this program who cares about me.	89%	78%	60%	80%
Interaction				
I feel like I belong at this program.	71%	70%	32%	67%
In this program, I get to help other people.	63%	69%	50%	69%
Since coming to this program, I am better at making friends.	80%	68%	48%	69%
Engagement				
I am interested in what we do in this program.	83%	68%	54%	69%
In this program, I get to choose what I do and how I do it.	62%	42%	26%	39%
In this program, I try new things.	81%	69%	53%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=63; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=43; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 162%.

Social & Emotional Learning	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	82%	67%	56%	67%
This program helps me get along with kids who are different from me.	75%	69%	53%	68%
This program helps me get along with other people my age.	82%	67%	40%	70%
This program helps me try to understand how other people feel.	70%	66%	41%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	79%	69%	55%	72%
This program helps me feel like more of a leader.	66%	62%	49%	63%
This program helps me get better at things that I used to think were hard.	77%	72%	56%	70%
Wellness Behaviors				
This program helps me exercise more.	90%	71%	53%	70%
This program helps me say "no" to things I know are wrong.	90%	71%	59%	72%
This program helps me to learn how to be healthy.	80%	65%	49%	68%
School Engagement				
This program helps me feel excited to learn in school.	73%	61%	42%	63%
This program helps me feel happy to be at this school.	70%	66%	53%	68%
This program helps me to feel like a part of my school.	84%	71%	50%	69%
College & Career Readiness				
In this program, I learn more about college.	50%	44%	40%	45%
In this program, I learn of jobs I can have when I grow up.	67%	58%	50%	57%
Academic Behaviors				
This program helps me get my homework done.	87%	80%	81%	79%
This program helps me learn how to set goals for myself.	71%	66%	53%	68%
This program helps me learn ways to study (like reading directions).	78%	62%	44%	62%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=63; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=43; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 162%.

Oakland School-Based After School Programs 2017-18 Program Profile (Middle Schools)

Frick

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

Program Attendance and Enrollment

	This Program 17-18	All M.S. 17-18	This Program 16-17	All M.S. 16-17
Enrollment: Number of Youth Served	140	172	156	211
Enrollment: % Towards Projected	173%	120%	193%	134%
Units of Service (UOS): Total	47,596	64,307	53,465	68,952
UOS: % Towards Projected	116%	105%	114%	108%

	This Program 17-18	All M.S. 17-18	This Program 16-17	All M.S. 16-17
Progress Towards Attendance Target (CDE)	91%	85%	97%	89%
Average Program Attendance Rate	86%	70%	92%	73%
Average Program Days Attended	107	104	103	104

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=140; "All M.S. 17-18" n=3,747; "This Program 16-17" n=156; "All M.S. 16-17" n=4,746.

School Day Attendance

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

	This Program	Host School
Average School Days Attended	164	165
School Day Attendance Rate	97%	96%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=140; "Host School" n=252.

Participant Demographic Information

% of Youth Participants	s in this Program by Race/E	tnnicity
African American		44%

Asian/Pacific Islander	2%	
Latino/a		52%
Native American	0%	
White	1%	
Multiple/Bi-Racial	0%	
Missing/Decline	0%	

%	English	Learne

	This Program	Host School
English Learners	38%	34%
% by Grade Level	This	
	Program	Host School
6th Grade	38%	29%
7th Grade	38%	39%
8th Grade	24%	32%

This

% by Gender

	This Program	Host School
Female	40%	41%
Male	60%	59%

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=140; "Host School" n=227.

Host School

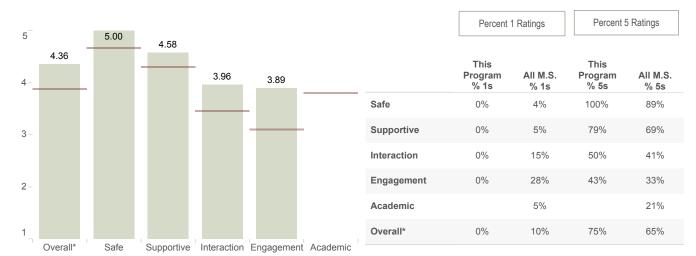
43%

2% 50% 0%

Site Visitor: N/A

Assessment Tool Used: N/A

Point of Service Quality Status: N/A



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

N/A

Areas for Improvements

N/A

Safe Environment	This Program 17-18	M.S. Overall 17-18	This Program 16-17	M.S. Overall 16-17
I feel safe in this program.	51%	56%	98%	67%
If someone bullies my friends or me at this program, an adult steps in to help.	45%	62%	90%	61%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding aroun	31%	26%	5%	20%
When I am in this program, I have had mean rumors or lies spread about me.	24%	22%	5%	21%
Supportive Environment				
In this program, I tell other youth when they do a good job or contribute to the group.	38%	39%	85%	47%
The adults in this program listen to what I have to say.	45%	53%	92%	60%
There is an adult at this program who really cares about me.	49%	59%	95%	67%
Interaction				
I feel like I belong at this program.	40%	51%	88%	56%
In this program, I get to help other people.	43%	51%	91%	58%
Since coming to this program, I am better at making friends.	46%	50%	95%	56%
Engagement				
I am interested in what we do in this program.	41%	48%	86%	57%
In this program, I get to choose what I do and how I do it.	23%	32%	82%	41%
In this program, I try new things.	47%	48%	86%	55%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=83; "M.S. Overall 17-18" n=1,412; "This Program 16-17" n=66; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 98%.

Social & Emotional Learning	This Program 17-18	M.S. Overall 17-18	This Program 16-17	M.S. Overall 16-17
Since coming to this program, I get along better with other people my age.	43%	49%	91%	55%
This program helps me get along better with adults.	45%	48%	89%	53%
This program helps me get along with people my age who are different from me.	40%	49%	92%	55%
This program helps me try to understand how other people feel.	40%	45%	94%	50%
Sense of Mastery				
This program helps me feel like more of a leader.	37%	43%	86%	50%
This program helps me get better at things that I used to think were hard.	45%	48%	92%	55%
This program helps me to feel more confident about what I can do.	45%	49%	98%	58%
Wellness Behaviors				
Since coming to this program, I am better at saying "no" to things I know are wrong.	43%	53%	94%	58%
This program helps me exercise more.	41%	49%	95%	57%
This program helps me to learn how to be healthy.	44%	44%	85%	49%
	40%	45%	86%	51%
School Engagement This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school.	40% 48%	45% 48%	86%	51% 55%
	40% 48% 40%	45% 48% 48%	86% 95% 92%	51% 55% 55%
This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school.	48%	48%	95%	55%
This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school.	48%	48%	95%	55%
This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness	48% 40%	48% 48%	95% 92%	55% 55%
This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future.	48% 40% 43%	48% 48% 43%	95% 92% 82%	55% 55% 47%
This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college.	48% 40% 43% 47%	48% 48% 43% 46%	95% 92% 82% 97%	55% 55% 47% 54%
This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college. This program helps me feel ready to go to high school.	48% 40% 43% 47%	48% 48% 43% 46%	95% 92% 82% 97%	55% 55% 47% 54%
This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college. This program helps me feel ready to go to high school. Academic Behaviors	48% 40% 43% 47% 49%	48% 48% 43% 46% 49%	95% 92% 82% 97% 88%	55% 55% 47% 54% 56%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=83; "M.S. Overall 17-18" n=1,412; "This Program 16-17" n=66; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 98%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Fruitvale

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

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	104	110	121	134
Enrollment: % Towards Projected	104%	124%	121%	122%
Units of Service (UOS): Total	45,772	60,439	56,066	57,923
UOS: % Towards Projected	78%	108%	100%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)	89%	99%	108%	101%
Average Program Attendance Rate	85%	84%	86%	84%
Average Program Days Attended	128	126	135	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=104; "All E.S. 17-18" n=6,378; "This Program 16-17" n=121; "All E.S. 16-17" n=6,713.

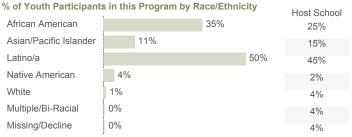
School Day Attendance

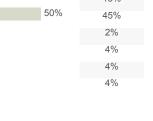
School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	167	174
School Day Attendance Rate	94%	93%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=104; "Host School" n=365.

Participant Demographic Information





% by Gender		
	This Program	Host School
Female	44%	42%
Male	56%	58%

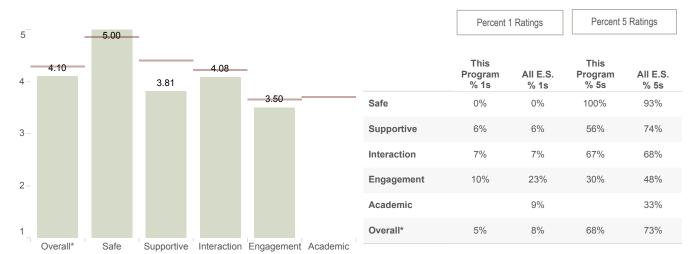
% English Learners		
	This Program	Host School
English Learners	40%	53%
% by Grade Level		
	This Program	Host School
Kindergarten	11%	17%
1st Grade	12%	17%
2nd Grade	22%	15%
3rd Grade	17%	19%
4th Grade	16%	15%
5th Grade	22%	17%

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=104; "Host School" n=367.

Site Visitor: Jamie Lopez

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

The Fruitvale After School Program demonstrates the following program strengths: 1) staff interactions - attentive, responsive and caring. Staff helped youth promptly, getting on eye level, working side by side and circulating 2) managing feelings - when youth struggled with their feelings, staff were observed acknowledging feelings, asking youth to explain the situation and facilitate finding a solution or support.

Areas for Improvements

Two areas of improvement include: 1) School-Age Leadership - consider training and supporting staff to provide opportunities to process skills. For example, at the end of a read-aloud, have students pair up to share what they comprehended then share to the whole group. The instructor can then help the whole group determine commonalities or differences in what they comprehended. Another example is, at the end of Math Hoops and if cooperation is a focus skill, have each team debrief how they cooperated and what they would differently. 2) Encouragement - staff can use their prep or planning time to brainstorm a list of possible open-ended questions they will ask during the lesson. Also, consider training and supporting staff to use more non-evaluative language as opposed to simple praise.

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Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	98%	78%	100%	78%
If my friends or I get bullied at this program, an adult steps in to help.	98%	71%	95%	72%
In this program, other kids hit or push me when they are not just playing around.	0%	15%	5%	16%
In this program, other kids spread mean rumors or lies about me.	2%	21%	7%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	87%	51%	88%	54%
The adults in this program listen to what I have to say.	98%	70%	98%	70%
There is an adult at this program who cares about me.	100%	78%	98%	80%
Interaction				
I feel like I belong at this program.	96%	70%	95%	67%
In this program, I get to help other people.	94%	69%	90%	69%
Since coming to this program, I am better at making friends.	98%	68%	93%	69%
Engagement				
I am interested in what we do in this program.	96%	68%	92%	69%
In this program, I get to choose what I do and how I do it.	83%	42%	65%	39%
In this program, I try new things.	85%	69%	88%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=52; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=60; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 141%.

Social & Emotional Learning	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	100%	67%	95%	67%
This program helps me get along with kids who are different from me.	100%	69%	97%	68%
This program helps me get along with other people my age.	96%	67%	97%	70%
This program helps me try to understand how other people feel.	98%	66%	95%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	100%	69%	93%	72%
This program helps me feel like more of a leader.	94%	62%	87%	63%
This program helps me get better at things that I used to think were hard.	100%	72%	97%	70%
Wellness Behaviors				
This program helps me exercise more.	98%	71%	93%	70%
This program helps me say "no" to things I know are wrong.	98%	71%	97%	72%
This program helps me to learn how to be healthy.	98%	65%	93%	68%
School Engagement				
This program helps me feel excited to learn in school.	96%	61%	93%	63%
This program helps me feel happy to be at this school.	96%	66%	95%	68%
This program helps me to feel like a part of my school.	98%	71%	97%	69%
College & Career Readiness				
In this program, I learn more about college.	62%	44%	68%	45%
In this program, I learn of jobs I can have when I grow up.	71%	58%	90%	57%
In this program, I learn of jobs I can have when I grow up.	71%	58%	90%	57%
	71%	58%	90%	57%
Academic Behaviors				
In this program, I learn of jobs I can have when I grow up. Academic Behaviors This program helps me get my homework done. This program helps me learn how to set goals for myself.	71% 100% 98%	58% 80% 66%	90% 97% 87%	79% 68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=52; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=60; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 141%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Futures

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

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	130	110	131	134
Enrollment: % Towards Projected	108%	124%	109%	122%
Units of Service (UOS): Total	55,018	60,439	55,656	57,923
UOS: % Towards Projected	112%	108%	114%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)	105%	99%	102%	101%
Average Program Attendance Rate	90%	84%	89%	84%
Average Program Days Attended	121	126	118	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=130; "All E.S. 17-18" n=6,378; "This Program 16-17" n=131; "All E.S. 16-17" n=6,713.

School Day Attendance

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

	This Program	Host School
Average School Days Attended	157	169
School Day Attendance Rate	93%	93%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=130; "Host School" n=309.

Participant Demographic Information

/	o OT	Youtn	Participants	in this	Program	by	Race/Ethnicity	

African American		55%
Asian/Pacific Islander	2%	
Latino/a		43%
Native American	0%	
White	0%	
Multiple/Bi-Racial	0%	
Missing/Decline	0%	

lost School	
46%	
7%	

7%	
41%	
0%	
2%	
1%	
00/	

% English Learners

	Program	Host School
English Learners	37%	45%
% by Grade Level		
	This Program	Host School
Kindergarten	14%	15%
1st Grade	15%	12%
2nd Grade	22%	18%
3rd Grade	17%	19%
4th Grade	19%	21%
5th Grade	12%	14%

This

Host School

% by Gender

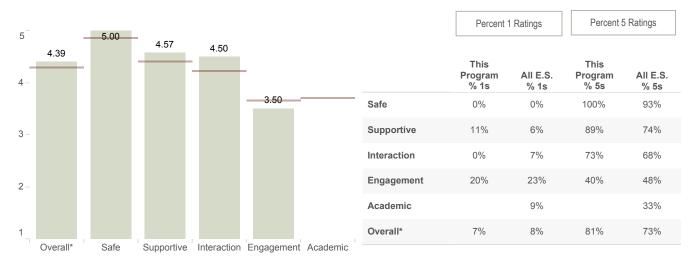
	This Program	Host School
Female	48%	49%
Male	52%	51%

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=130; "Host School" n=294.

Site Visitor: Ruth Snowden

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

Safe environment: There is a positive and welcoming atmosphere that is created by the staff. The students are all greeted as they enter program and talked to at eye level. Supportive environment: The program leaders have a warm and respectful tone with all students. Staff consistently uses non-evaluative language with students.

Areas for Improvements

School Age Planning is an area that could be strengthen for example having plan on how to spend their time, how to do something, or who to do it with. School Age Choice staff can provide opportunities for all children to make authentic choices within activities for example; all children choose what to build: all children can choose whether to paint, draw, or use markers.

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Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	83%	78%	83%	78%
If my friends or I get bullied at this program, an adult steps in to help.	77%	71%	81%	72%
In this program, other kids hit or push me when they are not just playing around.	20%	15%	21%	16%
In this program, other kids spread mean rumors or lies about me.	33%	21%	19%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	51%	51%	52%	54%
The adults in this program listen to what I have to say.	63%	70%	72%	70%
There is an adult at this program who cares about me.	80%	78%	79%	80%
Interaction				
I feel like I belong at this program.	67%	70%	67%	67%
In this program, I get to help other people.	84%	69%	67%	69%
Since coming to this program, I am better at making friends.	58%	68%	74%	69%
Engagement				
I am interested in what we do in this program.	61%	68%	68%	69%
In this program, I get to choose what I do and how I do it.	23%	42%	16%	39%
In this program, I try new things.	69%	69%	66%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=49; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=44; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 111%.

	This	E.S.	This	E.S.
Social & Emotional Learning	Program 17-18	Overall 17-18	Program 16-17	Overall 16-17
This program helps me get along with adults.	62%	67%	81%	67%
This program helps me get along with kids who are different from me.	71%	69%	79%	68%
This program helps me get along with other people my age.	70%	67%	74%	70%
This program helps me try to understand how other people feel.	72%	66%	72%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	66%	69%	83%	72%
This program helps me feel like more of a leader.	73%	62%	74%	63%
This program helps me get better at things that I used to think were hard.	75%	72%	72%	70%
Wellness Behaviors				
This program helps me exercise more.	77%	71%	79%	70%
This program helps me say "no" to things I know are wrong.	63%	71%	74%	72%
This program helps me to learn how to be healthy.	69%	65%	74%	68%
School Engagement				
This program helps me feel excited to learn in school.	71%	61%	64%	63%
This program helps me feel happy to be at this school.	74%	66%	75%	68%
This program helps me to feel like a part of my school.	73%	71%	81%	69%
College & Career Readiness				
In this program, I learn more about college.	66%	44%	43%	45%
In this program, I learn of jobs I can have when I grow up.	90%	58%	64%	57%
Academic Behaviors				
This program helps me get my homework done.	83%	80%	88%	79%
This program helps me learn how to set goals for myself.	63%	66%	65%	68%
This program helps me learn ways to study (like reading directions).	65%	62%	77%	62%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=49; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=44; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 111%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Garfield

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

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	251	110	223	134
Enrollment: % Towards Projected	167%	124%	149%	122%
Units of Service (UOS): Total	102,306	60,439	96,075	57,923
UOS: % Towards Projected	115%	108%	110%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)	103%	99%	96%	101%
Average Program Attendance Rate	80%	84%	85%	84%
Average Program Days Attended	123	126	130	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=251; "All E.S. 17-18" n=6,378; "This Program 16-17" n=223; "All E.S. 16-17" n=6,713.

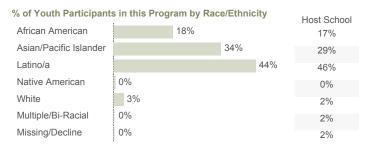
School Day Attendance

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

	This Program	Host School
Average School Days Attended	169	173
School Day Attendance Rate	96%	96%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=250; "Host School" n=670.

Participant Demographic Information





English Learners	52%	61%
% by Grade Level		
	This Program	Host School
Kindergarten	7%	23%
1st Grade	16%	15%
2nd Grade	24%	17%
3rd Grade	20%	16%
4th Grade	18%	15%
5th Grade	16%	14%

This

Program

Host School

% by Gender

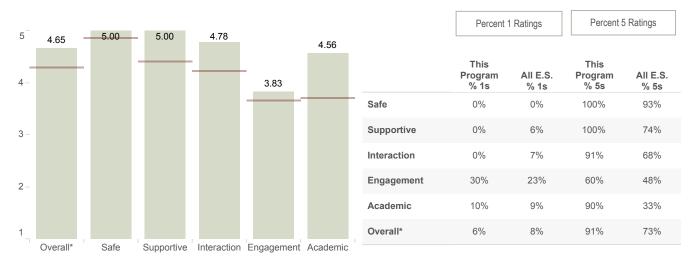
	This Program	Host School
Female	49%	47%
Male	51%	53%

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=251; "Host School" n=654.

Site Visitor: Jimena Q Hopkins

Assessment Tool Used: SAPQA

Point of Service Quality Status: Thriving



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

- 1. All sessions observed had a very clear learning target, which was both stated by staff and was consistent with what the children learned during the session.
- 2. There were many opportunities for children to practice group process skills while working in small groups and having large group interactions and discussions. During the observation of the sessions, children had opportunities to work in pairs, small groups, individually, and as a large group.
- 3. Staff consistently asked open-ended questions and helped children engage with concepts and ideas in different ways. For example, in Science children played a game that enabled them to practice observing in preparation to a science activity that required observation. They also had pair-share and large group discussions about the topic.

Areas for Improvements

^{1.} Children would benefit from having opportunities to create plans and share them in developmentally appropriate ways, including sharing their plans with their peers. For example, this could include brainstorming and/or writing down steps needed to complete an activity.

^{2.} Although staff did a good job with asking many reflection questions and using different types of reflection strategies, it would also be good to include questions that elicit feedback about the activities and process.

^{3.} Although children were encouraged to help each other in some sessions, it would be beneficial to include more structured and consistent opportunities across all session for children to help each other.

Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	97%	78%	87%	78%
If my friends or I get bullied at this program, an adult steps in to help.	93%	71%	80%	72%
In this program, other kids hit or push me when they are not just playing around.	7%	15%	7%	16%
In this program, other kids spread mean rumors or lies about me.	8%	21%	10%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	81%	51%	70%	54%
The adults in this program listen to what I have to say.	91%	70%	77%	70%
There is an adult at this program who cares about me.	93%	78%	88%	80%
Interaction				
I feel like I belong at this program.	95%	70%	75%	67%
In this program, I get to help other people.	92%	69%	76%	69%
Since coming to this program, I am better at making friends.	83%	68%	75%	69%
Engagement				
I am interested in what we do in this program.	95%	68%	79%	69%
In this program, I get to choose what I do and how I do it.	73%	42%	68%	39%
In this program, I try new things.	92%	69%	77%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=98; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=115; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 113%.

Social & Emotional Learning	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	92%	67%	79%	67%
This program helps me get along with kids who are different from me.	94%	69%	83%	68%
This program helps me get along with other people my age.	91%	67%	81%	70%
This program helps me try to understand how other people feel.	92%	66%	77%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	95%	69%	80%	72%
This program helps me feel like more of a leader.	85%	62%	72%	63%
This program helps me get better at things that I used to think were hard.	91%	72%	83%	70%
Wellness Behaviors				
This program helps me exercise more.	90%	71%	78%	70%
This program helps me say "no" to things I know are wrong.	91%	71%	82%	72%
This program helps me to learn how to be healthy.	88%	65%	75%	68%
School Engagement				
This program helps me feel excited to learn in school.	83%	61%	81%	63%
This program helps me feel happy to be at this school.	91%	66%	81%	68%
This program helps me to feel like a part of my school.	96%	71%	81%	69%
College & Career Readiness				
In this program, I learn more about college.	67%	44%	64%	45%
In this program, I learn of jobs I can have when I grow up.	92%	58%	77%	57%
Academic Behaviors				
This program helps me get my homework done.	94%	80%	91%	79%
This program helps me learn how to set goals for myself.	87%	66%	87%	68%
This program helps me learn ways to study (like reading directions).	89%	62%	87%	62%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=98; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=115; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 113%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Global Family

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

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	110	110	121	134
Enrollment: % Towards Projected	110%	124%	121%	122%
Units of Service (UOS): Total	55,873	60,439	55,057	57,923
UOS: % Towards Projected	133%	108%	114%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)	117%	99%	107%	101%
Average Program Attendance Rate	93%	84%	91%	84%
Average Program Days Attended	160	126	134	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=110; "All E.S. 17-18" n=6,378; "This Program 16-17" n=121; "All E.S. 16-17" n=6,713.

School Day Attendance

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

	This Program	Host School
Average School Days Attended	173	174
School Day Attendance Rate	97%	96%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=112; "Host School" n=459.

Participant Demographic Information

% of	Youth	Participants	in this	Program	by	Race/Ethn	icity

% of Youth Participants	ity	Host School	
African American		3%	
Asian/Pacific Islander	2%		1%
Latino/a		94%	94%
Native American	0%		0%
White	0%		0%
Multiple/Bi-Racial	0%		0%
Missing/Decline	0%		2%

%	English	Learners
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This		1 Togram	
This Program Host School Kindergarten 4% 21% 1st Grade 12% 16% 2nd Grade 21% 16% 3rd Grade 16% 15% 4th Grade 27% 17%	English Learners	64%	83%
Kindergarten 4% 21% 1st Grade 12% 16% 2nd Grade 21% 16% 3rd Grade 16% 15% 4th Grade 27% 17%	% by Grade Level		
1st Grade 12% 16% 2nd Grade 21% 16% 3rd Grade 16% 15% 4th Grade 27% 17%			Host School
2nd Grade 21% 16% 3rd Grade 16% 15% 4th Grade 27% 17%	Kindergarten	4%	21%
3rd Grade 16% 15% 4th Grade 27% 17%	1st Grade	12%	16%
4th Grade 27% 17%	2nd Grade	21%	16%
	3rd Grade	16%	15%
5th Grade 20% 15%	4th Grade	27%	17%
	5th Grade	20%	15%

This

Program

Host School

% by Gender

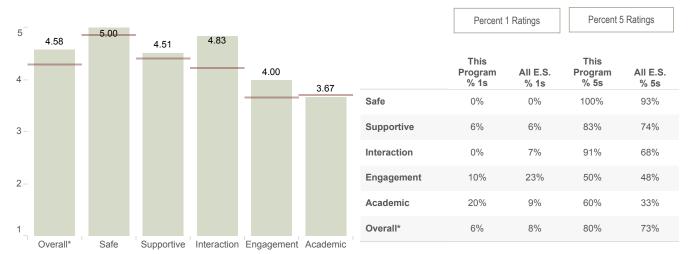
	This Program	Host School
Female	45%	46%
Male	55%	54%

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=110; "Host School" n=442.

Site Visitor: Jimena Q Hopkins

Assessment Tool Used: SAPQA

Point of Service Quality Status: Thriving



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate.

Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

- 1. In all of the sessions observed children had many opportunities to talk about and discuss what they were learning with their peers. Children did this in a large group, with their peers, and/or with staff.
- 2. In different ways, children had various opportunities to get to know each other. For example in one session children played a game were they shared something they liked. There were also opportunities for children to get to know each other by working together and talking to each other informally.
- 3. The program had different ways in which children were able to practice group process skills. For example, in one of the team building sessions, children were able to give and get feedback from each other while in other sessions they took turns sharing ideas and listening.

Areas for Improvements

- 1. During the observation, no mention of the learning target was observed. It would be beneficial to state a clear learning target that encompasses what skills or concepts are going to be learned during the session. Posting these on the board or on chart paper is also useful.
- 2. Although there were some opportunities for children to plan in one of the team building activities, overall opportunities for children to create plans and share them were inconsistent across the different sessions observed.
- 3. It would be beneficial for children to have more opportunities to make connections between what they are learning in the sessions and their prior knowledge, personal life, and what they are learning during the school day.

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Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	79%	78%	96%	78%
If my friends or I get bullied at this program, an adult steps in to help.	77%	71%	92%	72%
In this program, other kids hit or push me when they are not just playing around.	5%	15%	4%	16%
In this program, other kids spread mean rumors or lies about me.	15%	21%	17%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	47%	51%	77%	54%
The adults in this program listen to what I have to say.	68%	70%	91%	70%
There is an adult at this program who cares about me.	63%	78%	92%	80%
Interaction				
I feel like I belong at this program.	68%	70%	79%	67%
In this program, I get to help other people.	79%	69%	75%	69%
Since coming to this program, I am better at making friends.	80%	68%	89%	69%
Engagement				
I am interested in what we do in this program.	71%	68%	91%	69%
In this program, I get to choose what I do and how I do it.	22%	42%	75%	39%
In this program, I try new things.	80%	69%	94%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=76; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=53; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 155%.

Social & Emotional Learning	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	70%	67%	85%	67%
This program helps me get along with kids who are different from me.	84%	69%	87%	68%
This program helps me get along with other people my age.	79%	67%	89%	70%
This program helps me try to understand how other people feel.	69%	66%	83%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	81%	69%	92%	72%
This program helps me feel like more of a leader.	53%	62%	68%	63%
This program helps me get better at things that I used to think were hard.	76%	72%	94%	70%
Wellness Behaviors				
This program helps me exercise more.	71%	71%	96%	70%
This program helps me say "no" to things I know are wrong.	73%	71%	81%	72%
This program helps me to learn how to be healthy.	71%	65%	94%	68%
School Engagement				
This program helps me feel excited to learn in school.	70%	61%	92%	63%
This program helps me feel happy to be at this school.	80%	66%	92%	68%
This program helps me to feel like a part of my school.	72%	71%	89%	69%
College & Career Readiness				
In this program, I learn more about college.	45%	44%	49%	45%
In this program, I learn of jobs I can have when I grow up.	50%	58%	81%	57%
Academic Behaviors				
This program helps me get my homework done.	82%	80%	100%	79%
This program helps me learn how to set goals for myself.	65%	66%	87%	68%
This program helps me learn ways to study (like reading directions).	68%	62%	94%	62%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=76; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=53; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 155%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Grass Valley

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

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	98	110	105	134
Enrollment: % Towards Projected	89%	124%	95%	122%
Units of Service (UOS): Total	99,428	60,439	108,509	57,923
UOS: % Towards Projected	184%	108%	101%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)	94%	99%	102%	101%
Average Program Attendance Rate	76%	84%	85%	84%
Average Program Days Attended	144	126	147	128
Average Program Days Attended	144	126	147	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=98; "All E.S. 17-18" n=6,378; "This Program 16-17" n=105; "All E.S. 16-17" n=6,713.

School Day Attendance

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

	This Program	Host School
Average School Days Attended	168	176
School Day Attendance Rate	97%	95%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=99; "Host School" n=270.

Participant Demographic Information

% of Youth Particiן	oants in	this	Program	by	Race/Ethnic	ity
African American						89

% of Youth Participants	ity	Host School	
African American		89%	67%
Asian/Pacific Islander	0%		6%
Latino/a	9%		19%
Native American	0%		0%
White	2%		3%
Multiple/Bi-Racial	0%		4%
Missing/Decline	0%		1%



	Program	Host School
English Learners	1%	16%
% by Grade Level		
	This Program	Host School
Kindergarten	15%	19%
1st Grade	14%	17%
2nd Grade	21%	20%
3rd Grade	19%	19%
4th Grade	19%	13%
5th Grade	10%	12%

This

Host School

% by Gender

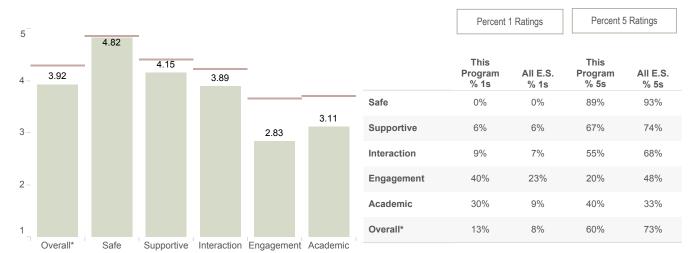
	This Program	Host School
Female	51%	44%
Male	49%	56%

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=98; "Host School" n=260.

Site Visitor: Hannah Pickar

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score

Not all sites were observed in 2017-18 for Academic Climate.

Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

- 1) Patient, caring staff who were clearly loved by the students. There were many hugs, high fives, and fist bumps. It was very clear that the program was a positive space for youth and staff alike, as demonstrated by the youth-staff relationships, the youth belting out the program's anthem, and inclusive and positive behavior throughout the program. Despite many challenging youth behaviors, staff stayed incredibly calm and collected.
- 2) Youth had many opportunities to demonstrate age-appropriate responsibility; they were responsible for putting up chairs, cleaning the classroom, passing out materials, etc.
- 3) Staff made good attempts at engaging students in reflection, asking open-ended questions, and encouraging youth to make connections to prior knowledge, though these areas could be stronger (see program improvements).

Areas for Improvements

¹⁾ Staff could encourage children to make plans, which can include giving them opportunities to think about the steps they plan on taking to achieve a task (e.g. planning the pattern they want to make on their kente cloth) or brainstorming how they will approach an activity (e.g. working with their team to figure out how to get through the obstacle course faster, thinking about what homework they want to get done).

²⁾ Youth could have more opportunities to reflect on the activities and their work. Try to incorporate multiple strategies to encourage youth to share what they have done, and create structured opportunities for feedback (e.g. ask youth to rate the activity, say what they liked or what they would have changed).

³⁾ Staff could increase use of open-ended questions throughout the activity, and use non-evaluative feedback (e.g., more than "good job!" or "I like the way you did that!")

Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	84%	78%	79%	78%
If my friends or I get bullied at this program, an adult steps in to help.	68%	71%	60%	72%
In this program, other kids hit or push me when they are not just playing around.	20%	15%	20%	16%
In this program, other kids spread mean rumors or lies about me.	26%	21%	18%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	44%	51%	45%	54%
The adults in this program listen to what I have to say.	60%	70%	72%	70%
There is an adult at this program who cares about me.	83%	78%	79%	80%
Interaction				
I feel like I belong at this program.	74%	70%	66%	67%
In this program, I get to help other people.	75%	69%	71%	69%
Since coming to this program, I am better at making friends.	71%	68%	58%	69%
Engagement				
I am interested in what we do in this program.	69%	68%	70%	69%
In this program, I get to choose what I do and how I do it.	20%	42%	16%	39%
In this program, I try new things.	64%	69%	70%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=42; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=71; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 105%.

	This	E.S.	This	E.S.
Social & Emotional Learning	Program 17-18	Overall 17-18	Program 16-17	Overall 16-17
This program helps me get along with adults.	73%	67%	58%	67%
This program helps me get along with kids who are different from me.	52%	69%	52%	68%
This program helps me get along with other people my age.	80%	67%	64%	70%
This program helps me try to understand how other people feel.	56%	66%	52%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	74%	69%	68%	72%
This program helps me feel like more of a leader.	71%	62%	67%	63%
This program helps me get better at things that I used to think were hard.	78%	72%	71%	70%
Wellness Behaviors				
This program helps me exercise more.	64%	71%	70%	70%
This program helps me say "no" to things I know are wrong.	64%	71%	75%	72%
This program helps me to learn how to be healthy.	63%	65%	64%	68%
School Engagement				
This program helps me feel excited to learn in school.	65%	61%	67%	63%
This program helps me feel happy to be at this school.	59%	66%	64%	68%
This program helps me to feel like a part of my school.	79%	71%	60%	69%
College & Career Readiness				
In this program, I learn more about college.	31%	44%	19%	45%
In this program, I learn of jobs I can have when I grow up.	49%	58%	41%	57%
Academic Behaviors				
This program helps me get my homework done.	71%	80%	77%	79%
This program helps me learn how to set goals for myself.	60%	66%	64%	68%
This program helps me learn ways to study (like reading directions).	52%	62%	53%	62%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=42; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=71; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 105%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Greenleaf (K-8 Elementary)

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

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	100	110	123	134
Enrollment: % Towards Projected	91%	124%	112%	122%
Units of Service (UOS): Total	47,070	60,439	50,527	57,923
UOS: % Towards Projected	95%	108%	102%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)	92%	99%	100%	101%
Average Program Attendance Rate	91%	84%	89%	84%
Average Program Days Attended	137	126	123	128
Average Program Days Attended	137	126	123	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=100; "All E.S. 17-18" n=6,378; "This Program 16-17" n=123; "All E.S. 16-17" n=6,713.

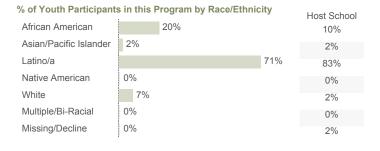
School Day Attendance

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

	This Program	Host School
Average School Days Attended	164	175
School Day Attendance Rate	96%	96%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=100; "Host School" n=473.

Participant Demographic Information





% English Learners

	This Program	Host School
English Learners	47%	61%
% by Grade Level		
	This Program	Host School
Kindergarten	9%	19%
1st Grade	14%	16%
2nd Grade	16%	16%
3rd Grade	20%	15%
4th Grade	12%	18%
5th Grade	28%	16%

This

% by Gender

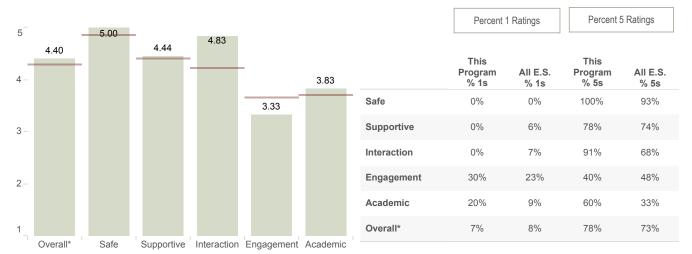
	This Program	Host School
Female	46%	51%
Male	54%	49%

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=100; "Host School" n=466.

Site Visitor: Da'Shon Carr

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

This site has many strengths in providing their students with a wide range of activities. Fifth grade students have the opportunity to become big buddies to the smaller students in the program. The older students can be assistance to the staff with being a line leader for the smaller students, passing out materials, and being a group leader for projects. I noticed students and staff have a daily routine for reponsibility and roles that help with classroom management.

Areas for Improvements

For improving the program, I suggest having a time for students to plan or create strategies for their work. There was no observation of students planning or creating ideas for their projects. When students have the opportunity to plan their activities, it also gives them choices on how to process their work. It also gives them authority and ownership of their work and projects.

--

Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	100%	78%	91%	78%
If my friends or I get bullied at this program, an adult steps in to help.	92%	71%	93%	72%
In this program, other kids hit or push me when they are not just playing around.	7%	15%	9%	16%
In this program, other kids spread mean rumors or lies about me.	20%	21%	14%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	85%	51%	67%	54%
The adults in this program listen to what I have to say.	98%	70%	82%	70%
There is an adult at this program who cares about me.	98%	78%	98%	80%
Interaction				
I feel like I belong at this program.	98%	70%	93%	67%
In this program, I get to help other people.	89%	69%	82%	69%
Since coming to this program, I am better at making friends.	94%	68%	95%	69%
Engagement				
I am interested in what we do in this program.	94%	68%	93%	69%
In this program, I get to choose what I do and how I do it.	85%	42%	42%	39%
In this program, I try new things.	81%	69%	87%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=48; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=45; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 123%.

Social & Emotional Learning	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	94%	67%	87%	67%
This program helps me get along with kids who are different from me.	96%	69%	86%	68%
This program helps me get along with other people my age.	87%	67%	86%	70%
This program helps me try to understand how other people feel.	96%	66%	89%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	98%	69%	93%	72%
This program helps me feel like more of a leader.	85%	62%	80%	63%
This program helps me get better at things that I used to think were hard.	96%	72%	98%	70%
Wellness Behaviors				
This program helps me exercise more.	98%	71%	89%	70%
This program helps me say "no" to things I know are wrong.	90%	71%	91%	72%
This program helps me to learn how to be healthy.	92%	65%	87%	68%
School Engagement				
	94%	61%	84%	63%
This program helps me feel excited to learn in school.		66%		
This program helps me feel happy to be at this school.	96% 100%	71%	87% 96%	68% 69%
This program helps me to feel like a part of my school.	100%	1 1 70	9070	0976
College & Career Readiness				
In this program, I learn more about college.	52%	44%	32%	45%
In this program, I learn of jobs I can have when I grow up.	71%	58%	73%	57%
Academic Behaviors				
This program helps me get my homework done.	96%	80%	98%	79%
This program helps me learn how to set goals for myself.	90%	66%	88%	68%
This program helps me learn ways to study (like reading directions).	94%	62%	77%	62%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=48; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=45; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 123%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Hoover

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

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	137	110	123	134
Enrollment: % Towards Projected	125%	124%	112%	122%
Units of Service (UOS): Total	70,921	60,439	63,708	57,923
UOS: % Towards Projected	136%	108%	122%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)	80%	99%	80%	101%
Average Program Attendance Rate	90%	84%	91%	84%
Average Program Days Attended	133	126	152	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=137; "All E.S. 17-18" n=6,378; "This Program 16-17" n=123; "All E.S. 16-17" n=6,713.

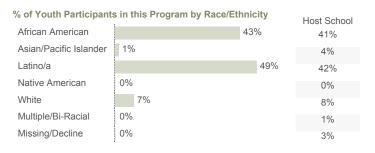
School Day Attendance

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

	This Program	Host School
Average School Days Attended	162	169
School Day Attendance Rate	95%	95%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=138; "Host School" n=275.

Participant Demographic Information



% English Learners

English Learners	43%	48%
% by Grade Level		
	This Program	Host School
Kindergarten	12%	18%
1st Grade	18%	19%
2nd Grade	20%	19%
3rd Grade	14%	15%
4th Grade	18%	15%
5th Grade	17%	15%

This

Program

Host School

% by Gender

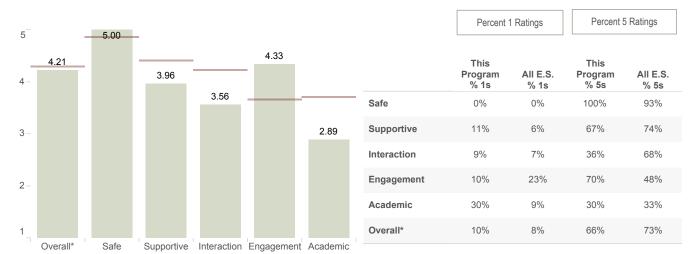
	This Program	Host School
Female	53%	54%
Male	47%	46%

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=137; "Host School" n=278.

Site Visitor: Rai Froh

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

Staff provide a very safe and healthy space for students, have excellent session flow to the point where students clearly know what to work on and in what manner, and staff were for the most part very encouraging of students and provided opportunities for them to express their creativity.

Areas for Improvements

Staff can encourage students by using non evaluative language in their praise and by explicitly stating why and what they are praising a student for. Staff can also explain what the learning focus is at the beginning of class so that all students are on the same page. Staff can also put students into small groups so that they can have opportunities to help each other and talk about the activities; students worked individually or as informal groups in activities I observed.

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Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	86%	78%	82%	78%
If my friends or I get bullied at this program, an adult steps in to help.	76%	71%	58%	72%
In this program, other kids hit or push me when they are not just playing around.	35%	15%	33%	16%
In this program, other kids spread mean rumors or lies about me.	27%	21%	32%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	58%	51%	54%	54%
The adults in this program listen to what I have to say.	87%	70%	76%	70%
There is an adult at this program who cares about me.	81%	78%	81%	80%
Interaction				
I feel like I belong at this program.	65%	70%	74%	67%
In this program, I get to help other people.	72%	69%	71%	69%
Since coming to this program, I am better at making friends.	70%	68%	68%	69%
Engagement				
I am interested in what we do in this program.	76%	68%	82%	69%
In this program, I get to choose what I do and how I do it.	20%	42%	18%	39%
In this program, I try new things.	66%	69%	71%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=47; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=38; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 92%.

Social & Emotional Learning	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	66%	67%	76%	67%
This program helps me get along with kids who are different from me.	70%	69%	70%	68%
This program helps me get along with other people my age.	72%	67%	81%	70%
This program helps me try to understand how other people feel.	70%	66%	65%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	83%	69%	78%	72%
This program helps me feel like more of a leader.	60%	62%	53%	63%
This program helps me get better at things that I used to think were hard.	67%	72%	65%	70%
Wellness Behaviors				
This program helps me exercise more.	84%	71%	68%	70%
This program helps me say "no" to things I know are wrong.	83%	71%	70%	72%
This program helps me to learn how to be healthy.	75%	65%	63%	68%
School Engagement This program halps me feel excited to learn in school	70%	61%	71%	63%
This program helps me feel excited to learn in school.	74%	66%	71%	68%
This program helps me feel happy to be at this school. This program helps me to feel like a part of my school.	67%	71%	68%	69%
College & Career Readiness				
In this program, I learn more about college.	35%	44%	34%	45%
In this program, I learn of jobs I can have when I grow up.	60%	58%	50%	57%
Academic Behaviors		/	/	
This program helps me get my homework done.	74%	80%	89%	79%
This program helps me learn how to set goals for myself.	65%	66%	68%	68%
This program helps me learn ways to study (like reading directions).	61%	62%	58%	62%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=47; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=38; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 92%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Horace Mann

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

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	136	110	141	134
Enrollment: % Towards Projected	136%	124%	131%	122%
Units of Service (UOS): Total	49,680	60,439	52,518	57,923
UOS: % Towards Projected	91%	108%	87%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)	95%	99%	96%	101%
Average Program Attendance Rate	81%	84%	82%	84%
Average Program Days Attended	105	126	103	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=136; "All E.S. 17-18" n=6,378; "This Program 16-17" n=141; "All E.S. 16-17" n=6,713.

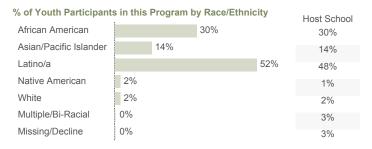
School Day Attendance

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

	This Program	Host School
Average School Days Attended	156	166
School Day Attendance Rate	94%	92%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=133; "Host School" n=361.

Participant Demographic Information





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

% English Learners

English Learners	55%	47%
% by Grade Level		
	This Program	Host School
Kindergarten	12%	19%
1st Grade	21%	18%
2nd Grade	17%	16%
3rd Grade	24%	16%
4th Grade	10%	15%
5th Grade	15%	17%

This

Program

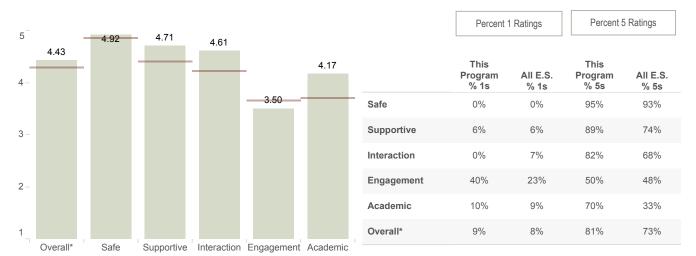
Host School

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=136; "Host School" n=345.

Site Visitor: Rai Froh

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

Staff had great relationships with students and were very encouraging, staff worked along side students during one activity and that could be done in some other activities seen throughout the day, and staff did a great job at tying in previous sessions to the current one.

Areas for Improvements

Several activities had time at the end for cleanup which could also be used for reflection. Staff can implement more planning during the session by asking students how they are going to go about a task (ex. How are you going to decorate your item? Think about what you will do first, second, last). Also, staff can model skills for a student by showing them how to identify parts of a story or how to apply certain things to the item they are creating. Staff could improve on the acaedmic climate by tying in what they are doing to the school day by asking if students have done something similar and if so what etc., staff could also go deeper into getting students to talk about personal experiences as it related to the content.

Page 2

Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	59%	78%	66%	78%
If my friends or I get bullied at this program, an adult steps in to help.	48%	71%	79%	72%
In this program, other kids hit or push me when they are not just playing around.	17%	15%	28%	16%
In this program, other kids spread mean rumors or lies about me.	41%	21%	31%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	45%	51%	45%	54%
The adults in this program listen to what I have to say.	62%	70%	75%	70%
There is an adult at this program who cares about me.	62%	78%	76%	80%
Interaction				
I feel like I belong at this program.	47%	70%	66%	67%
In this program, I get to help other people.	52%	69%	68%	69%
Since coming to this program, I am better at making friends.	63%	68%	61%	69%
Engagement				
I am interested in what we do in this program.	43%	68%	68%	69%
In this program, I get to choose what I do and how I do it.	20%	42%	32%	39%
In this program, I try new things.	63%	69%	74%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=49; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=38; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 123%.

	Thio	F.C	This	FC
Social & Emotional Learning	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	50%	67%	56%	67%
This program helps me get along with kids who are different from me.	60%	69%	68%	68%
This program helps me get along with other people my age.	49%	67%	66%	70%
This program helps me try to understand how other people feel.	48%	66%	56%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	52%	69%	67%	72%
This program helps me feel like more of a leader.	49%	62%	63%	63%
This program helps me get better at things that I used to think were hard.	47%	72%	59%	70%
Wellness Behaviors				
This program helps me exercise more.	59%	71%	57%	70%
This program helps me say "no" to things I know are wrong.	40%	71%	70%	72%
This program helps me to learn how to be healthy.	53%	65%	74%	68%
School Engagement				
This program helps me feel excited to learn in school.	44%	61%	64%	63%
This program helps me feel happy to be at this school.	52%	66%	60%	68%
This program helps me to feel like a part of my school.	54%	71%	59%	69%
College & Career Readiness				
In this program, I learn more about college.	23%	44%	45%	45%
In this program, I learn of jobs I can have when I grow up.	52%	58%	70%	57%
Academic Pohaviers				
Academic Behaviors	070	000/	040/	700/
This program helps me get my homework done.	65%	80%	61%	79%
This program helps me learn how to set goals for myself.	53%	66%	62%	68%
This program helps me learn ways to study (like reading directions).	53%	62%	68%	62%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=49; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=38; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 123%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Howard

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

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	104	110	113	134
Enrollment: % Towards Projected	95%	124%	103%	122%
Units of Service (UOS): Total	49,134	60,439	51,704	57,923
UOS: % Towards Projected	89%	108%	94%	107%

This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
85%	99%	93%	101%
78%	84%	79%	84%
122	126	125	128
	Program 17-18 85% 78%	Program All E.S. 17-18 85% 99% 84%	Program 17-18 All E.S. 17-18 Program 16-17 85% 99% 93% 78% 84% 79%

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=104; "All E.S. 17-18" n=6,378; "This Program 16-17" n=113; "All E.S. 16-17" n=6,713.

School Day Attendance

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

	This Program	Host School
Average School Days Attended	157	165
School Day Attendance Rate	93%	92%

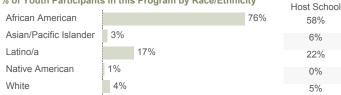
Source: OUSD Research Assessment and Data (August 2018). "This Program" n=104; "Host School" n=230.

Participant Demographic Information

% of Youth Participants in this Program by Race/Ethnicity

0%

0%



58% 6% 22% 0%

6%

1%

% by Gender

Multiple/Bi-Racial

Missing/Decline

	This Program	Host School
Female	54%	43%
Male	46%	57%

% English Learners

English Learners % by Grade Level		
% by Grade Level	2%	10%
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		
	This Program	Host School
Kindergarten	13%	17%
1st Grade	18%	20%
2nd Grade	17%	17%
3rd Grade	18%	18%
4th Grade	11%	12%
5th Grade	20%	15%

This

Program

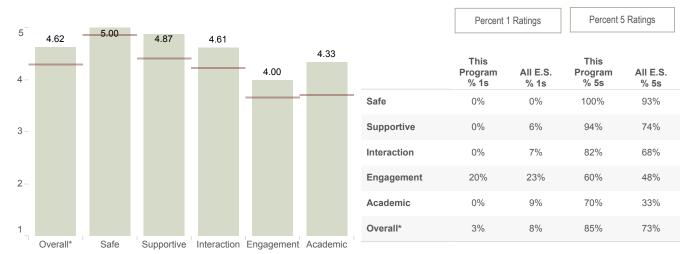
Host School

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=104; "Host School" n=214.

Site Visitor: Jimena Q Hopkins

Assessment Tool Used: SAPQA

Point of Service Quality Status: Thriving



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate.

Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

- 1. Children consistently had opportunities to help each other. This was done informally as staff encouraged them to help each other and in more structured ways as children helped each other with their times tables in one homework session.
- 2. Staff interacted very positively with the children in all the sessions observed. Staff circulated around constantly during homework time and as children were creating their STEM projects. Staff always made eye contact with children and worked along side with students especially in Drumming and STEM.
- 3. Children had various opportunities to perform routine tasks in different sessions without staff intervening in any way. For example, in one homework session a few children took the initiative to take brooms from a closet and started sweeping when class was done.

Areas for Improvements

- 1. Although children had opportunities to plan with their teams how to build their parachute during STEM, it would be more beneficial to include more consistent opportunities across sessions for planning and sharing plans.
- 2. Although children had some opportunities to reflect on their learning, it would also be good to include questions that elicit feedback about the activities and the process.
- 3. Children could also benefit from having more opportunities to lead the group. For example, children could take turns leading different portions of the activities such as check-in and or/reflection.

Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	41%	78%	53%	78%
If my friends or I get bullied at this program, an adult steps in to help.	33%	71%	31%	72%
In this program, other kids hit or push me when they are not just playing around.	21%	15%	15%	16%
In this program, other kids spread mean rumors or lies about me.	31%	21%	28%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	28%	51%	36%	54%
The adults in this program listen to what I have to say.	21%	70%	31%	70%
There is an adult at this program who cares about me.	62%	78%	74%	80%
Interaction				
I feel like I belong at this program.	46%	70%	41%	67%
In this program, I get to help other people.	34%	69%	44%	69%
Since coming to this program, I am better at making friends.	31%	68%	44%	69%
Engagement				
I am interested in what we do in this program.	41%	68%	38%	69%
In this program, I get to choose what I do and how I do it.	3%	42%	18%	39%
In this program, I try new things.	17%	69%	41%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=29; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=39; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 83%.

Social & Emotional Learning	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	32%	67%	33%	67%
This program helps me get along with kids who are different from me.	29%	69%	28%	68%
This program helps me get along with other people my age.	29%	67%	38%	70%
This program helps me try to understand how other people feel.	11%	66%	33%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	22%	69%	36%	72%
This program helps me feel like more of a leader.	22%	62%	49%	63%
This program helps me get better at things that I used to think were hard.	37%	72%	46%	70%
Wellness Behaviors				
This program helps me exercise more.	36%	71%	46%	70%
This program helps me say "no" to things I know are wrong.	41%	71%	54%	72%
This program helps me to learn how to be healthy.	8%	65%	23%	68%
School Engagement				
School Engagement This program helps me feel excited to learn in school.	14%	61%	36%	63%
	14% 21%	61% 66%	36% 31%	63% 68%
This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school.	21%	66%	31%	68%
This program helps me feel excited to learn in school. This program helps me feel happy to be at this school.	21%	66%	31%	68%
This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school. College & Career Readiness	21% 22%	66% 71%	31% 31%	68% 69%
This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn more about college.	21% 22% 10%	66% 71% 44%	31% 31% 21%	68% 69% 45%
This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn more about college. In this program, I learn of jobs I can have when I grow up.	21% 22% 10%	66% 71% 44%	31% 31% 21%	68% 69% 45%
This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn more about college. In this program, I learn of jobs I can have when I grow up.	21% 22% 10% 10%	66% 71% 44% 58%	31% 31% 21% 33%	68% 69% 45% 57%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=29; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=39; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 83%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

International Community School

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

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	109	110	102	134
Enrollment: % Towards Projected	121%	124%	113%	122%
Units of Service (UOS): Total	45,004	60,439	42,775	57,923
UOS: % Towards Projected	138%	108%	120%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)	90%	99%	86%	101%
Average Program Attendance Rate	84%	84%	85%	84%
Average Program Days Attended	123	126	127	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=109; "All E.S. 17-18" n=6,378; "This Program 16-17" n=102; "All E.S. 16-17" n=6,713.

School Day Attendance

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

	This Program	Host School
Average School Days Attended	168	175
School Day Attendance Rate	97%	96%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=110; "Host School" n=310.

Participant Demographic Information

% of Youth Participants	s in this Program by Race/Ethnic	ity	Host School
African American	3%		0%
Asian/Pacific Islander	5%		1%
Latino/a		90%	94%
Native American	0%		0%
White	3%		2%
Multiple/Bi-Racial	0%		0%
Missing/Decline	0%		3%

%	⊨ngi	ISI	Learners

English Learners	77%	86%
% by Grade Level		
	This Program	Host School
Kindergarten	3%	17%
1st Grade	17%	17%
2nd Grade	21%	15%
3rd Grade	13%	14%
4th Grade	25%	18%
5th Grade	21%	20%

This

Program

Host School

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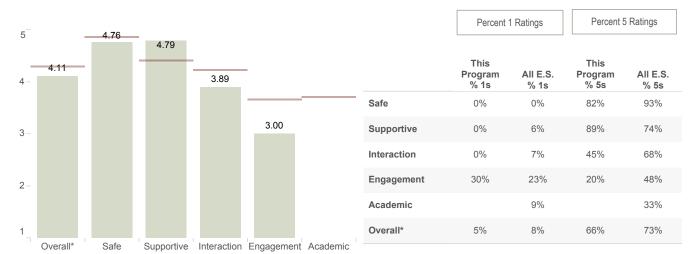
	This Program	Host School
Female	57%	47%
Male	43%	53%

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=109; "Host School" n=306.

Site Visitor: Amara Lisy

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

The ICS Afterschool Program demonstrated the following program strengths: 1) Interactions between staff and students. Staff were supportive, engaged, and encouraging. All interactions were positive and respectful. Struggling students were comfortable in asking for help and staff were creative in their support for struggling students. 2) Group Discussion Skills. Many of the classes had large group discussions where students shared and discussed ideas in a positive, respectful way. Staff were great about asking open-ended questions and connecting ideas to previous student knowledge. 3) Posted agreements and agendas. Even when a class was outdoors, staff had poster boards with the agenda for the day. At the start of each class observed, the agreements were reviewed and discussed. Students understood what behavior was expected of them and what activities would be happening that day.

Areas for Improvements

The ICS Afterschool Program could be strengthened in the following areas: 1) Student Planning. In all of the activities observed, only 5th Grade had an opportunity for student planning that the observer wasn't present to see. For example, simple ways to add planning into the other activities could be for 4th grade to set a personal soccer goal before the start of the activity, and think of how they would achieve it for that day. In 2nd Grade, staff could ask students how they would listen for the traits or how they would decide what traits matched them. 2) Student Choice. Only one class observed, CAST 4th grade, had a chance for some students to make a open-ended choice (which stretch they would lead) rather than all students getting to make an open-ended choice. Again, CAST 5th grade may have had more opportunity, but the observer was not present for the end of the class to see it happen.

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Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	90%	78%	66%	78%
If my friends or I get bullied at this program, an adult steps in to help.	80%	71%	62%	72%
In this program, other kids hit or push me when they are not just playing around.	10%	15%	18%	16%
In this program, other kids spread mean rumors or lies about me.	16%	21%	23%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	50%	51%	39%	54%
The adults in this program listen to what I have to say.	68%	70%	57%	70%
There is an adult at this program who cares about me.	70%	78%	76%	80%
Interaction				
I feel like I belong at this program.	61%	70%	69%	67%
In this program, I get to help other people.	77%	69%	51%	69%
Since coming to this program, I am better at making friends.	81%	68%	62%	69%
Engagement				
I am interested in what we do in this program.	68%	68%	63%	69%
In this program, I get to choose what I do and how I do it.	35%	42%	22%	39%
In this program, I try new things.	71%	69%	57%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=31; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=51; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 82%.

	TI. 1	- 0	T1.1.	- 0
Social & Emotional Learning	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	63%	67%	53%	67%
This program helps me get along with kids who are different from me.	87%	69%	64%	68%
This program helps me get along with other people my age.	70%	67%	72%	70%
This program helps me try to understand how other people feel.	63%	66%	60%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	65%	69%	68%	72%
This program helps me feel like more of a leader.	43%	62%	54%	63%
This program helps me get better at things that I used to think were hard.	73%	72%	68%	70%
Wellness Behaviors				
This program helps me exercise more.	65%	71%	67%	70%
This program helps me say "no" to things I know are wrong.	80%	71%	67%	72%
This program helps me to learn how to be healthy.	67%	65%	64%	68%
School Engagement				
This program helps me feel excited to learn in school.	65%	61%	66%	63%
This program helps me feel happy to be at this school.	68%	66%	66%	68%
This program helps me to feel like a part of my school.	81%	71%	66%	69%
College & Career Readiness				
In this program, I learn more about college.	20%	44%	25%	45%
In this program, I learn of jobs I can have when I grow up.	48%	58%	53%	57%
Academic Behaviors				
This program helps me get my homework done.	83%	80%	68%	79%
This program helps me learn how to set goals for myself.	58%	66%	55%	68%
This program helps me learn ways to study (like reading directions).	52%	62%	59%	62%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=31; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=51; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 82%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

La Escuelita (K-8)

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

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	132	110	117	134
Enrollment: % Towards Projected	155%	124%	138%	122%
Units of Service (UOS): Total	63,299	60,439	58,629	57,923
UOS: % Towards Projected	123%	108%	119%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)	99%	99%	117%	101%
Average Program Attendance Rate	95%	84%	97%	84%
Average Program Days Attended	149	126	151	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=89; "All E.S. 17-18" n=5,793; "This Program 16-17" n=117; "All E.S. 16-17" n=6,713.

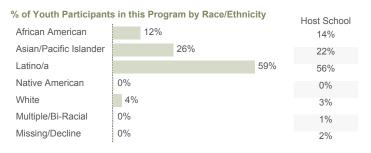
School Day Attendance

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

	This Program	Host School
Average School Days Attended	169	175
School Day Attendance Rate	96%	95%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=89; "Host School" n=277.

Participant Demographic Information



56%

53%

% by Gender		
	This	Host
	Program	School
Female	44%	47%

This Program	Host School
58%	57%
This Program	Host School
1%	24%
9%	17%
23%	19%
14%	12%
17%	15%
14%	13%
	Program 58% This Program 1% 9% 23% 14% 17%

This

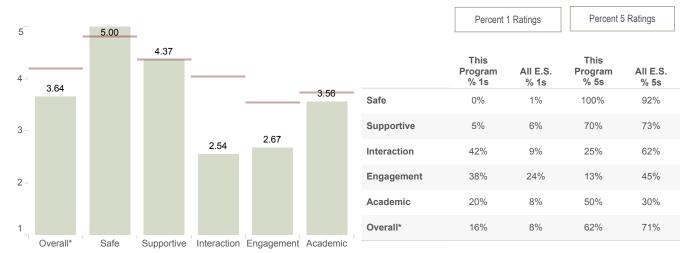
Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=89; "Host School" n=274.

Male

Site Visitor: Hannah Pickar

Assessment Tool Used: YPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

- 1) It was great that youth had open-ended choices about the way that they could complete their projects, like choosing how to make their slime or paint their pottery.
- 2) Youth were presented with a great balance of concrete and abstract ideas. For example, youth thought and talked about stress, and then had a hands-on activity to make a tangible product that helped them deal with stress.
- 3) Youth were actively engaged in each of the activities, including homework help.

Areas for Improvements

¹⁾ One activity had many different components packed into a very short period of time, which resulted in youth feeling rushed to finish their projects, and not having enough time to close out the activity. Youth were clearly enjoying the activity, but were very rushed and distressed about the situation. Staff should be encouraged to make adjustments based on how youth are engaged with the activity as opposed to forcing the whole activity.

²⁾ While an attempt was made at reflection, the reflection questions were asked while staff was still cleaning up and youth were frantically trying to finish their projects, so few youth were actually listening or provided the opportunity to share their reflections. Youth benefit from a calm, structured time for reflection when they are able to listen and engage with the questions asked.

³⁾ There were no opportunities for youth to lead their peers or present their accomplishments or work to the group. It would be great to incorporate ways for students, especially older/middle school youth, to show age-appropriate leadership within the program offering.

Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	72%	78%	64%	78%
If my friends or I get bullied at this program, an adult steps in to help.	71%	71%	56%	72%
In this program, other kids hit or push me when they are not just playing around.	20%	15%	7%	16%
In this program, other kids spread mean rumors or lies about me.	16%	21%	23%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	53%	51%	39%	54%
The adults in this program listen to what I have to say.	71%	70%	51%	70%
There is an adult at this program who cares about me.	73%	78%	61%	80%
Interaction				
I feel like I belong at this program.	58%	70%	38%	67%
In this program, I get to help other people.	69%	69%	54%	69%
Since coming to this program, I am better at making friends.	58%	68%	49%	69%
Engagement				
I am interested in what we do in this program.	65%	68%	50%	69%
In this program, I get to choose what I do and how I do it.	51%	42%	25%	39%
In this program, I try new things.	69%	69%	64%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=39 to 49; "E.S. Overall 17-18" n=2,002.0 to 2,592.0; "This Program 16-17" n=56; "E.S. Overall 16-17" n=2,367 to 2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 50% to 64%.

	Th:-	- 0	TI-:-	F 0
Social & Emotional Learning	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	71%	67%	55%	67%
This program helps me get along with kids who are different from me.	63%	69%	49%	68%
This program helps me get along with other people my age.	56%	67%	57%	70%
This program helps me try to understand how other people feel.	61%	66%	56%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	63%	69%	50%	72%
This program helps me feel like more of a leader.	53%	62%	31%	63%
This program helps me get better at things that I used to think were hard.	63%	72%	52%	70%
Wellness Behaviors				
This program helps me exercise more.	68%	71%	58%	70%
This program helps me say "no" to things I know are wrong.	71%	71%	55%	72%
This program helps me to learn how to be healthy.	68%	65%	44%	68%
School Engagement				
This program helps me feel excited to learn in school.	62%	61%	42%	63%
This program helps me feel happy to be at this school.	52%	66%	40%	68%
This program helps me to feel like a part of my school.	61%	71%	48%	69%
College & Career Readiness				
In this program, I learn more about college.	42%	44%	40%	45%
In this program, I learn of jobs I can have when I grow up.	53%	58%	42%	57%
Academic Behaviors				
This program helps me get my homework done.	72%	80%	69%	79%
This program helps me learn how to set goals for myself.	63%	66%	56%	68%
This program helps me learn ways to study (like reading directions).	65%	62%	45%	62%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=39 to 49; "E.S. Overall 17-18" n=2,002.0 to 2,592.0; "This Program 16-17" n=56; "E.S. Overall 16-17" n=2,367 to 2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 50% to 64%.

Oakland School-Based After School Programs 2017-18 Program Profile (Middle Schools)

La Escuelita (K-8)

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

Program Attendance and Enrollment

	This Program 17-18	All M.S. 17-18	This Program 16-17	All M.S. 16-17
Enrollment: Number of Youth Served	132	172	117	211
Enrollment: % Towards Projected	155%	120%	138%	134%
Units of Service (UOS): Total	63,299	64,307	58,629	68,952
UOS: % Towards Projected	123%	105%	119%	108%

	This Program 17-18	All M.S. 17-18	This Program 16-17	All M.S. 16-17
Progress Towards Attendance Target (CDE)	99%	85%	117%	89%
Average Program Attendance Rate	95%	70%	97%	73%
Average Program Days Attended	149	104	151	104

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=70; "All M.S. 17-18" n=5,188; "This Program 16-17" n=117; "All M.S. 16-17" n=6,713.

School Day Attendance

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

	This Program	Host School
Average School Days Attended	170	174
School Day Attendance Rate	96%	95%

% English Learners

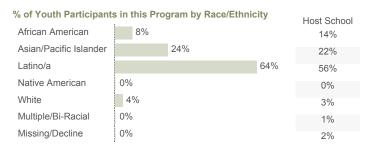
7th Grade

8th Grade

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=70; "Host School" n=224.

Lloot

Participant Demographic Information



	Program	Host School
English Learners	56%	57%
% by Grade Level		
	This Program	Host School
6th Grade	27%	47%

This

11%

7%

% by Gender

	Program	School
Female	43%	47%
Male	57%	53%

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=70; "Host School" n=220.

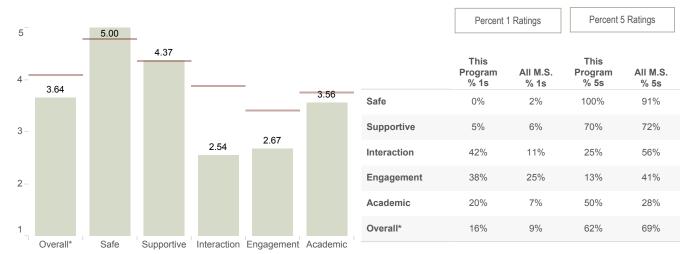
29%

24%

Site Visitor: Hannah Pickar

Assessment Tool Used: YPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate.

Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

- 1) It was great that youth had open-ended choices about the way that they could complete their projects, like choosing how to make their slime or paint their pottery.
- 2) Youth were presented with a great balance of concrete and abstract ideas. For example, youth thought and talked about stress, and then had a hands-on activity to make a tangible product that helped them deal with stress.
- 3) Youth were actively engaged in each of the activities, including homework help.

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Areas for Improvements

Page 2

¹⁾ One activity had many different components packed into a very short period of time, which resulted in youth feeling rushed to finish their projects, and not having enough time to close out the activity. Youth were clearly enjoying the activity, but were very rushed and distressed about the situation. Staff should be encouraged to make adjustments based on how youth are engaged with the activity as opposed to forcing the whole activity.

²⁾ While an attempt was made at reflection, the reflection questions were asked while staff was still cleaning up and youth were frantically trying to finish their projects, so few youth were actually listening or provided the opportunity to share their reflections. Youth benefit from a calm, structured time for reflection when they are able to listen and engage with the questions asked.

³⁾ There were no opportunities for youth to lead their peers or present their accomplishments or work to the group. It would be great to incorporate ways for students, especially older/middle school youth, to show age-appropriate leadership within the program offering.

Safe Environment	This Program 17-18	M.S. Overall 17-18	This Program 16-17	M.S. Overall 16-17
I feel safe in this program.	72%	56%	64%	67%
If someone bullies my friends or me at this program, an adult steps in to help.	71%	62%	56%	61%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding aroun	20%	26%	7%	20%
When I am in this program, I have had mean rumors or lies spread about me.	16%	22%	23%	21%
Supportive Environment				
In this program, I tell other youth when they do a good job or contribute to the group.	53%	39%	39%	47%
The adults in this program listen to what I have to say.	71%	53%	51%	60%
There is an adult at this program who really cares about me.	73%	59%	61%	67%
Interaction				
I feel like I belong at this program.	58%	51%	38%	56%
In this program, I get to help other people.	69%	51%	54%	58%
Since coming to this program, I am better at making friends.	58%	50%	49%	56%
Engagement				
I am interested in what we do in this program.	65%	48%	50%	57%
In this program, I get to choose what I do and how I do it.	51%	32%	25%	41%
In this program, I try new things.	69%	48%	64%	55%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=28 to 49; "M.S. Overall 17-18" n=1,412 to 2,592; "This Program 16-17" n=56; "M.S. Overall 16-17" n=1,827 to 2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 37% to 64%.

Social & Emotional Learning	This Program 17-18	M.S. Overall 17-18	This Program 16-17	M.S. Overall 16-17
Since coming to this program, I get along better with other people my age.	56%	49%	57%	55%
This program helps me get along better with adults.	71%	48%	55%	53%
This program helps me get along with people my age who are different from me.	63%	49%	49%	55%
This program helps me try to understand how other people feel.	61%	45%	56%	50%
Sense of Mastery				
This program helps me feel like more of a leader.	53%	43%	31%	50%
This program helps me get better at things that I used to think were hard.	63%	48%	52%	55%
This program helps me to feel more confident about what I can do.	63%	49%	50%	58%
Wellness Behaviors				
Since coming to this program, I am better at saying "no" to things I know are wrong.	71%	53%	55%	58%
This program helps me exercise more.	68%	49%	58%	57%
· ·				
This program helps me to learn how to be healthy.	68%	44%	44%	49%
This program helps me to learn how to be healthy. School Engagement				
This program helps me to learn how to be healthy. School Engagement This program helps me feel happy to be at this school.	52%	45%	40%	51%
This program helps me to learn how to be healthy. School Engagement				
This program helps me to learn how to be healthy. School Engagement This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school.	52% 62%	45% 48%	40% 42%	51% 55%
This program helps me to learn how to be healthy. School Engagement This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school.	52% 62%	45% 48%	40% 42%	51% 55%
This program helps me to learn how to be healthy. School Engagement This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness	52% 62% 61%	45% 48% 48%	40% 42% 48%	51% 55% 55%
This program helps me to learn how to be healthy. School Engagement This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future.	52% 62% 61%	45% 48% 48%	40% 42% 48%	51% 55% 55%
This program helps me to learn how to be healthy. School Engagement This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college.	52% 62% 61% 53% 42%	45% 48% 48% 43% 46%	40% 42% 48%	51% 55% 55% 47% 54%
This program helps me to learn how to be healthy. School Engagement This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college. This program helps me feel ready to go to high school.	52% 62% 61% 53% 42%	45% 48% 48% 43% 46%	40% 42% 48%	51% 55% 55% 47% 54%
This program helps me to learn how to be healthy. School Engagement This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college. This program helps me feel ready to go to high school.	52% 62% 61% 53% 42% 46%	45% 48% 48% 43% 46% 49%	40% 42% 48% 42% 42% 40%	51% 55% 55% 47% 54% 56%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=28 to 49; "M.S. Overall 17-18" n=1,412 to 2,592; "This Program 16-17" n=56; "M.S. Overall 16-17" n=1,827 to 2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 37% to 64%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Lafayette

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

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	102	110	145	134
Enrollment: % Towards Projected	118%	124%	132%	122%
Units of Service (UOS): Total	117,808	60,439	70,390	57,923
UOS: % Towards Projected	114%	108%	129%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)	54%	99%	77%	101%
Average Program Attendance Rate	99%	84%	97%	84%
Average Program Days Attended	153	126	159	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=102; "All E.S. 17-18" n=6,378; "This Program 16-17" n=145; "All E.S. 16-17" n=6,713.

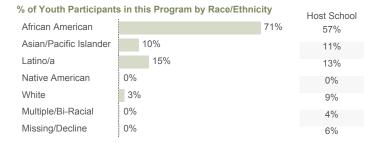
School Day Attendance

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

	This Program	Host School
Average School Days Attended	164	175
School Day Attendance Rate	92%	92%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=122; "Host School" n=188.

Participant Demographic Information



%	English	Learners

English Learners	16%	22%
% by Grade Level		
	This Program	Host School
Kindergarten	0%	0%
1st Grade	0%	0%
2nd Grade	0%	1%
3rd Grade	2%	5%
4th Grade	53%	47%
5th Grade	45%	47%

This

Program

Host School

% by Gender

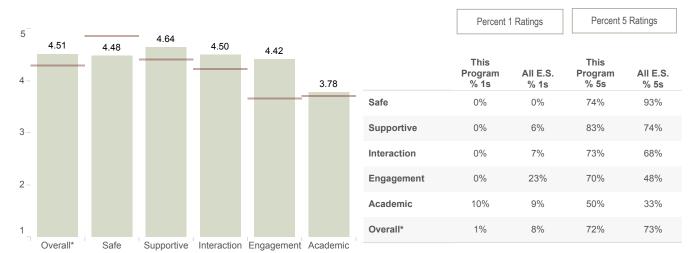
	This Program	Host School
Female	44%	43%
Male	56%	57%

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=102; "Host School" n=165.

Site Visitor: Rai Froh

Assessment Tool Used: SAPQA

Point of Service Quality Status: Thriving



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate.

Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

Students nourishment was a high priority, with them being given snack and supper. Staff have great control of session flow and also actively engage their students throughout the day and across activities of various types. Debating and reflection were excellent ways to get students to use their voice.

Areas for Improvements

Staff can call out specific achievements of students, demonstrate skills for all students, and use multiple forms of reflection to get more out of their students.

Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	100%	78%	100%	78%
If my friends or I get bullied at this program, an adult steps in to help.	96%	71%	97%	72%
In this program, other kids hit or push me when they are not just playing around.	9%	15%	12%	16%
In this program, other kids spread mean rumors or lies about me.	9%	21%	14%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	38%	51%	100%	54%
The adults in this program listen to what I have to say.	97%	70%	100%	70%
There is an adult at this program who cares about me.	100%	78%	100%	80%
Interaction				
I feel like I belong at this program.	97%	70%	100%	67%
In this program, I get to help other people.	96%	69%	100%	69%
Since coming to this program, I am better at making friends.	86%	68%	100%	69%
Engagement				
I am interested in what we do in this program.	83%	68%	100%	69%
In this program, I get to choose what I do and how I do it.	74%	42%	99%	39%
In this program, I try new things.	100%	69%	99%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=58; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=73; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 132%.

Social & Emotional Learning	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overal 16-17
This program helps me get along with adults.	88%	67%	100%	67%
This program helps me get along with kids who are different from me.	98%	69%	100%	68%
This program helps me get along with other people my age.	91%	67%	100%	70%
This program helps me try to understand how other people feel.	98%	66%	100%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	98%	69%	100%	72%
This program helps me feel like more of a leader.	96%	62%	100%	63%
This program helps me get better at things that I used to think were hard.	96%	72%	100%	70%
Wellness Behaviors				
This program helps me exercise more.	91%	71%	100%	70%
This program helps me say "no" to things I know are wrong.	98%	71%	99%	72%
This program helps me to learn how to be healthy.	96%	65%	100%	68%
	96%	65%	100%	68%
	96%	65%	100%	63%
School Engagement				
School Engagement This program helps me feel excited to learn in school.	71%	61%	100%	63% 68%
School Engagement This program helps me feel excited to learn in school. This program helps me feel happy to be at this school.	71% 61%	61% 66%	100% 100%	63% 68%
School Engagement This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school.	71% 61%	61% 66%	100% 100%	63% 68%
School Engagement This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school.	71% 61%	61% 66%	100% 100%	63% 68% 69%
School Engagement This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school. College & Career Readiness	71% 61% 86%	61% 66% 71%	100% 100% 100%	63%
School Engagement This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn more about college.	71% 61% 86%	61% 66% 71%	100% 100% 100%	63% 68% 69%
School Engagement This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn more about college.	71% 61% 86%	61% 66% 71%	100% 100% 100%	63% 68% 69%
School Engagement This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn more about college. In this program, I learn of jobs I can have when I grow up.	71% 61% 86%	61% 66% 71%	100% 100% 100%	63% 68% 69%
School Engagement This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn more about college. In this program, I learn of jobs I can have when I grow up.	71% 61% 86% 88% 95%	61% 66% 71% 44% 58%	100% 100% 100% 96% 100%	63% 68% 69% 45% 57%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=58; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=73; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 132%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Laurel

About this program: Safe Passages serves as the Lead Agency at Laurel Elementary and implements a comprehensive program serving 2nd grade through 5th grade students daily with small-group academic support aligned with in-school learning objectives and a diverse menu of skill-building enrichment activities. Staff uses some elements of the positive youth development research-based model of National Learning for Life to implement the program using an asset-based approach. The inclusive program leadership team includes the site coordinator, principal, academic liaison and agency director.

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	116	110	93	134
Enrollment: % Towards Projected	138%	124%	111%	122%
Units of Service (UOS): Total	63,517	60,439	48,286	57,923
UOS: % Towards Projected	110%	108%	88%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)	107%	99%	91%	101%
Average Program Attendance Rate	81%	84%	93%	84%
Average Program Days Attended	139	126	148	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=116; "All E.S. 17-18" n=6,378; "This Program 16-17" n=93; "All E.S. 16-17" n=6,713.

School Day Attendance

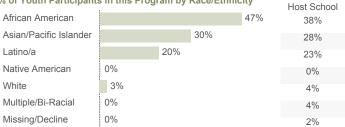
School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	165	171
School Day Attendance Rate	96%	95%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=116; "Host School" n=509.

Participant Demographic Information

% of Youth Participants in this Program by Race/Ethnicity





	This Program	Host School
English Learners	23%	27%
% by Grade Level		
	This Program	Host School
Kindergarten	16%	19%
1st Grade	8%	17%
2nd Grade	11%	15%
3rd Grade	17%	14%
4th Grade	22%	19%
5th Grade	22%	16%

% by Gender

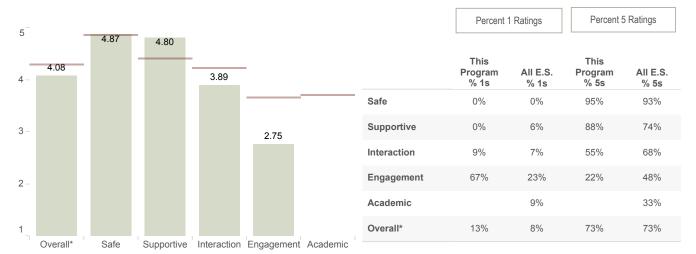
	This Program	Host School
Female	45%	50%
Male	55%	50%

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=116; "Host School" n=510.

Site Visitor: Danielle Waters

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

There were many oportunies created during each activity observed for youth to work together and get to know one another, through ice breakers, team games, small group work and intentional pairing. Staff circulated throughout activities checking inwith youth about their projects and asking open-ended questions. Students were provided with opportunities to make choices (what to draw, which ecosystem to create, which worksheets they wanted) and also given meaningful leadership roles (leading check-in, going over the agenda for the day, reading Panda facts ourloud to the class). Students were engaged with materials thoughout the activities observed and were supported in making connections to prior learnings.

Areas for Improvements

While students were engaged throughout the sessions and staff were circulating/checking in there were a few indicators not observed that would support staff practices and student learning. No opportunities for students to plan observed, which involves not just making a choice about what to do, but planning ahead of time what's involved in doing it. There was no structured for process for reflection and staff did not ask for feedback. Including a quick reflection activity and asking students for feedback on activities increases student connection to what they're doing, learning and why; it also let's staff know what students are taking away from the activities they're doing and combined with feedback, measures the success of an activitity. Overall, I saw some really strong, supportive staff practices that were impressive, especially with such a new team of youth development professionals. Your team has great natural instincts.

Page 2

Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	50%	78%	78%	78%
If my friends or I get bullied at this program, an adult steps in to help.	54%	71%	73%	72%
In this program, other kids hit or push me when they are not just playing around.	20%	15%	2%	16%
In this program, other kids spread mean rumors or lies about me.	15%	21%	7%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	44%	51%	58%	54%
The adults in this program listen to what I have to say.	49%	70%	77%	70%
There is an adult at this program who cares about me.	67%	78%	83%	80%
Interaction				
I feel like I belong at this program.	47%	70%	60%	67%
In this program, I get to help other people.	56%	69%	70%	69%
Since coming to this program, I am better at making friends.	56%	68%	58%	69%
Engagement				
I am interested in what we do in this program.	48%	68%	75%	69%
In this program, I get to choose what I do and how I do it.	35%	42%	21%	39%
In this program, I try new things.	37%	69%	59%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=54; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=49; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 117%.

Social & Emotional Learning	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	45%	67%	54%	67%
This program helps me get along with kids who are different from me.	53%	69%	69%	68%
This program helps me get along with other people my age.	47%	67%	67%	70%
This program helps me try to understand how other people feel.	55%	66%	61%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	60%	69%	70%	72%
This program helps me feel like more of a leader.	50%	62%	63%	63%
This program helps me get better at things that I used to think were hard.	45%	72%	68%	70%
Wellness Behaviors				
This program helps me exercise more.	57%	71%	61%	70%
This program helps me say "no" to things I know are wrong.	53%	71%	66%	72%
This program helps me to learn how to be healthy.	48%	65%	66%	68%
School Engagement				
This program helps me feel excited to learn in school.	39%	61%	39%	63%
This program helps me feel happy to be at this school.	49%	66%	59%	68%
This program helps me to feel like a part of my school.	54%	71%	71%	69%
College & Career Readiness				
In this program, I learn more about college.	25%	44%	23%	45%
In this program, I learn of jobs I can have when I grow up.	38%	58%	39%	57%
Academic Behaviors				
This program helps me get my homework done.	34%	80%	74%	79%
This program helps me learn how to set goals for myself.	50%	66%	58%	68%
This program helps me learn ways to study (like reading directions).	48%	62%	45%	62%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=54; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=49; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 117%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Learning Without Limits

About this program: Oakland Leaf After-School Program at Learning Without Limits provides academic, enrichment, and recreation classes 5 days per week, August through June, for 177 days. The program serves students daily. The program reflects the demographics of the school: 65% Latino, 17% African American, 11% Asian; 94% Free Reduced Lunch; 55% English Language Learners. Oakland Leaf After School Program provides culturally relevant project-based classes with an emphasis on the arts, student identity and social justice. We provide students with limited economic resources opportunities to achieve academic success and develop into thoughtful, creative citizens.

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	132	110	109	134
Enrollment: % Towards Projected	155%	124%	128%	122%
Units of Service (UOS): Total	47,443	60,439	54,530	57,923
UOS: % Towards Projected	100%	108%	112%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)		99%		101%
Average Program Attendance Rate	78%	84%	90%	84%
Average Program Days Attended	118	126	137	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=132; "All E.S. 17-18" n=6,378; "This Program 16-17" n=109; "All E.S. 16-17" n=6,713.

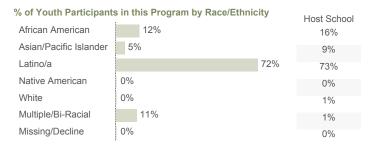
School Day Attendance

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

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

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=None; "Host School" n=None.

Participant Demographic Information





% English Learners

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

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

This

Program

Host School

39%

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=132; "Host School" n=426.

0/ by Candar

Site Visitor: N/A

Assessment Tool Used: N/A

Point of Service Quality Status: N/A

5		Percent 1 Ratings	Percent 5 Ratings
4-		This Program All E.S % 1s % 1s	
	Safe	0%	93%
3-	Supportive	6%	74%
	Interaction	7%	68%
2-	Engagement	23%	48%
	Academic	9%	33%
1 Overall* Safe Supportive Interaction Engagement Academic	Overall*	8%	73%

^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

N/A

Areas for Improvements

N/A

Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	85%	78%	94%	78%
If my friends or I get bullied at this program, an adult steps in to help.	88%	71%	90%	72%
In this program, other kids hit or push me when they are not just playing around.	5%	15%	6%	16%
In this program, other kids spread mean rumors or lies about me.	8%	21%	7%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	49%	51%	79%	54%
The adults in this program listen to what I have to say.	81%	70%	95%	70%
There is an adult at this program who cares about me.	86%	78%	95%	80%
Interaction				
I feel like I belong at this program.	87%	70%	87%	67%
In this program, I get to help other people.	71%	69%	91%	69%
Since coming to this program, I am better at making friends.	84%	68%	84%	69%
Engagement				
I am interested in what we do in this program.	73%	68%	75%	69%
In this program, I get to choose what I do and how I do it.	38%	42%	79%	39%
In this program, I try new things.	61%	69%	86%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=63; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=77; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 134%.

Social & Emotional Learning	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	77%	67%	86%	67%
This program helps me get along with kids who are different from me.	78%	69%	88%	68%
This program helps me get along with other people my age.	77%	67%	77%	70%
This program helps me try to understand how other people feel.	74%	66%	90%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	81%	69%	84%	72%
This program helps me feel like more of a leader.	73%	62%	91%	63%
This program helps me get better at things that I used to think were hard.	72%	72%	79%	70%
Wellness Behaviors				
This program helps me exercise more.	75%	71%	78%	70%
This program helps me say "no" to things I know are wrong.	75%	71%	86%	72%
This program helps me to learn how to be healthy.	70%	65%	77%	68%
School Engagement				
This program helps me feel excited to learn in school.	69%	61%	77%	63%
This program helps me feel excited to learn in school.	87%	66%	71%	68%
This program helps me to feel like a part of my school.	85%	71%	78%	69%
This program hope his to lost into a part of my concern	0070	7 1 70	7070	
College & Career Readiness				
In this program, I learn more about college.	37%	44%	55%	45%
In this program, I learn of jobs I can have when I grow up.	49%	58%	62%	57%
Academic Behaviors				
This program helps me get my homework done.	93%	80%	87%	79%
This program helps me learn how to set goals for myself.	68%	66%	83%	68%
This program helps me learn ways to study (like reading directions).	67%	62%	74%	62%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=63; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=77; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 134%.

Oakland School-Based After School Programs 2017-18 Program Profile (Middle Schools)

Life Academy (Middle School)

About this program: LIFE's Academy Middle School After School Program provides diverse supports and opportunities for middle schoolers to increase their connection to school, one another, and to caring adults, while strengthening their social-emotional skills, leadership capacity, and academic outcomes. Developed in alignment with the school's community school vision and building upon 12 years of collaboration between Alternatives in Action and Life Academy Middle School, the program focuses on: Academic Support, Project-Based Learning & Enrichment, Cascading Leadership, College & Career Readiness, Health & Wellness, and Family Engagement.

Program Attendance and Enrollment

	This Program 17-18	All M.S. 17-18	This Program 16-17	All M.S. 16-17
Enrollment: Number of Youth Served	207	172	195	211
Enrollment: % Towards Projected	107%	120%	101%	134%
Units of Service (UOS): Total	56,655	64,307	62,729	68,952
UOS: % Towards Projected	73%	105%	90%	108%

	This Program 17-18	All M.S. 17-18	This Program 16-17	All M.S. 16-17
Progress Towards Attendance Target (CDE)	86%	85%		89%
Average Program Attendance Rate	84%	70%	86%	73%
Average Program Days Attended	141	104	149	104

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=207; "All M.S. 17-18" n=3,747; "This Program 16-17" n=195; "All M.S. 16-17" n=4,746.

School Day Attendance

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

	This Program	Host School
Average School Days Attended	170	175
School Day Attendance Rate	97%	97%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=202; "Host School" n=202.

Participant Demographic Information

% of Youth Participants in this Program by Race/Ethnicity			Host School
African American	10%		6%
Asian/Pacific Islander	5%		6%
Latino/a		85%	85%
Native American	0%		0%
White	0%		1%
Multiple/Bi-Racial	0%		1%
Missing/Decline	0%		1%

	This Program
English Learners	25%
% by Grade Level	This

% English Learners

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

	Program	
6th Grade	35%	36%
7th Grade	31%	30%
8th Grade	32%	33%

Host School

25%

Host School

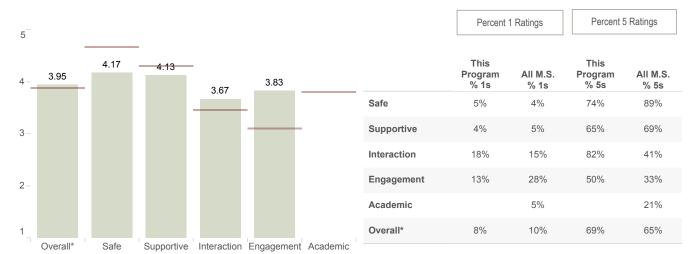
Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=207; "Host School" n=198.

% by Gender

Site Visitor: Laila Jenkins-Perez

Assessment Tool Used: YPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate.

Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

Some highlights in your program included: Staff engaging all students in an intentional process of reflection (for example, staff were observed asking children open ended questions about their experience doing an activity), opportunities for students to practice leadership skills (Children have the opportunity to lead the class in reflection) and activities that support Collaboration (during classes students worked cooperatively in small groups towards shared goals and had opportunities by leading reflection and planning).

Areas for Improvements

There are some areas where the program can focus to improve their overall is in the area of Supportive Environment. The first is to incorporate a combination of concrete opportunities and learning in the art class. To increase the level of active engagement, staff can addition engage students in various activities. In the cooking class staff's request to brainstorm favorite foods. Within minutes of assignment starting, students showed signs of disengagement. Staff can increase opportunities to skill build by sharing an agenda that describes multiple activities that students can accomplish at their group's pace. A student used profane and disrespectful language numerous times. Addressing negative behavior immediately and having 1-on-1 reflection/restorative conversations, to resolve negative behavior, facilitating discussion regarding possible solutions are a few of promising practice strategies in reframing conflict.

Safe Environment	This Program 17-18	M.S. Overall 17-18	This Program 16-17	M.S. Overall 16-17
I feel safe in this program.	59%	56%	59%	67%
If someone bullies my friends or me at this program, an adult steps in to help.	48%	62%	51%	61%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding aroun	22%	26%	18%	20%
When I am in this program, I have had mean rumors or lies spread about me.	14%	22%	17%	21%
Supportive Environment				
In this program, I tell other youth when they do a good job or contribute to the group.	32%	39%	32%	47%
The adults in this program listen to what I have to say.	58%	53%	49%	60%
There is an adult at this program who really cares about me.	55%	59%	67%	67%
Interaction				
I feel like I belong at this program.	51%	51%	43%	56%
In this program, I get to help other people.	53%	51%	47%	58%
Since coming to this program, I am better at making friends.	49%	50%	44%	56%
Engagement				
I am interested in what we do in this program.	45%	48%	42%	57%
In this program, I get to choose what I do and how I do it.	21%	32%	26%	41%
In this program, I try new things.	57%	48%	47%	55%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=75; "M.S. Overall 17-18" n=1,412; "This Program 16-17" n=94; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 45%.

Social & Emotional Learning	This Program 17-18	M.S. Overall 17-18	This Program 16-17	M.S. Overall 16-17
Since coming to this program, I get along better with other people my age.	47%	49%	52%	55%
This program helps me get along better with adults.	35%	48%	49%	53%
This program helps me get along with people my age who are different from me.	42%	49%	47%	55%
This program helps me try to understand how other people feel.	32%	45%	38%	50%
Sense of Mastery				
This program helps me feel like more of a leader.	21%	43%	29%	50%
This program helps me get better at things that I used to think were hard.	44%	48%	45%	55%
This program helps me to feel more confident about what I can do.	39%	49%	48%	58%
Wellness Behaviors				
Since coming to this program, I am better at saying "no" to things I know are wrong.	49%	53%	42%	58%
This program helps me exercise more.	44%	49%	44%	57%
This program helps me to learn how to be healthy.	32%	44%	37%	49%
School Engagement				
This program helps me feel happy to be at this school.	32%	45%	41%	51%
This program helps me feel more motivated to learn in school.	42%	48%	40%	55%
This program helps me to feel like a part of my school.				
	38%	48%	41%	55%
College & Career Readiness	38%	48%	41%	55%
College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future.	38%	43%	33%	55%
<u> </u>				
	33%	43%	33%	47%
In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college.	33% 42%	43% 46%	33% 39%	47% 54%
In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college. This program helps me feel ready to go to high school.	33% 42%	43% 46%	33% 39%	47% 54%
In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college. This program helps me feel ready to go to high school. Academic Behaviors	33% 42% 47%	43% 46% 49%	33% 39% 43%	47% 54% 56%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=75; "M.S. Overall 17-18" n=1,412; "This Program 16-17" n=94; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 45%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Lighthouse Community Charter (K-8 Elementary)

About this program: The Safe Harbor After School Program at the Lighthouse Community Charter School will offer about 60,000 units of service to unduplicated K - 8 students, ages 5 - 14, and their families through a comprehensive, school-based after school program offered free of charge in East Oakland. In alignment with the school's mission to prepare students for college and a career of choice, the program was developed in partnership by school administration and after school staff with student input and is squarely aimed at optimizing students' academic, social, emotional and physical growth and health.

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	198	110	208	134
Enrollment: % Towards Projected	98%	124%	104%	122%
Units of Service (UOS): Total	72,018	60,439	67,301	57,923
UOS: % Towards Projected	117%	108%	103%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)		99%		101%
Average Program Attendance Rate	84%	84%	87%	84%
Average Program Days Attended	119	126	139	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=195; "All E.S. 17-18" n=6,378; "This Program 16-17" n=208; "All E.S. 16-17" n=6,713.

School Day Attendance

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

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

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=None; "Host School" n=None.

Participant Demographic Information

% of Youth Participants	Host School		
African American	11%		10%
Asian/Pacific Islander	0%		2%
Latino/a		81%	83%
Native American	0%		0%
White	2%		4%
Multiple/Bi-Racial	2%		1%
Missing/Decline	4%		0%

% English	Learners

English Learners		55%
% by Grade Level		
	This Program	Host School
Kindergarten		16%
1st Grade		17%
2nd Grade		17%
3rd Grade		17%
4th Grade		17%
5th Grade		18%

This

Program

Host School

% by Gender

	This Program	Host School
Female	52%	
Male	48%	

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=195; "Host School" n=315.

Site Visitor: N/A

Assessment Tool Used: N/A

Point of Service Quality Status: N/A

5	Percent 1 Rating		Percent 5 Ratings
4-		This Program All E.S % 1s % 1s	
	Safe	0%	93%
3-	Supportive	6%	74%
	Interaction	7%	68%
2-	Engagement	23%	48%
	Academic	9%	33%
1 Overall* Safe Supportive Interaction Engagement Academic	Overall*	8%	73%

^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

N/A

Areas for Improvements

N/A

Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	62%	78%	76%	78%
If my friends or I get bullied at this program, an adult steps in to help.	35%	71%	72%	72%
In this program, other kids hit or push me when they are not just playing around.	20%	15%	18%	16%
In this program, other kids spread mean rumors or lies about me.	35%	21%	23%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	38%	51%	55%	54%
The adults in this program listen to what I have to say.	62%	70%	76%	70%
There is an adult at this program who cares about me.	62%	78%	81%	80%
Interaction				
I feel like I belong at this program.	43%	70%	71%	67%
In this program, I get to help other people.	43%	69%	71%	69%
Since coming to this program, I am better at making friends.	29%	68%	60%	69%
Engagement				
I am interested in what we do in this program.	70%	68%	79%	69%
In this program, I get to choose what I do and how I do it.	48%	42%	42%	39%
In this program, I try new things.	43%	69%	69%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=21; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=52; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 22%.

Social & Emotional Learning	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	53%	67%	69%	67%
This program helps me get along with kids who are different from me.	59%	69%	67%	68%
This program helps me get along with other people my age.	35%	67%	71%	70%
This program helps me try to understand how other people feel.	53%	66%	57%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	44%	69%	78%	72%
This program helps me feel like more of a leader.	35%	62%	48%	63%
This program helps me get better at things that I used to think were hard.	65%	72%	70%	70%
Wellness Behaviors				
This program helps me exercise more.	48%	71%	80%	70%
This program helps me say "no" to things I know are wrong.	65%	71%	69%	72%
This program helps me to learn how to be healthy.	76%	65%	69%	68%
School Engagement				
School Engagement This program helps me feel excited to learn in school.	67%	61%	66%	63%
	67% 71%	61% 66%	66% 78%	63% 68%
This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school.	71%	66%	78%	68%
This program helps me feel excited to learn in school. This program helps me feel happy to be at this school.	71%	66%	78%	68%
This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school. College & Career Readiness	71% 35%	66% 71%	78% 66%	68% 69%
This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn more about college.	71% 35% 19%	66% 71% 44%	78% 66% 42%	68% 69% 45%
This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn more about college. In this program, I learn of jobs I can have when I grow up.	71% 35% 19% 33%	66% 71% 44% 58%	78% 66% 42% 50%	68% 69% 45% 57%
This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn more about college. In this program, I learn of jobs I can have when I grow up.	71% 35% 19%	66% 71% 44%	78% 66% 42%	68% 69% 45%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=21; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=52; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 22%.

Oakland School-Based After School Programs 2017-18 Program Profile (Middle Schools)

Lighthouse Community Charter (K-8 Middle)

About this program: The Safe Harbor After School Program at the Lighthouse Community Charter School will offer about 60,000 units of service to unduplicated K - 8 students, ages 5 - 14, and their families through a comprehensive, school-based after school program offered free of charge in East Oakland. In alignment with the school's mission to prepare students for college and a career of choice, the program was developed in partnership by school administration and after school staff with student input and is squarely aimed at optimizing students' academic, social, emotional and physical growth and health.

Program Attendance and Enrollment

	This Program 17-18	All M.S. 17-18	This Program 16-17	All M.S. 16-17
Enrollment: Number of Youth Served	198	172	208	211
Enrollment: % Towards Projected	98%	120%	104%	134%
Units of Service (UOS): Total	72,018	64,307	67,301	68,952
UOS: % Towards Projected	117%	105%	103%	108%

	This Program 17-18	All M.S. 17-18	This Program 16-17	All M.S. 16-17
Progress Towards Attendance Target (CDE)		85%		89%
Average Program Attendance Rate	84%	70%	87%	73%
Average Program Days Attended	119	104	139	104

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=195; "All M.S. 17-18" n=3,747; "This Program 16-17" n=208; "All M.S. 16-17" n=4,746.

School Day Attendance

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

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

% English Learners

8th Grade

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=None; "Host School" n=None.

Participant Demographic Information

% of Youth Participants	ity	Host School	
African American	11%		8%
Asian/Pacific Islander	0%		2%
Latino/a		81%	84%
Native American	0%		0%
White	2%		4%
Multiple/Bi-Racial	2%		1%
Missing/Decline	4%		0%

	Program	Host School
English Learners		15%
% by Grade Level		
	This Program	Host School
6th Grade		Host School 28%
6th Grade 7th Grade		

% by Gender

	This Program	Host School
Female	52%	
Male	48%	

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=195; "Host School" n=192.

36%

Site Visitor: N/A

Assessment Tool Used: N/A

Point of Service Quality Status: N/A

5		Percent 1 Ratings		Percent 1 Ratings		Percent 5	5 Ratings
4		This Program % 1s	All M.S. % 1s	This Program % 5s	All M.S. % 5s		
	Safe		4%		89%		
3-	Supportive		5%		69%		
	Interaction		15%		41%		
2-	Engagement		28%		33%		
	Academic		5%		21%		
1 Overall* Safe Supportive Interaction Engagement Academic	Overall*		10%		65%		

^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

N/A

Areas for Improvements

N/A

Page 2

Safe Environment	This Program 17-18	M.S. Overall 17-18	This Program 16-17	M.S. Overall 16-17
I feel safe in this program.	71%	56%	68%	67%
If someone bullies my friends or me at this program, an adult steps in to help.	50%	62%	56%	61%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding aroun	29%	26%	28%	20%
When I am in this program, I have had mean rumors or lies spread about me.	57%	22%	47%	21%
Supportive Environment				
In this program, I tell other youth when they do a good job or contribute to the group.	43%	39%	32%	47%
The adults in this program listen to what I have to say.	43%	53%	56%	60%
There is an adult at this program who really cares about me.	86%	59%	59%	67%
Interaction				
I feel like I belong at this program.	57%	51%	65%	56%
In this program, I get to help other people.	71%	51%	49%	58%
Since coming to this program, I am better at making friends.	86%	50%	46%	56%
Engagement				
I am interested in what we do in this program.	43%	48%	55%	57%
In this program, I get to choose what I do and how I do it.	14%	32%	26%	41%
In this program, I try new things.	29%	48%	49%	55%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=7; "M.S. Overall 17-18" n=1,412; "This Program 16-17" n=50; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 7%.

Social & Emotional Learning	This Program 17-18	M.S. Overall 17-18	This Program 16-17	M.S. Overall 16-17
Since coming to this program, I get along better with other people my age.	67%	49%	42%	55%
This program helps me get along better with adults.	50%	48%	41%	53%
This program helps me get along with people my age who are different from me.	50%	49%	42%	55%
This program helps me try to understand how other people feel.	33%	45%	44%	50%
Sense of Mastery				
This program helps me feel like more of a leader.	33%	43%	34%	50%
This program helps me get better at things that I used to think were hard.	33%	48%	49%	55%
This program helps me to feel more confident about what I can do.	33%	49%	49%	58%
Wellness Behaviors				
Since coming to this program, I am better at saying "no" to things I know are wrong.	50%	53%	51%	58%
This program helps me exercise more.	57%	49%	48%	57%
This program helps me to learn how to be healthy.	40%	44%	29%	49%
School Engagement				
This program helps me feel happy to be at this school.	33%	45%	46%	51%
This program helps me feel more motivated to learn in school.	43%	48%	40%	55%
This program helps me to feel like a part of my school.	33%	48%	48%	55%
College & Career Readiness				
In this program, I learn about the kinds of jobs I'd like to have in the future.	57%	43%	30%	47%
This program helps me feel more confident about going to college.	43%	46%	39%	54%
This program helps me feel ready to go to high school.	43%	49%	39%	56%
Academic Behaviors				
Because of this program, I am better at getting my homework done.	86%	57%	52%	60%
Since coming to this program, I am better at setting goals for myself.	67%	43%	26%	51%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=7; "M.S. Overall 17-18" n=1,412; "This Program 16-17" n=50; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 7%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Lincoln

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

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	170	110	153	134
Enrollment: % Towards Projected	131%	124%	118%	122%
Units of Service (UOS): Total	94,685	60,439	83,481	57,923
UOS: % Towards Projected	123%	108%	111%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)	106%	99%	93%	101%
Average Program Attendance Rate	97%	84%	96%	84%
Average Program Days Attended	168	126	164	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=170; "All E.S. 17-18" n=6,378; "This Program 16-17" n=153; "All E.S. 16-17" n=6,713.

School Day Attendance

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

	This Program	Host School
Average School Days Attended	178	179
School Day Attendance Rate	99%	98%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=170; "Host School" n=743.

Participant Demographic Information

%	of '	Youth	Participants	in	this	Program	by	Race/Ethnicity
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% of Youth Participants	ity	Host School	
African American	7%		7%
Asian/Pacific Islander		88%	79%
Latino/a	2%		4%
Native American	0%		0%
White	4%		3%
Multiple/Bi-Racial	0%		3%
Missing/Decline	0%		2%

% English Learners

English Learners	26%	54%
% by Grade Level		
	This Program	Host School
Kindergarten	0%	19%
1st Grade	0%	17%
2nd Grade	16%	15%
3rd Grade	18%	15%
4th Grade	33%	17%
5th Grade	32%	17%

This

Program

Host School

% by Gender

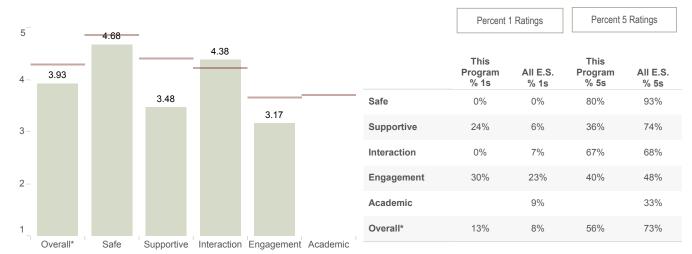
	This Program	Host School
Female	48%	49%
Male	52%	51%

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=170; "Host School" n=744.

Site Visitor: Morgan Shidler

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

There is clearly established routines with the students in the beginning of program. The staff were circulating in the room, and the volume was very low considering there were more than 150 students. The agenda and objectives were posted in every room, and it was clear that the students were receiving the same lesson in every room that would build how they identify with the program and their group throughout the year. Students were excited to engage with content around college and career readiness, and staff were following their lesson plans almost exactly to the minute as they were laid out.

Areas for Improvements

While staff clearly knew their students well, there could be a more intentional use of open ended questions when engaging with the lesson. There was a lot of "good job!" and "great work!" instead of non-evaluative praise to give the youth examples of what they did that was being praised. The staff was very adaptable to the space given its constraints of the cafeteria and the teacher's lounge, as this is clearly not an ideal environment for learning. The Teacher's Lounge in particular for such young ages felt cramped and not appropriate for the level of movement needed. It was good that reflection was built into the end of the lesson, and the staff could also practice various strategies for reflection throughout the lesson. Perhaps the youth read reflection questions to each other, or write on posters, etc.

Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	56%	78%	77%	78%
If my friends or I get bullied at this program, an adult steps in to help.	60%	71%	58%	72%
In this program, other kids hit or push me when they are not just playing around.	22%	15%	2%	16%
In this program, other kids spread mean rumors or lies about me.	22%	21%	4%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	38%	51%	45%	54%
The adults in this program listen to what I have to say.	39%	70%	58%	70%
There is an adult at this program who cares about me.	48%	78%	75%	80%
Interaction				
I feel like I belong at this program.	48%	70%	58%	67%
In this program, I get to help other people.	42%	69%	63%	69%
Since coming to this program, I am better at making friends.	50%	68%	70%	69%
Engagement				
I am interested in what we do in this program.	61%	68%	62%	69%
In this program, I get to choose what I do and how I do it.	38%	42%	38%	39%
In this program, I try new things.	65%	69%	63%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=130; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=93; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 160%.

	This	E.S.	This	E.S.
Social & Emotional Learning	Program 17-18	Overall 17-18	Program 16-17	Overall 16-17
This program helps me get along with adults.	45%	67%	54%	67%
This program helps me get along with kids who are different from me.	32%	69%	43%	68%
This program helps me get along with other people my age.	32%	67%	64%	70%
This program helps me try to understand how other people feel.	50%	66%	53%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	53%	69%	67%	72%
This program helps me feel like more of a leader.	35%	62%	41%	63%
This program helps me get better at things that I used to think were hard.	45%	72%	65%	70%
Wellness Behaviors				
This program helps me exercise more.	57%	71%	73%	70%
This program helps me say "no" to things I know are wrong.	51%	71%	71%	72%
This program helps me to learn how to be healthy.	44%	65%	68%	68%
School Engagement				
This program helps me feel excited to learn in school.	36%	61%	52%	63%
This program helps me feel happy to be at this school.	46%	66%	58%	68%
This program helps me to feel like a part of my school.	53%	71%	51%	69%
College & Career Readiness				
In this program, I learn more about college.	42%	44%	73%	45%
In this program, I learn of jobs I can have when I grow up.	53%	58%	74%	57%
Academic Behaviors				
	700/	000/	000/	700/
This program helps me get my homework done.	70%	80%	86%	79%
This program helps me learn how to set goals for myself.	40%	66%	65%	68%
This program helps me learn ways to study (like reading directions).	40%	62%	49%	62%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=130; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=93; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 160%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Madison Park Lower

About this program: Higher Ground Neighborhood Development Corp's comprehensive after school program provides academic support, enrichment opportunities in the areas of Visual and Performing Arts, Health and Wellness, and Community Service/Service Learning. The program also offers monthly family engagement activities as well as field trips. The program operates every day from the close of school to at least 6:00 pm for at least 180 days and serves at least 100 unduplicated K-5th grade students.

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	298	110	124	134
Enrollment: % Towards Projected	298%	124%	124%	122%
Units of Service (UOS): Total	52,384	60,439	52,846	57,923
UOS: % Towards Projected	106%	108%	111%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)	93%	99%	96%	101%
Average Program Attendance Rate	85%	84%	87%	84%
Average Program Days Attended	48	126	122	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=298; "All E.S. 17-18" n=6,378; "This Program 16-17" n=124; "All E.S. 16-17" n=6,713.

School Day Attendance

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

	This Program	Host School
Average School Days Attended	163	173
School Day Attendance Rate	94%	94%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=297; "Host School" n=298.

Participant Demographic Information

African American	s in this Program	33%	city	Host School 33%
Asian/Pacific Islander	5%			4%
Latino/a			60%	60%
Native American	1%			0%
White	1%			4.0/

% of Youth Participants in this Program by Race/Ethnicity

Multiple/Bi-Racial 0% 0% Missing/Decline

%	by	Gender

	This Program	Host School
Female	44%	44%
Male	56%	56%

% English Learners

	Program	Host School
English Learners	50%	53%
% by Grade Level		
	This Program	Host School
Kindergarten	14%	18%
1st Grade	16%	16%
2nd Grade	16%	16%
3rd Grade	21%	20%
4th Grade	15%	14%
5th Grade	15%	16%

This

Host School

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=298; "Host School" n=304.

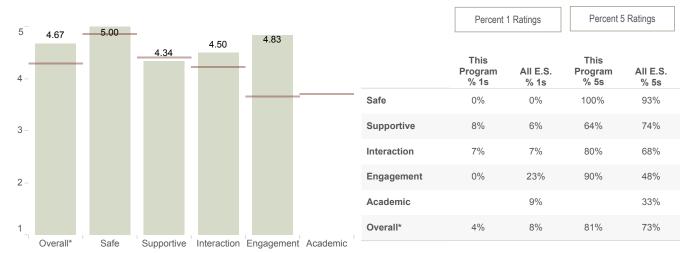
1%

1%

Site Visitor: Samantha McCary

Assessment Tool Used: SAPQA

Point of Service Quality Status: Thriving



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

Student Engagement- Students had numerous opportunities to plan, consistently and intentionally relfect, along with opportunities to choose what they wanted to do in prorgram and how they wanted to do it. Having these opportunities played a big role in having little conflict and distraction. This also had a heavy impact on student leadership.

Areas for Improvements

Supportive Environment: Child-Centered Space and Active Engagement- Although the program space is shared with school-day teachers, in which they have their classroom setup already, thinking of more creative ways to label interest areas for students, can be supported by having by having numerous opportunities for intentional group work. Students worked in groups, but they were more so informal and random by student selection. Group tables can be labeled, materials are laid out for students to grab. Groups can have their own creative bins/tubs. They also can monitor these areas. Groups can also rotate to different interest areas within the room, which can also assist with not having enough materials for each student.

Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	62%	78%	71%	78%
If my friends or I get bullied at this program, an adult steps in to help.	67%	71%	67%	72%
In this program, other kids hit or push me when they are not just playing around.	32%	15%	26%	16%
In this program, other kids spread mean rumors or lies about me.	38%	21%	20%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	46%	51%	41%	54%
The adults in this program listen to what I have to say.	65%	70%	65%	70%
There is an adult at this program who cares about me.	68%	78%	71%	80%
Interaction				
I feel like I belong at this program.	46%	70%	76%	67%
In this program, I get to help other people.	81%	69%	67%	69%
Since coming to this program, I am better at making friends.	58%	68%	56%	69%
Engagement				
I am interested in what we do in this program.	50%	68%	57%	69%
In this program, I get to choose what I do and how I do it.	28%	42%	24%	39%
In this program, I try new things.	54%	69%	59%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=27; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=43; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 79%.

Social & Emotional Learning	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	65%	67%	67%	67%
This program helps me get along with kids who are different from me.	56%	69%	61%	68%
This program helps me get along with other people my age.	58%	67%	74%	70%
This program helps me try to understand how other people feel.	59%	66%	53%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	70%	69%	63%	72%
This program helps me feel like more of a leader.	62%	62%	65%	63%
This program helps me get better at things that I used to think were hard.	56%	72%	66%	70%
Wellness Behaviors				
This program helps me exercise more.	85%	71%	73%	70%
This program helps me say "no" to things I know are wrong.	63%	71%	65%	72%
This program helps me to learn how to be healthy.	41%	65%	62%	68%
School Engagement				
This program helps me feel excited to learn in school.	59%	61%	67%	63%
This program helps me feel happy to be at this school.	41%	66%	69%	68%
This program helps me to feel like a part of my school.	63%	71%	71%	69%
College & Career Readiness				
In this program, I learn more about college.	54%	44%	60%	45%
In this program, I learn of jobs I can have when I grow up.	54%	58%	65%	57%
Academic Behaviors				
This program helps me get my homework done.	72%	80%	71%	79%
This program helps me learn how to set goals for myself.	54%	66%	63%	68%
This program helps me learn ways to study (like reading directions).	42%	62%	70%	62%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=27; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=43; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 79%.

Oakland School-Based After School Programs 2017-18 Program Profile (Middle Schools)

Madison Park Upper

About this program: Bay Area Community Resources provides comprehensive, high quality after school services at Madison Park Academy for students in grades 6 though 9, provided at the school site, 5 days/week, every school day during the year. Students receive targeted academic assistance to address their struggles in English and Math; enrichment activities that challenge them to build skills, work in teams, challenge themselves, and gain exposure to arts, science and culture, health and fitness; and social emotional learning built into all activities so that students feel safe and connected and form caring relationships.

Program Attendance and Enrollment

	This Program 17-18	All M.S. 17-18	This Program 16-17	All M.S. 16-17
Enrollment: Number of Youth Served	204	172	249	211
Enrollment: % Towards Projected	57%	120%	69%	134%
Units of Service (UOS): Total	46,151	64,307	50,976	68,952
UOS: % Towards Projected	101%	105%	87%	108%

	This Program 17-18	All M.S. 17-18	This Program 16-17	All M.S. 16-17
Progress Towards Attendance Target (CDE)	56%	85%	74%	89%
Average Program Attendance Rate	61%	70%	66%	73%
Average Program Days Attended	87	104	94	104

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=204; "All M.S. 17-18" n=3,747; "This Program 16-17" n=249; "All M.S. 16-17" n=4,746.

School Day Attendance

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

	This Program	Host School
Average School Days Attended	170	175
School Day Attendance Rate	97%	96%

% English Learners

8th Grade

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=205; "Host School" n=773.

Participant Demographic Information

% of Youth Participants	ity	Host School	
African American	26%		13%
Asian/Pacific Islander	4%		3%
Latino/a		68%	82%
Native American	1%		0%
White	2%		1%
Multiple/Bi-Racial	0%		0%
Missing/Decline	0%		1%

	Program	Host School
English Learners	22%	30%
% by Grade Level		
	This Program	Host School
6th Grade		Host School
6th Grade 7th Grade	Program	

23%

% by Gender

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

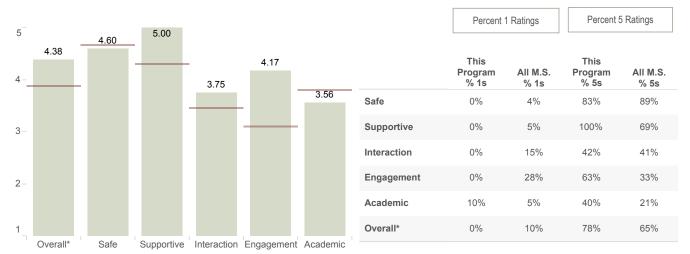
Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=204; "Host School" n=772.

33%

Site Visitor: Sam Adams

Assessment Tool Used: YPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

- 1. During the visit it was clear that staff members are one of the greatest strengths of this program. Staff consistently encouraged youth, participated and were actively involved in all aspects of the program, engaged youth with lots of open-ended questions, and acknowledged youths' accomplishments with non-evaluative language.
- 2. Another program strength was the sense of belonging that the program has cultivated. There were plenty of opportunities for youth to share about themselves, no exclusionary behavior, staff publicly acknowledging accomplishments of youth, and evidence that youth have shared traditions that keep them accountable to each other.
- 3. Finally, the observer noted strong reflection practices, both when the entire program was convened for supper, and when the final activity was wrapping up. These were great opportunities for the youth to process and share their thoughts about the activities. Furthermore, during the final activity the staff member was good about asking youth for feedback about what could have been done differently to help change or improve the activity for next time. Youth responded with thoughtful answers for this feedback prompt.

Areas for Improvements

- 1. One possible area for growth for this program would be to incorporate more youth leadership. The program did do a good job in allowing some youth to practice leadership skills, but activities should look for ways to allow all youth to practice these skills. One suggestion might be to have activities that have small groups rotate their leaders throughout the activity, giving a short time for each youth in the group to assume a leadership role.
- 2. Another area for growth would be to incorporate more youth planning. Again, there was evidence of some youth planning, specifically the youth participating in the supper-time game, but not an opportunity for all youth to plan. Activities leaders might consider setting aside a few minutes before the activities begin to do a group wide brainstorming session that has enough time to allow all youth to contribute if possible.
- 3. Finally, under the Academic Climate domain, activity leaders should look to help youth make more connections to school day learning. This doesn't' need to be anything more than asking how an activity relates to something the youth may have learned during the school day. This will help reinforce and strengthen youth's understand for the activity they do in the ASP.

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Safe Environment	This Program 17-18	M.S. Overall 17-18	This Program 16-17	M.S. Overall 16-17
I feel safe in this program.	59%	56%	67%	67%
If someone bullies my friends or me at this program, an adult steps in to help.	70%	62%	67%	61%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding aroun	26%	26%	19%	20%
When I am in this program, I have had mean rumors or lies spread about me.	28%	22%	17%	21%
Supportive Environment				
In this program, I tell other youth when they do a good job or contribute to the group.	41%	39%	34%	47%
The adults in this program listen to what I have to say.	59%	53%	55%	60%
There is an adult at this program who really cares about me.	63%	59%	69%	67%
Interaction				
I feel like I belong at this program.	57%	51%	49%	56%
In this program, I get to help other people.	54%	51%	55%	58%
Since coming to this program, I am better at making friends.	59%	50%	55%	56%
Engagement				
I am interested in what we do in this program.	63%	48%	51%	57%
In this program, I get to choose what I do and how I do it.	42%	32%	29%	41%
In this program, I try new things.	56%	48%	46%	55%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=54; "M.S. Overall 17-18" n=1,412; "This Program 16-17" n=122; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 62%.

Social & Emotional Learning	This Program 17-18	M.S. Overall 17-18	This Program 16-17	M.S. Overall 16-17
Since coming to this program, I get along better with other people my age.	56%	49%	55%	55%
This program helps me get along better with adults.	52%	48%	54%	53%
This program helps me get along with people my age who are different from me.	61%	49%	62%	55%
This program helps me try to understand how other people feel.	57%	45%	48%	50%
Sense of Mastery				
This program helps me feel like more of a leader.	54%	43%	45%	50%
This program helps me get better at things that I used to think were hard.	59%	48%	54%	55%
This program helps me to feel more confident about what I can do.	56%	49%	59%	58%
Wellness Behaviors				
Since coming to this program, I am better at saying "no" to things I know are wrong.	70%	53%	54%	58%
This program helps me exercise more.	63%	49%	61%	57%
This program helps me to learn how to be healthy.	68%	44%	59%	49%
School Engagement	F20/	450/	F00/	51%
This program helps me feel happy to be at this school.	52%	45%	50%	
This program helps me feel more motivated to learn in school.	56% 59%	48% 48%	57% 57%	55% 55%
This program helps me to feel like a part of my school.	3970	40 /0	37 /6	33 /6
College & Career Readiness				
College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future.	44%	43%	48%	47%
College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college.	44% 54%	43% 46%	48% 55%	47% 54%
In this program, I learn about the kinds of jobs I'd like to have in the future.				
In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college.	54%	46%	55%	54%
In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college. This program helps me feel ready to go to high school.	54%	46%	55%	54%
In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college. This program helps me feel ready to go to high school. Academic Behaviors	54% 56%	46% 49%	55% 57%	54% 56%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=54; "M.S. Overall 17-18" n=1,412; "This Program 16-17" n=122; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 62%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Manzanita Community

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

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	114	110	130	134
Enrollment: % Towards Projected	152%	124%	173%	122%
Units of Service (UOS): Total	50,813	60,439	53,757	57,923
UOS: % Towards Projected	115%	108%	123%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)	107%	99%	106%	101%
Average Program Attendance Rate	92%	84%	74%	84%
Average Program Days Attended	140	126	124	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=114; "All E.S. 17-18" n=6,378; "This Program 16-17" n=130; "All E.S. 16-17" n=6,713.

School Day Attendance

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

	This Program	Host School
Average School Days Attended	158	171
School Day Attendance Rate	94%	93%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=113; "Host School" n=439.

Participant Demographic Information

% of Youth Participant	s in	this Program	by Ra	ce/Ethnicity
African American				34%

African American		34%	28%
Asian/Pacific Islander	20%		16%
Latino/a		45%	48%
Native American	0%		0%
White	1%		1%
Multiple/Bi-Racial	0%		3%
Missing/Decline	0%		3%

% English Learners

	Program	Host School
English Learners	35%	47%
% by Grade Level		
	This Program	Host School
Kindergarten	0%	20%
1st Grade	1%	16%
2nd Grade	19%	16%
3rd Grade	29%	17%
4th Grade	25%	16%
5th Grade	25%	15%

This

Host School

% by Gender

	This Program	Host School
Female	53%	50%
Male	47%	50%

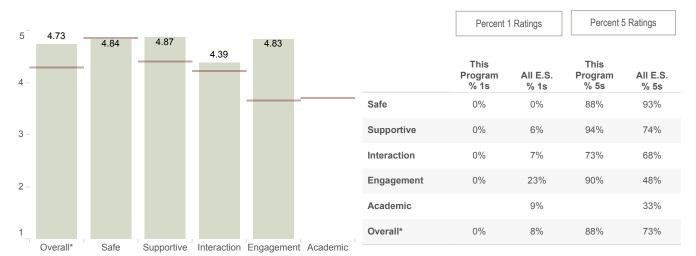
Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=114; "Host School" n=438.

Host School

Site Visitor: Reka Lal

Assessment Tool Used: SAPQA

Point of Service Quality Status: Thriving



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

Interaction: Belonging: An area of strength for this program was that staff were able to provide students with opportunities to get to know each other as well as providing structured opportunities for small groups. Both of these indicators were observed in multiple class offerings. Both of these supported the children in developing a sense of belonging. It was also evident that the staff engaged with the youth in positive ways. Staff were at eye level, sat side by side with youth, circulated and interacted positively in all classes observed.

Areas for Improvements

School Age Leadership: Opportunities to help another child and structured opportunities to lead a group are two areas for growth. One missed opportunity was in the soccer class, Staff could have let a student or students lead the warm up stretches. They could have also asked a different student to teach a new a stretch which would have hit on both areas. Another example of how the program could have incorporated both helping and leading is if the Staff asked a student to teach the class a new teambuilding game.

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Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	78%	78%	72%	78%
If my friends or I get bullied at this program, an adult steps in to help.	80%	71%	70%	72%
In this program, other kids hit or push me when they are not just playing around.	27%	15%	28%	16%
In this program, other kids spread mean rumors or lies about me.	27%	21%	53%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	62%	51%	52%	54%
The adults in this program listen to what I have to say.	89%	70%	60%	70%
There is an adult at this program who cares about me.	87%	78%	73%	80%
Interaction				
I feel like I belong at this program.	77%	70%	59%	67%
In this program, I get to help other people.	75%	69%	61%	69%
Since coming to this program, I am better at making friends.	79%	68%	72%	69%
Engagement				
I am interested in what we do in this program.	84%	68%	64%	69%
In this program, I get to choose what I do and how I do it.	51%	42%	23%	39%
In this program, I try new things.	87%	69%	65%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=57; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=66; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 127%.

	T1.1.	- 0	T1.1.	- 0
Social & Emotional Learning	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	85%	67%	58%	67%
This program helps me get along with kids who are different from me.	78%	69%	53%	68%
This program helps me get along with other people my age.	88%	67%	63%	70%
This program helps me try to understand how other people feel.	75%	66%	60%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	85%	69%	66%	72%
This program helps me feel like more of a leader.	70%	62%	58%	63%
This program helps me get better at things that I used to think were hard.	85%	72%	63%	70%
Wellness Behaviors				
This program helps me exercise more.	84%	71%	53%	70%
This program helps me say "no" to things I know are wrong.	85%	71%	61%	72%
This program helps me to learn how to be healthy.	72%	65%	54%	68%
School Engagement				
This program helps me feel excited to learn in school.	80%	61%	59%	63%
This program helps me feel happy to be at this school.	82%	66%	57%	68%
This program helps me to feel like a part of my school.	78%	71%	56%	69%
College & Career Readiness				
College & Career Readiness In this program, I learn more about college.	48%	44%	38%	45%
College & Career Readiness In this program, I learn more about college. In this program, I learn of jobs I can have when I grow up.	48% 59%	44% 58%	38% 51%	45% 57%
In this program, I learn more about college.				
In this program, I learn more about college. In this program, I learn of jobs I can have when I grow up.				
In this program, I learn more about college. In this program, I learn of jobs I can have when I grow up. Academic Behaviors	59%	58%	51%	57%
In this program, I learn more about college.				

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=57; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=66; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 127%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Manzanita SEED

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

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	150	110	170	134
Enrollment: % Towards Projected	100%	124%	113%	122%
Units of Service (UOS): Total	69,188	60,439	82,724	57,923
UOS: % Towards Projected	134%	108%	103%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)	143%	99%	154%	101%
Average Program Attendance Rate	85%	84%	81%	84%
Average Program Days Attended	143	126	137	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=150; "All E.S. 17-18" n=6,378; "This Program 16-17" n=170; "All E.S. 16-17" n=6,713.

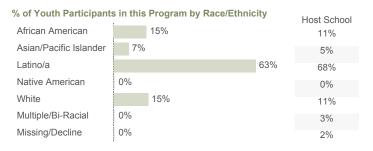
School Day Attendance

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

	This Program	Host School
Average School Days Attended	168	171
School Day Attendance Rate	96%	94%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=151; "Host School" n=426.

Participant Demographic Information





English Learners	36%	47%
% by Grade Level		
	This Program	Host School
Kindergarten	15%	22%
1st Grade	21%	18%
2nd Grade	15%	16%
3rd Grade	17%	13%
4th Grade	16%	15%
5th Grade	17%	16%

This

Program

Host School

% by Gender

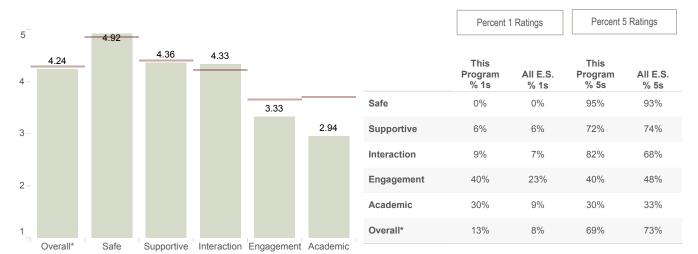
	This Program	Host School
Female	53%	52%
Male	47%	48%

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=150; "Host School" n=400.

Site Visitor: Da'Shon Carr

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

Staff are very open to using opened questions to guide activities for students. Opened questions and non-evaluative language kept students engage in the activities. This program is very focused in incorporating school day academics with their after-school program. Staff are committed to enforcing literacy across their program offerings to help improve students reading and test scores. The session flow of the program was applicable for the students that were advanced and for students that struggled with the activities. Staff were very strong in addressing students' needs and struggles. The program has strong dedication and commitment to creating and making a safe environment for the students to succeed in the program. A lot of agreements and small discussions about emotions and safeness of the program was brought up throughout offerings.

Areas for Improvements

Some improvements the program should focus on is having more time for students to reflect on their day. This could typically take 5-10 minutes transitioning into a new activity or at the end of program. Students should also have multiple reflection strategies as well. Another improvement would to have more guided activities that involves planning and multiple planning strategies for youth. When students have the opportunities to plan, this gets them in the process of taking on steps of responsibility. Lastly, I did not observe any leadership opportunities for the youth. I would recommend creating opportunities for youth to lead or become a leader in their group.

Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	76%	78%	82%	78%
If my friends or I get bullied at this program, an adult steps in to help.	69%	71%	73%	72%
In this program, other kids hit or push me when they are not just playing around.	11%	15%	7%	16%
In this program, other kids spread mean rumors or lies about me.	16%	21%	13%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	50%	51%	59%	54%
The adults in this program listen to what I have to say.	75%	70%	72%	70%
There is an adult at this program who cares about me.	77%	78%	84%	80%
Interaction				
I feel like I belong at this program.	74%	70%	74%	67%
In this program, I get to help other people.	71%	69%	72%	69%
Since coming to this program, I am better at making friends.	69%	68%	74%	69%
Engagement				
I am interested in what we do in this program.	60%	68%	74%	69%
In this program, I get to choose what I do and how I do it.	25%	42%	39%	39%
In this program, I try new things.	59%	69%	65%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=56; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=97; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 90%.

Social & Emotional Learning	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	68%	67%	71%	67%
This program helps me get along with kids who are different from me.	76%	69%	76%	68%
This program helps me get along with other people my age.	70%	67%	79%	70%
This program helps me try to understand how other people feel.	71%	66%	78%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	67%	69%	73%	72%
This program helps me feel like more of a leader.	51%	62%	66%	63%
This program helps me get better at things that I used to think were hard.	62%	72%	69%	70%
Wellness Behaviors				
This program helps me exercise more.	63%	71%	72%	70%
This program helps me say "no" to things I know are wrong.	76%	71%	71%	72%
This program helps me to learn how to be healthy.	67%	65%	69%	68%
School Engagement				
School Engagement This program helps me feel excited to learn in school.	60%	61%	66%	63%
	60% 70%	61% 66%	66% 77%	63% 68%
This program helps me feel excited to learn in school.				
This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school.	70%	66%	77%	68%
This program helps me feel happy to be at this school.	70%	66%	77%	68%
This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school. College & Career Readiness	70% 73%	66% 71%	77% 75%	68% 69%
This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn more about college.	70% 73% 22%	66% 71% 44%	77% 75% 25%	68% 69% 45%
This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn more about college. In this program, I learn of jobs I can have when I grow up.	70% 73% 22%	66% 71% 44%	77% 75% 25%	68% 69% 45%
This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn more about college. In this program, I learn of jobs I can have when I grow up.	70% 73% 22% 36%	66% 71% 44% 58%	77% 75% 25% 34%	68% 69% 45% 57%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=56; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=97; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 90%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Markham

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

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	132	110	138	134
Enrollment: % Towards Projected	132%	124%	138%	122%
Units of Service (UOS): Total	48,589	60,439	60,372	57,923
UOS: % Towards Projected	99%	108%	128%	107%

This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
97%	99%	105%	101%
71%	84%	76%	84%
110	126	115	128
	Program 17-18 97% 71%	Program All E.S. 17-18 97% 99% 71% 84%	Program 17-18 All E.S. 17-18 Program 16-17 97% 99% 105% 71% 84% 76%

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=132; "All E.S. 17-18" n=6,378; "This Program 16-17" n=138; "All E.S. 16-17" n=6,713.

School Day Attendance

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

	This Program	Host School
Average School Days Attended	162	169
School Day Attendance Rate	93%	92%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=131; "Host School" n=339.

Participant Demographic Information

African American 37%	

African American		37%		27%
Asian/Pacific Islander	2%			1%
Latino/a			59%	67%
Native American	1%			0%
White	2%			1%
Multiple/Bi-Racial	0%			2%
Missing/Decline	0%			1%

% English Learners

	Program	Host School
English Learners	44%	56%
% by Grade Level		
	This Program	Host School
Kindergarten	0%	18%
1st Grade	21%	16%
2nd Grade	20%	19%
3rd Grade	18%	16%
4th Grade	20%	18%
5th Grade	20%	13%

This

Host School

% by Gender

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

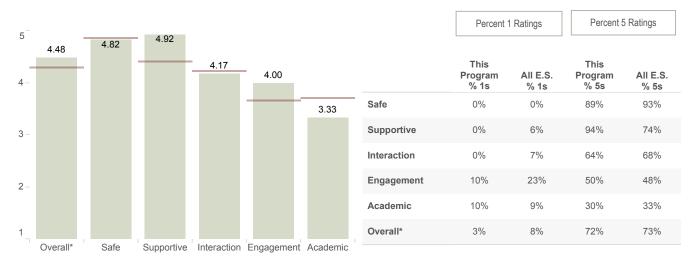
Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=132; "Host School" n=340.

Host School

Site Visitor: Sam Adams

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate.

Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

- 1. One of the main strengths of this program are the superb staff members. They did a great job of encouraging youth and supporting them if they struggled. Furthermore, staff modeled skills and broke down tasks in a ways that made it easier for youth to successfully engage in an activities.
- 2. The program also did a good job of cultivating a sense of belonging. There were opportunities for youth to share about themselves, and a lack of exclusive behavior. Furthermore, there was also a strong sense of program identity present throughout the activities, but was most apparent in the program song sung by all during supper time.
- 3. Lastly, there were good opportunities for youth to have responsibility and support routine tasks. From helping distribute food and clean up during supper time, to handing out playground materials, youth were allowed to take on these roles without staff intervening intrusively.

Areas for Improvements

- 1. One area of growth this program might consider would be to include more structured small group opportunities for the youth. In the activities that were observed, youth primarily worked on individual projects or in the whole group. Small groups would allow for more group process opportunities as well as leadership opportunities.
- 2. Another area that could be strengthened based on the observations from this visit would be for activities to include more planning opportunities. One great way to include more of these opportunities is to incorporate group-wide brainstorming sessions before an activity gets underway. This is also an opportunity for staff to check the youth's understanding the activity as well.
- 3. Finally, one thing that was not observed were any opportunities for youth feedback. This is something that can be incorporated into a reflection session, and a great prompt is for staff to ask youth what they think should be done differently if/when that activity were to be done again. This will help youth feel more engaged, and provide staff with youths' insights about the activity.

Page 2

Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	55%	78%	82%	78%
If my friends or I get bullied at this program, an adult steps in to help.	57%	71%	76%	72%
In this program, other kids hit or push me when they are not just playing around.	29%	15%	23%	16%
In this program, other kids spread mean rumors or lies about me.	19%	21%	35%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	39%	51%	29%	54%
The adults in this program listen to what I have to say.	36%	70%	70%	70%
There is an adult at this program who cares about me.	59%	78%	79%	80%
Interaction				
I feel like I belong at this program.	53%	70%	68%	67%
In this program, I get to help other people.	60%	69%	73%	69%
Since coming to this program, I am better at making friends.	50%	68%	75%	69%
Engagement				
I am interested in what we do in this program.	48%	68%	74%	69%
In this program, I get to choose what I do and how I do it.	19%	42%	12%	39%
In this program, I try new things.	53%	69%	59%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=58; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=53; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 141%.

Social & Emotional Learning	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	39%	67%	67%	67%
This program helps me get along with kids who are different from me.	42%	69%	61%	68%
This program helps me get along with other people my age.	42%	67%	69%	70%
This program helps me try to understand how other people feel.	39%	66%	68%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	61%	69%	77%	72%
This program helps me feel like more of a leader.	44%	62%	67%	63%
This program helps me get better at things that I used to think were hard.	54%	72%	71%	70%
Wellness Behaviors				
This program helps me exercise more.	56%	71%	73%	70%
This program helps me say "no" to things I know are wrong.	59%	71%	76%	72%
This program helps me to learn how to be healthy.	44%	65%	78%	68%
School Engagement				
This program helps me feel excited to learn in school.	49%	61%	71%	63%
This program helps me feel happy to be at this school.	54%	66%	73%	68%
This program helps me to feel like a part of my school.	48%	71%	71%	69%
College & Career Readiness				
In this program, I learn more about college.	46%	44%	42%	45%
In this program, I learn of jobs I can have when I grow up.	64%	58%	50%	57%
Academic Behaviors				
			0.507	=00/
This program helps me get my homework done.	67%	80%	85%	79%
This program helps me get my homework done. This program helps me learn how to set goals for myself.	67% 56% 39%	80% 66% 62%	61%	79% 68% 62%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=58; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=53; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 141%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

M.L. King, Jr.

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

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	152	110	175	134
Enrollment: % Towards Projected	118%	124%	159%	122%
Units of Service (UOS): Total	117,808	60,439	185,613	57,923
UOS: % Towards Projected	114%	108%	155%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)	97%	99%	71%	101%
Average Program Attendance Rate	99%	84%	74%	84%
Average Program Days Attended	170	126	109	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=152; "All E.S. 17-18" n=6,378; "This Program 16-17" n=175; "All E.S. 16-17" n=6,713.

School Day Attendance

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

	This Program	Host School
Average School Days Attended	157	169
School Day Attendance Rate	92%	91%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=134; "Host School" n=292.

Participant Demographic Information

% of Youth Participants in this Program by Race/Ethnicity Host School				
African American		76%	57%	
Asian/Pacific Islander	7%		11%	
Latino/a	12%		13%	
Native American	0%		0%	
White	5%		9%	
Multiple/Bi-Racial	0%		4%	
Missing/Decline	0%		6%	

	Host School
Ď	57%
	11%
	13%
	0%
	9%
	4%
	6%

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

% English Learners

English Learners	16%	29%
% by Grade Level		
	This Program	Host School
Kindergarten	14%	24%
1st Grade	17%	25%
2nd Grade	28%	26%
3rd Grade	22%	25%
4th Grade	7%	0%
5th Grade	7%	0%

This

Program

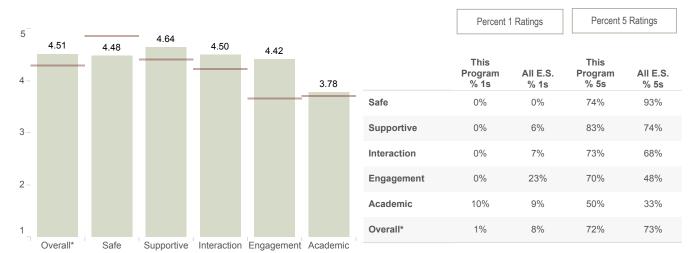
Host School

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=152; "Host School" n=269.

Site Visitor: Rai Froh

Assessment Tool Used: SAPQA

Point of Service Quality Status: Thriving



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate.

Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

Students nourishment was a high priority, with them being given snack and supper. Staff have great control of session flow and also actively engage their students throughout the day and across activities of various types. Debating and reflection were excellent ways to get students to use their voice.

Areas for Improvements

Staff can call out specific achievements of students, demonstrate skills for all students, and use multiple forms of reflection to get more out of their students.

Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	100%	78%	62%	78%
If my friends or I get bullied at this program, an adult steps in to help.	100%	71%	61%	72%
In this program, other kids hit or push me when they are not just playing around.	3%	15%	26%	16%
In this program, other kids spread mean rumors or lies about me.	2%	21%	21%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	76%	51%	51%	54%
The adults in this program listen to what I have to say.	100%	70%	49%	70%
There is an adult at this program who cares about me.	98%	78%	60%	80%
Interaction				
I feel like I belong at this program.	100%	70%	54%	67%
In this program, I get to help other people.	94%	69%	47%	69%
Since coming to this program, I am better at making friends.	94%	68%	65%	69%
Engagement				
I am interested in what we do in this program.	89%	68%	52%	69%
In this program, I get to choose what I do and how I do it.	65%	42%	26%	39%
In this program, I try new things.	98%	69%	60%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=66; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=65; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 93%.

	Th:-	F 0	This	F 0
Social & Emotional Learning	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	91%	67%	55%	67%
This program helps me get along with kids who are different from me.	98%	69%	50%	68%
This program helps me get along with other people my age.	94%	67%	53%	70%
This program helps me try to understand how other people feel.	100%	66%	44%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	98%	69%	51%	72%
This program helps me feel like more of a leader.	100%	62%	59%	63%
This program helps me get better at things that I used to think were hard.	95%	72%	49%	70%
Wellness Behaviors				
This program helps me exercise more.	86%	71%	39%	70%
This program helps me say "no" to things I know are wrong.	97%	71%	60%	72%
This program helps me to learn how to be healthy.	94%	65%	62%	68%
School Engagement				
This program helps me feel excited to learn in school.	94%	61%	48%	63%
This program helps me feel happy to be at this school.	98%	66%	50%	68%
This program helps me to feel like a part of my school.	98%	71%	58%	69%
College & Career Readiness				
In this program, I learn more about college.	95%	44%	31%	45%
In this program, I learn of jobs I can have when I grow up.	97%	58%	42%	57%
Academic Behaviors				
This program helps me get my homework done.	100%	80%	66%	79%
This program helps me learn how to set goals for myself.	100%	66%	56%	68%
This program helps me learn ways to study (like reading directions).	98%	62%	65%	62%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=66; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=65; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 93%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

New Highland Academy

About this program: Higher Ground Neighborhood Development Corp provides at least 180 days of daily, high quality, comprehensive after school and family programming from the end of the school day through at least 6:00 pm. The program supports mastery of skills such as critical thinking and problem solving in both language arts and mathematics and offers robust enrichment programming in the areas of visual and performing arts, health and wellness, community service and service learning classes.

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	102	110	108	134
Enrollment: % Towards Projected	102%	124%	108%	122%
Units of Service (UOS): Total	54,558	60,439	57,246	57,923
UOS: % Towards Projected	106%	108%	115%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)	96%	99%	99%	101%
Average Program Attendance Rate	91%	84%	89%	84%
Average Program Days Attended	143	126	141	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=102; "All E.S. 17-18" n=6,378; "This Program 16-17" n=108; "All E.S. 16-17" n=6,713.

School Day Attendance

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

	This Program	Host School
Average School Days Attended	163	174
School Day Attendance Rate	95%	94%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=102; "Host School" n=355.

Participant Demographic Information

% of Youth Participants	ity	Host School	
African American	16%		13%
Asian/Pacific Islander	5%		3%
Latino/a		79%	83%
Native American	0%		0%
White	0%		0%
Multiple/Bi-Racial	0%		0%
Missing/Decline	0%		1%

%	⊨ng	IISN	Learners

	1 Togram	
English Learners	58%	71%
% by Grade Level		
	This Program	Host School
Kindergarten	11%	19%
1st Grade	12%	15%
2nd Grade	23%	18%
3rd Grade	21%	16%
4th Grade	20%	18%
5th Grade	14%	14%

This

Program

Host School

0/0	hv	Gen	der

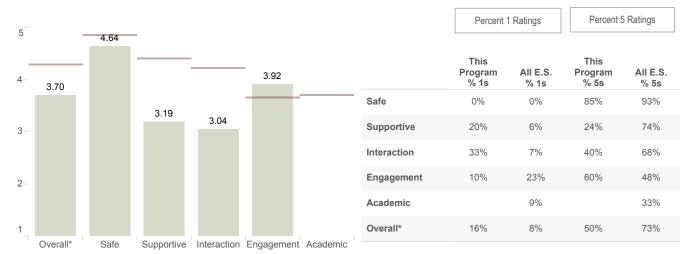
	This Program	Host School
Female	54%	48%
Male	46%	52%

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=102; "Host School" n=351.

Site Visitor: Morgan Shidler

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

students felt empowered by having responsibilities in routine tasks especially at the top of the day during snack and sign in, it was really clear how reflection was integrated throughout various activities, as well as the use of strategies for youth to talk about what they were learning in lots of different ways.

Areas for Improvements

I encourage you and your team to note my ratings on School-Age Leadership, as I did not observe opportunities where youth got to lead a group. While it's great there is a Leadership Class where youth are able to plan activities, they were still guided through the process vs. having youth lead their own planning. This also affected School-Age Choice because youth across every activity were guided through their activities instead of having choice about materials and/or content.

Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	94%	78%	91%	78%
If my friends or I get bullied at this program, an adult steps in to help.	92%	71%	84%	72%
In this program, other kids hit or push me when they are not just playing around.	2%	15%	9%	16%
In this program, other kids spread mean rumors or lies about me.	6%	21%	11%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	93%	51%	73%	54%
The adults in this program listen to what I have to say.	96%	70%	83%	70%
There is an adult at this program who cares about me.	96%	78%	92%	80%
Interaction				
I feel like I belong at this program.	94%	70%	85%	67%
In this program, I get to help other people.	94%	69%	84%	69%
Since coming to this program, I am better at making friends.	93%	68%	90%	69%
Engagement				
I am interested in what we do in this program.	89%	68%	85%	69%
In this program, I get to choose what I do and how I do it.	85%	42%	78%	39%
In this program, I try new things.	93%	69%	81%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=54; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=55; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 138%.

	This	E.S.	This	E.S.
Social & Emotional Learning	Program 17-18	Overall 17-18	Program 16-17	Overall 16-17
This program helps me get along with adults.	92%	67%	87%	67%
This program helps me get along with kids who are different from me.	92%	69%	85%	68%
This program helps me get along with other people my age.	94%	67%	89%	70%
This program helps me try to understand how other people feel.	92%	66%	83%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	94%	69%	91%	72%
This program helps me feel like more of a leader.	92%	62%	81%	63%
This program helps me get better at things that I used to think were hard.	94%	72%	85%	70%
Wellness Behaviors				
This program helps me exercise more.	94%	71%	83%	70%
This program helps me say "no" to things I know are wrong.	96%	71%	89%	72%
This program helps me to learn how to be healthy.	92%	65%	82%	68%
School Engagement				
This program helps me feel excited to learn in school.	91%	61%	83%	63%
This program helps me feel happy to be at this school.	94%	66%	80%	68%
This program helps me to feel like a part of my school.	94%	71%	87%	69%
College & Career Readiness				
In this program, I learn more about college.	83%	44%	78%	45%
In this program, I learn of jobs I can have when I grow up.	87%	58%	72%	57%
Academic Behaviors				
This program helps me get my homework done.	96%	80%	98%	79%
This program helps me learn how to set goals for myself.	91%	66%	88%	68%
This program helps me learn ways to study (like reading directions).	94%	62%	82%	62%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=54; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=55; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 138%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Parker (K-8 Elementary)

About this program: Higher Ground Neighborhood Development Corp's comprehensive elementary and middle school program provides targeted academic support in the areas of literacy and mathematics. The after school program offers visual and performing arts programming, health and wellness activities that include general recreation, organized and competitive sports, gardening, cooking and nutrition classes and community service and service learning projects. There are also monthly family activities and field trips. The program operates every day from the close of the school day to at least 6:00 pm for at least 180 days.

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	141	110	137	134
Enrollment: % Towards Projected	113%	124%	110%	122%
Units of Service (UOS): Total	64,011	60,439	60,430	57,923
UOS: % Towards Projected	102%	108%	104%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)	85%	99%	104%	101%
Average Program Attendance Rate	91%	84%	87%	84%
Average Program Days Attended	125	126	120	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=109; "All E.S. 17-18" n=6,378; "This Program 16-17" n=137; "All E.S. 16-17" n=6,713.

School Day Attendance

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

	This Program	Host School
Average School Days Attended	160	173
School Day Attendance Rate	94%	93%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=109; "Host School" n=240.

Participant Demographic Information

African American			71%
Asian/Pacific Islander	8%		
Latino/a		21%	
Native American	0%		

% of Youth Participants in this Program by Race/Ethnicity



Host School

60%



% by Gender

	This Program	Host School
Female	54%	51%
Male	46%	49%

% English Learners

	Fiogram	
English Learners	11%	17%
% by Grade Level		
	This Program	Host School
Kindergarten	6%	20%
1st Grade	19%	19%
2nd Grade	20%	20%
3rd Grade	16%	13%
4th Grade	19%	16%
5th Grade	18%	12%

This

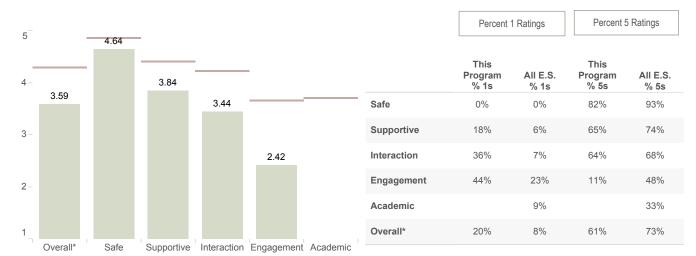
Host School

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=109; "Host School" n=258.

Site Visitor: Rany Ath

Assessment Tool Used: YPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

- Staff has positive interaction with students
- Staff are well prepared for lesson plans as indicated by agendas and supplies out and ready
- Staff has clear learning targets and the activities are aligned with learning targets

Areas for Improvements

- Provide structured opportunities for students to engage on the topic with one another
- Provide opportunities to get to know each other
- Provide structured small group activities

Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	75%	78%	48%	78%
If my friends or I get bullied at this program, an adult steps in to help.	61%	71%	59%	72%
In this program, other kids hit or push me when they are not just playing around.	28%	15%	33%	16%
In this program, other kids spread mean rumors or lies about me.	28%	21%	37%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	37%	51%	31%	54%
The adults in this program listen to what I have to say.	46%	70%	44%	70%
There is an adult at this program who cares about me.	56%	78%	48%	80%
Interaction				
I feel like I belong at this program.	70%	70%	45%	67%
In this program, I get to help other people.	63%	69%	48%	69%
Since coming to this program, I am better at making friends.	44%	68%	52%	69%
Engagement				
I am interested in what we do in this program.	51%	68%	45%	69%
In this program, I get to choose what I do and how I do it.	15%	42%	27%	39%
In this program, I try new things.	51%	69%	62%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=41; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=34; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 66%.

	This	E.S.	This	E.S.
Social & Emotional Learning	Program 17-18	Overall 17-18	Program 16-17	Overall 16-17
This program helps me get along with adults.	38%	67%	47%	67%
This program helps me get along with kids who are different from me.	47%	69%	58%	68%
This program helps me get along with other people my age.	43%	67%	61%	70%
This program helps me try to understand how other people feel.	45%	66%	60%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	46%	69%	66%	72%
This program helps me feel like more of a leader.	50%	62%	63%	63%
This program helps me get better at things that I used to think were hard.	50%	72%	52%	70%
Wellness Behaviors				
This program helps me exercise more.	47%	71%	65%	70%
This program helps me say "no" to things I know are wrong.	56%	71%	48%	72%
This program helps me to learn how to be healthy.	35%	65%	55%	68%
School Engagement				
This program helps me feel excited to learn in school.	29%	61%	53%	63%
This program helps me feel happy to be at this school.	40%	66%	50%	68%
This program helps me to feel like a part of my school.	61%	71%	52%	69%
College & Career Readiness				
In this program, I learn more about college.	29%	44%	36%	45%
In this program, I learn of jobs I can have when I grow up.	46%	58%	41%	57%
Academic Behaviors				
This program helps me get my homework done.	60%	80%	67%	79%
This program helps me get my homework done. This program helps me learn how to set goals for myself.	60% 60%	80% 66%	67% 42%	79% 68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=41; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=34; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 66%.

Oakland School-Based After School Programs 2017-18 Program Profile (Middle Schools)

Parker (K-8 Middle)

About this program: Higher Ground Neighborhood Development Corp's comprehensive elementary and middle school program provides targeted academic support in the areas of literacy and mathematics. The after school program offers visual and performing arts programming, health and wellness activities that include general recreation, organized and competitive sports, gardening, cooking and nutrition classes and community service and service learning projects. There are also monthly family activities and field trips. The program operates every day from the close of the school day to at least 6:00 pm for at least 180 days.

Program Attendance and Enrollment

	This Program 17-18	All M.S. 17-18	This Program 16-17	All M.S. 16-17
Enrollment: Number of Youth Served	141	172	137	211
Enrollment: % Towards Projected	113%	120%	110%	134%
Units of Service (UOS): Total	64,011	64,307	60,430	68,952
UOS: % Towards Projected	102%	105%	104%	108%

	This Program 17-18	All M.S. 17-18	This Program 16-17	All M.S. 16-17
Progress Towards Attendance Target (CDE)	85%	85%	104%	89%
Average Program Attendance Rate	85%	70%	87%	73%
Average Program Days Attended	113	104	120	104

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=32; "All M.S. 17-18" n=3,747; "This Program 16-17" n=137; "All M.S. 16-17" n=4,746.

School Day Attendance

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

	This Program	Host School
Average School Days Attended	168	174
School Day Attendance Rate	95%	94%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=32; "Host School" n=112.

Participant Demographic Information

African American	87

African American		87%	60%
Asian/Pacific Islander	7%		7%
Latino/a	7%		28%
Native American	0%		0%
White	0%		2%
Multiple/Bi-Racial	0%		1%
Missing/Decline	0%		2%

% English Learners

	Program	
English Learners	6%	17%
% by Grade Level		
	This Program	Host School
6th Grade	47%	40%
7th Grade	44%	37%
8th Grade	9%	23%

This

Host School

% by Gender

	This Program	Host School
Female	56%	51%
Male	44%	49%

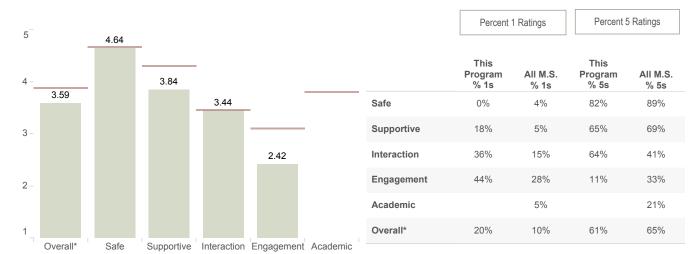
Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=32; "Host School" n=112.

Host School

Site Visitor: Rany Ath

Assessment Tool Used: YPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

- Staff has positive interaction with students
- Staff are well prepared for lesson plans as indicated by agendas and supplies out and ready
- Staff has clear learning targets and the activities are aligned with learning targets

Areas for Improvements

- Provide structured opportunities for students to engage on the topic with one another Provide opportunities to get to know each other
- Provide structured small group activities

Safe Environment	This Program 17-18	M.S. Overall 17-18	This Program 16-17	M.S. Overall 16-17
I feel safe in this program.	53%	56%	66%	67%
If someone bullies my friends or me at this program, an adult steps in to help.	35%	62%	56%	61%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding aroun	58%	26%	33%	20%
When I am in this program, I have had mean rumors or lies spread about me.	58%	22%	37%	21%
Supportive Environment				
In this program, I tell other youth when they do a good job or contribute to the group.	11%	39%	51%	47%
The adults in this program listen to what I have to say.	42%	53%	54%	60%
There is an adult at this program who really cares about me.	61%	59%	63%	67%
Interaction				
I feel like I belong at this program.	39%	51%	57%	56%
In this program, I get to help other people.	50%	51%	68%	58%
Since coming to this program, I am better at making friends.	37%	50%	57%	56%
Engagement				
I am interested in what we do in this program.	37%	48%	63%	57%
In this program, I get to choose what I do and how I do it.	28%	32%	35%	41%
In this program, I try new things.	32%	48%	56%	55%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=19; "M.S. Overall 17-18" n=1,412; "This Program 16-17" n=73; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 31%.

Social & Emotional Learning	This Program 17-18	M.S. Overall 17-18	This Program 16-17	M.S. Overall 16-17
Since coming to this program, I get along better with other people my age.	28%	49%	56%	55%
This program helps me get along better with adults.	42%	48%	59%	53%
This program helps me get along with people my age who are different from me.	42%	49%	58%	55%
This program helps me try to understand how other people feel.	28%	45%	52%	50%
Sense of Mastery				
This program helps me feel like more of a leader.	21%	43%	57%	50%
This program helps me get better at things that I used to think were hard.	33%	48%	55%	55%
This program helps me to feel more confident about what I can do.	41%	49%	61%	58%
Wellness Behaviors				
Since coming to this program, I am better at saying "no" to things I know are wrong.	50%	53%	57%	58%
This program helps me exercise more.	37%	49%	54%	57%
This program helps me to learn how to be healthy.	11%	44%	48%	49%
School Engagement				
This program helps me feel happy to be at this school.	21%	45%	52%	51%
This program helps me feel more motivated to learn in school.	33%	48%	57%	55%
This program helps me to feel like a part of my school.	41%	48%	54%	55%
College & Career Readiness				
In this program, I learn about the kinds of jobs I'd like to have in the future.	11%	43%	57%	47%
This program helps me feel more confident about going to college.	22%	46%	54%	54%
This program helps me feel ready to go to high school.	22%	49%	55%	56%
Academic Behaviors				
Because of this program, I am better at getting my homework done.	22%	57%	55%	60%
Since coming to this program, I am better at setting goals for myself.	22%	43%	49%	51%
This program helps me to learn good study skills (like reading directions, taking tests).	16%	39%	45%	47%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=19; "M.S. Overall 17-18" n=1,412; "This Program 16-17" n=73; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 31%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Piedmont Avenue

About this program: The Piedmont After School Program engages students in a daily menu of enriching learning experiences that both support the school's priorities for student academic and social-emotional learning and utilizes the YMCA's STREAMS (Science Technology Reading Engineering Art Math & Sports) program model as a vehicle for place based learning. The program combines daily academic support with a variety of hands-on enrichment and youth leadership development activities.

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	117	110	91	134
Enrollment: % Towards Projected	102%	124%	79%	122%
Units of Service (UOS): Total	49,162	60,439	37,666	57,923
UOS: % Towards Projected	104%	108%	49%	107%

This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
104%	99%	81%	101%
87%	84%	87%	84%
134	126	134	128
	Program 17-18 104% 87%	Program All E.S. 17-18 104% 99% 87% 84%	Program 17-18 All E.S. 17-18 Program 16-17 104% 99% 81% 87% 84% 87%

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=117; "All E.S. 17-18" n=6,378; "This Program 16-17" n=91; "All E.S. 16-17" n=6,713.

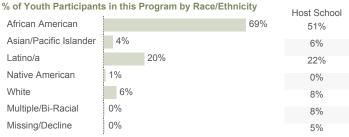
School Day Attendance

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

	This Program	Host School
Average School Days Attended	164	173
School Day Attendance Rate	96%	94%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=118; "Host School" n=347.

Participant Demographic Information



% by Gender		
	This Program	Host School
Female	52%	49%
Male	48%	51%

% English Learners

	Program	Host School
English Learners	20%	20%
% by Grade Level		
	This Program	Host School
Kindergarten	1%	25%
1st Grade	21%	17%
2nd Grade	18%	12%
3rd Grade	20%	17%
4th Grade	20%	12%
5th Grade	21%	17%

This

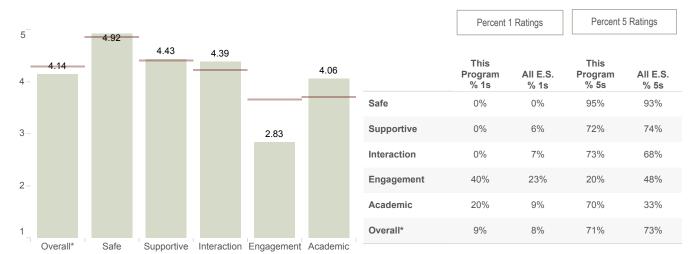
Host School

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=117; "Host School" n=334.

Site Visitor: Da'Shon Carr

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

This program has established a great sense of community building. There was not a point in any program offerings where students did not feel included. Students are assigned roles/jobs once a week for them to take on responsibilities. Staff made it clear what their expectations are for the students and for them. Staff created many activities for them to participate along with the students as well. Agenda is posted on the board everyday so students are not asking the question of what are we going to be doing today. When behavior issues are constant, staff takes five minutes out their activity for students to reflect on their behavior.

Areas for Improvements

For areas of improvement, I noticed the program didn't have an intentional reflection apart of their agenda. At the end of program, it would be best for students to have 10-15 minutes reflect on their work. This gives students time to reflect and process the work they did for that day. Reflection also gives students the opportunity to provide feedback to the staff about the activities they did. For future activities, especially with the older school-age children they're should be opportunities for them to plan.

Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	81%	78%	80%	78%
If my friends or I get bullied at this program, an adult steps in to help.	61%	71%	56%	72%
In this program, other kids hit or push me when they are not just playing around.	26%	15%	26%	16%
In this program, other kids spread mean rumors or lies about me.	26%	21%	29%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	48%	51%	30%	54%
The adults in this program listen to what I have to say.	65%	70%	56%	70%
There is an adult at this program who cares about me.	87%	78%	81%	80%
Interaction				
I feel like I belong at this program.	68%	70%	67%	67%
In this program, I get to help other people.	65%	69%	60%	69%
Since coming to this program, I am better at making friends.	52%	68%	57%	69%
Engagement				
I am interested in what we do in this program.	70%	68%	72%	69%
In this program, I get to choose what I do and how I do it.	23%	42%	15%	39%
In this program, I try new things.	66%	69%	72%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=54; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=54; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 120%.

Social & Emotional Learning	Prog	nis gram -18	E.S. Overall 17-18	This Program 16-17	E.S. Overal 16-17
This program helps me get along with adults.	62	2%	67%	69%	67%
This program helps me get along with kids who are different from me.	72	2%	69%	62%	68%
This program helps me get along with other people my age.	59	9%	67%	61%	70%
This program helps me try to understand how other people feel.	59	9%	66%	52%	65%
Sense of Mastery					
This program helps me feel good about what I can do.	67	7%	69%	71%	72%
This program helps me feel like more of a leader.	71	1%	62%	62%	63%
This program helps me get better at things that I used to think were hard.	76	6%	72%	75%	70%
Wellness Behaviors					
This program helps me exercise more.	68	3%	71%	72%	70%
	70	0%	71%	73%	72%
This program helps me say "no" to things I know are wrong.	70	J /0	1 1 /0	1070	
This program helps me say "no" to things I know are wrong. This program helps me to learn how to be healthy.		3%	65%	61%	68%
This program helps me to learn how to be healthy.		3%			
This program helps me to learn how to be healthy. School Engagement	48	%	65%	61%	68%
This program helps me to learn how to be healthy. School Engagement This program helps me feel excited to learn in school.	590	% %	65%	61% 58%	68%
This program helps me to learn how to be healthy. School Engagement This program helps me feel excited to learn in school. This program helps me feel happy to be at this school.	59 ⁹	% %	65% 61% 66%	58% 57%	68% 63% 68%
This program helps me to learn how to be healthy. School Engagement This program helps me feel excited to learn in school. This program helps me feel happy to be at this school.	59 ⁹	% %	65% 61% 66%	58% 57%	68% 63% 68%
This program helps me to learn how to be healthy. School Engagement This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school.	59 ⁹	% % %	65% 61% 66%	58% 57%	68% 63% 68%
This program helps me to learn how to be healthy. School Engagement This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school. College & Career Readiness	59° 67° 63°	3% % % %	65% 61% 66% 71%	58% 57% 57%	68% 63% 68%
This program helps me to learn how to be healthy. School Engagement This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn more about college.	599 67° 63°	3% % % %	65% 61% 66% 71%	58% 57% 57%	68% 63% 68% 69%
This program helps me to learn how to be healthy. School Engagement This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn more about college.	599 67° 63°	3% % % %	65% 61% 66% 71%	58% 57% 57%	68% 63% 68% 69%
This program helps me to learn how to be healthy. School Engagement This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn more about college. In this program, I learn of jobs I can have when I grow up.	599 67° 63°	% % %	65% 61% 66% 71%	58% 57% 57%	68% 63% 68% 69%
This program helps me to learn how to be healthy. School Engagement This program helps me feel excited to learn in school. This program helps me feel happy to be at this school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn more about college. In this program, I learn of jobs I can have when I grow up.	599 67 ⁴ 63 ⁴ 33 ⁶ 54 ⁴	% % % %	65% 61% 66% 71% 44% 58%	58% 57% 57% 40% 44%	68% 63% 68% 69% 45% 57%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=54; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=54; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 120%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

PLACE@Prescott

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

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	117	110	133	134
Enrollment: % Towards Projected	106%	124%	121%	122%
Units of Service (UOS): Total	39,041	60,439	72,160	57,923
UOS: % Towards Projected	80%	108%	112%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)	59%	99%	84%	101%
Average Program Attendance Rate	78%	84%	86%	84%
Average Program Days Attended	120	126	153	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=117; "All E.S. 17-18" n=6,378; "This Program 16-17" n=133; "All E.S. 16-17" n=6,713.

School Day Attendance

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

	This Program	Host School
Average School Days Attended	140	161
School Day Attendance Rate	91%	91%

English Learners

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=116; "Host School" n=194.

Participant Demographic Information

% of Youth Participant	s in	tnis	Program	DУ	Race/Ethnic	ity
African American						21

African American			81%	
Asian/Pacific Islander	3%			
Latino/a		15%		
Native American	0%			
White	1%			
Multiple/Bi-Racial	0%			
Missing/Decline	0%			
	r			

Host School	% English Learners
63%	
4%	

% by Grade Level		
	This Program	Host School
Kindergarten	22%	29%
1st Grade	19%	14%
2nd Grade	15%	14%
3rd Grade	14%	17%
4th Grade	13%	11%
5th Grade	17%	15%

This

Program

16%

Host School

17%

% by Gender

	This Program	Host School
Female	58%	51%
Male	42%	49%

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=117; "Host School" n=181.

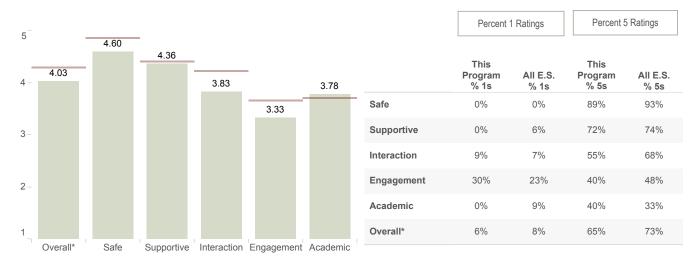
1%

3% 1%

Site Visitor: Sam Adams

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score

Not all sites were observed in 2017-18 for Academic Climate.

Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

- 1. One of the main strengths for this program are the interactions between youth and staff. Staff members consistently did a good job of circulating to all youth, interacting positively, supporting youth who were struggling.
- 2. The program's activities also did a great job of utilizing small groups and pairs. This allowed youth to work collaboratively, which in turn drove a sense of belonging and complemented certain leadership skills.
- 3. Lastly, reflection was another strong area for this program. Not only did youth have the opportunity to reflect on the activity through journaling (in one activity), youth were also asked to share appreciations from the day that help recognize accomplishments and consider their feelings as related to the activity

Areas for Improvements

- 1. One area of improvement of note would be in the framing of questions from the staff to the youth. More open-ended questions should be used when possible. This would help encourage youth to participate at a higher level and drive engagement overall.
- 2. Another area of improvement that would help improve interaction is leadership. There were not any opportunities for youth leadership observed. This can be difficult item to address, but activities might consider having youth take turns leading small groups, or have youth take turns leading/teaching an ice-breaker or warm-up.
- 3. Finally, an area to address that would help drive engagement is planning. No planning opportunities were noted during the visit. It can be difficult for school-aged youth to plan far in advance, but planning for how best to approach an activity can be incorporated in most activities. A great way to start this is to have youth pair share their ideas about how they will go about an activity. Talking in their pairing first, then sharing out ideas out to the group.

Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	82%	78%	67%	78%
If my friends or I get bullied at this program, an adult steps in to help.	82%	71%	80%	72%
In this program, other kids hit or push me when they are not just playing around.	10%	15%	32%	16%
In this program, other kids spread mean rumors or lies about me.	8%	21%	34%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	57%	51%	54%	54%
The adults in this program listen to what I have to say.	73%	70%	69%	70%
There is an adult at this program who cares about me.	82%	78%	85%	80%
Interaction				
I feel like I belong at this program.	80%	70%	73%	67%
In this program, I get to help other people.	75%	69%	68%	69%
Since coming to this program, I am better at making friends.	67%	68%	65%	69%
Engagement				
I am interested in what we do in this program.	65%	68%	69%	69%
In this program, I get to choose what I do and how I do it.	62%	42%	49%	39%
In this program, I try new things.	64%	69%	63%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=40; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=63; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 103%.

	This	- 0	TI-:-	F 0
Social & Emotional Learning	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	64%	67%	64%	67%
This program helps me get along with kids who are different from me.	68%	69%	55%	68%
This program helps me get along with other people my age.	62%	67%	64%	70%
This program helps me try to understand how other people feel.	69%	66%	58%	65%
Songe of Mastery				
Sense of Mastery This program helps me feel good about what I can do.	77%	69%	73%	72%
This program helps me feel like more of a leader.	64%	62%	58%	63%
This program helps me get better at things that I used to think were hard.	69%	72%	67%	70%
The program horpe me get better at timings that I does to timin hore hard.	3070	1270	07.70	1070
Wellness Behaviors				
This program helps me exercise more.	75%	71%	63%	70%
This program helps me say "no" to things I know are wrong.	72%	71%	68%	72%
This program helps me to learn how to be healthy.	76%	65%	53%	68%
School Engagement				
This program helps me feel excited to learn in school.	75%	61%	61%	63%
This program helps me feel happy to be at this school.	67%	66%	62%	68%
This program helps me to feel like a part of my school.	79%	71%	60%	69%
College & Career Readiness				
In this program, I learn more about college.	63%	44%	48%	45%
In this program, I learn of jobs I can have when I grow up.	65%	58%	60%	57%
Academic Behaviors				
This program helps me get my homework done.	69%	80%	78%	79%
This program helps me learn how to set goals for myself.	72%	66%	59%	68%
This program helps me learn ways to study (like reading directions).	67%	62%	52%	62%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=40; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=63; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 103%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Reach Academy

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

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	136	110	132	134
Enrollment: % Towards Projected	136%	124%	122%	122%
Units of Service (UOS): Total	57,244	60,439	59,851	57,923
UOS: % Towards Projected	106%	108%	102%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)	104%	99%	99%	101%
Average Program Attendance Rate	85%	84%	79%	84%
Average Program Days Attended	114	126	113	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=136; "All E.S. 17-18" n=6,378; "This Program 16-17" n=132; "All E.S. 16-17" n=6,713.

School Day Attendance

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

	This Program	Host School
Average School Days Attended	156	162
School Day Attendance Rate	94%	92%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=136; "Host School" n=425.

Participant Demographic Information

% of	Youth	Participants	ın	this	Program	by	Race/Ethnicity	

% of Youth Participants	Host School			
African American			65%	43%
Asian/Pacific Islander	5%			6%
Latino/a		28%		43%
Native American	0%			0%
White	2%			2%
Multiple/Bi-Racial	0%			4%
Missing/Decline	0%			1%

% English Learners

	Program	Host School
English Learners	21%	38%
% by Grade Level		
	This Program	Host School
Kindergarten	0%	25%
1st Grade	23%	14%
2nd Grade	22%	16%
3rd Grade	21%	16%
4th Grade	15%	13%
5th Grade	18%	16%

This

Host School

% by Gender

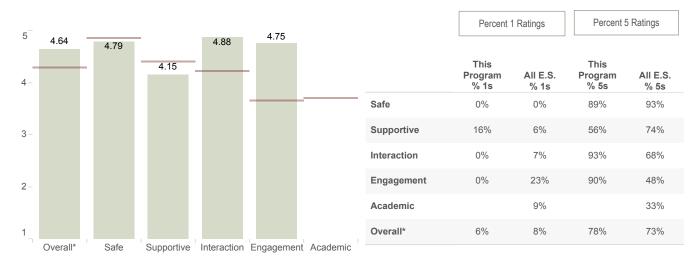
	This Program	Host School
Female	53%	54%
Male	47%	46%

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=136; "Host School" n=397.

Site Visitor: Samantha McCary

Assessment Tool Used: SAPQA

Point of Service Quality Status: Thriving



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate.

Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

Engagement: Reflection-Numerous opportunities to reflect on prior knowledge of the taught material. Students shared and reflected in multiple ways with their classmates. Engagement: Planning-Students were able to showcase their planning strategies verbally and through presentation.

Interaction- Leadership – Students were able to help one another, lead the class and program in activities and work in structure groups on completing class projects.

Areas for Improvements

Supportive Environment: Session Flow- There was numerous occurrences in which students appeared to be rushed and didn't have enough time to finish their projects that required individual and group processing skills.

Supportive Environment: Skill Building- Learning targets were discussed, however, steps were not modeled before the start of the lesson, which caused a lot of staff to repeat themselves throughout the activity.

Supportive Environment: Child-Centered Space-Though this item may not be in the hands of the after school program, it is important to find creative ways to showcase student work and having students be apart of the selection process.

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Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	71%	78%	70%	78%
If my friends or I get bullied at this program, an adult steps in to help.	80%	71%	76%	72%
In this program, other kids hit or push me when they are not just playing around.	21%	15%	15%	16%
In this program, other kids spread mean rumors or lies about me.	43%	21%	21%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	33%	51%	57%	54%
The adults in this program listen to what I have to say.	68%	70%	71%	70%
There is an adult at this program who cares about me.	76%	78%	81%	80%
Interaction				
I feel like I belong at this program.	74%	70%	73%	67%
In this program, I get to help other people.	76%	69%	75%	69%
Since coming to this program, I am better at making friends.	66%	68%	73%	69%
Engagement				
I am interested in what we do in this program.	73%	68%	70%	69%
In this program, I get to choose what I do and how I do it.	19%	42%	45%	39%
In this program, I try new things.	87%	69%	70%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=31; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=56; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 69%.

Social & Emotional Learning	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	73%	67%	77%	67%
This program helps me get along with kids who are different from me.	73%	69%	75%	68%
This program helps me get along with other people my age.	77%	67%	76%	70%
This program helps me try to understand how other people feel.	58%	66%	73%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	73%	69%	67%	72%
This program helps me feel like more of a leader.	79%	62%	76%	63%
This program helps me get better at things that I used to think were hard.	67%	72%	69%	70%
Wellness Behaviors				
This program helps me exercise more.	52%	71%	70%	70%
This program helps me say "no" to things I know are wrong.	68%	71%	78%	72%
This program helps me to learn how to be healthy.	63%	65%	72%	68%
School Engagement				
This program helps me feel excited to learn in school.	61%	61%	63%	63%
This program helps me feel happy to be at this school.	71%	66%	69%	68%
This program helps me to feel like a part of my school.	77%	71%	67%	69%
College & Career Readiness				
In this program, I learn more about college.	45%	44%	65%	45%
In this program, I learn of jobs I can have when I grow up.	55%	58%	60%	57%
Academic Behaviors				
This program helps me get my homework done.	87%	80%	72%	79%
This program helps me learn how to set goals for myself.	72%	66%	73%	68%
This program helps me learn ways to study (like reading directions).	72%	62%	69%	62%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=31; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=56; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 69%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Rise Community

About this program: East Bay Agency for Children is the be the new lead agency at RISE Community School's Afterschool Program beginning in the 2016-17 school year, serving children. East Bay Agency for Children's strength is providing academic and enrichment opportunities through quality youth development programming that promotes the developmental experiences children need to thrive and grow into healthy adulthood.

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	114	110	122	134
Enrollment: % Towards Projected	114%	124%	122%	122%
Units of Service (UOS): Total	52,553	60,439	44,601	57,923
UOS: % Towards Projected	99%	108%	84%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)	98%	99%	82%	101%
Average Program Attendance Rate	82%	84%	70%	84%
Average Program Days Attended	124	126	101	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=114; "All E.S. 17-18" n=6,378; "This Program 16-17" n=122; "All E.S. 16-17" n=6,713.

School Day Attendance

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

	This Program	Host School
Average School Days Attended	159	170
School Day Attendance Rate	94%	93%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=114; "Host School" n=250.

Participant Demographic Information

%	ОТ	Youtn	Participants	ın t	nis i	rogram	by	Race/Ethnicity	

% of Youth Participants	Host School		
African American		42%	29%
Asian/Pacific Islander	1%		3%
Latino/a		55%	64%
Native American	0%		0%
White	3%		1%
Multiple/Bi-Racial	0%		0%
Missing/Decline	0%		0%

% English Learners

	This Program	Host School
English Learners	45%	56%
% by Grade Level		
	This Program	Host School
Kindergarten	0%	20%
1st Grade	13%	15%
2nd Grade	23%	17%
3rd Grade	24%	18%
4th Grade	21%	17%
5th Grade	19%	13%

This

% by Gender

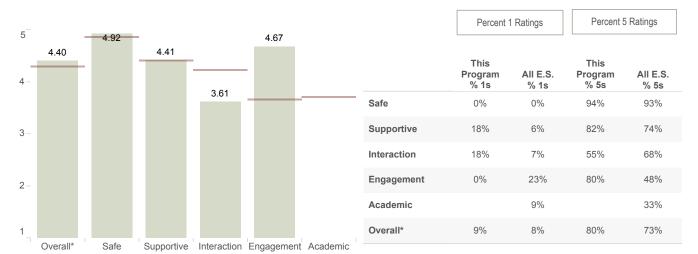
	This Program	Host School
Female	52%	51%
Male	48%	49%

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=114; "Host School" n=242.

Site Visitor: Maria A Ramirez

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

Safe environment: The school environment feels safe for the students to be themselves, to share with each other and trust their program facilitators. Supportive environment: There is a clear positive and welcoming atmosphere that is created by the staff. The students are all called by their names, the program leaders smile and use a positive tone when communicating with the students. The program leaders consistently circulated around the room, and got at eye level with individual students and groups. Engagement: All students participated in the activities provided by the staff. The students had choices between materials for the puzzle piece and design for the bridge lesson.

Areas for Improvements

School Age Leadership: Student leadership is an area that could be strengthen. For example having roles in group activities, such as time keeper or in charge of supplies and materials. School Age Planning: Another suggestion for improvement is for the staff to provide a variety of ways to plan. For example students can start with a brainstorm, discuss in their groups, draw out their plan, and share it with the class or the group.

Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	98%	78%	91%	78%
If my friends or I get bullied at this program, an adult steps in to help.	88%	71%	98%	72%
In this program, other kids hit or push me when they are not just playing around.	7%	15%	11%	16%
In this program, other kids spread mean rumors or lies about me.	14%	21%	11%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	79%	51%	86%	54%
The adults in this program listen to what I have to say.	91%	70%	93%	70%
There is an adult at this program who cares about me.	95%	78%	100%	80%
Interaction				
I feel like I belong at this program.	91%	70%	91%	67%
In this program, I get to help other people.	91%	69%	95%	69%
Since coming to this program, I am better at making friends.	84%	68%	69%	69%
Engagement				
I am interested in what we do in this program.	95%	68%	91%	69%
In this program, I get to choose what I do and how I do it.	90%	42%	70%	39%
In this program, I try new things.	88%	69%	95%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=43; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=47; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 105%.

	This	E.S.	This	E.S.
Social & Emotional Learning	Program 17-18	Overall 17-18	Program 16-17	Overall 16-17
This program helps me get along with adults.	90%	67%	91%	67%
This program helps me get along with kids who are different from me.	87%	69%	98%	68%
This program helps me get along with other people my age.	91%	67%	93%	70%
This program helps me try to understand how other people feel.	98%	66%	87%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	95%	69%	98%	72%
This program helps me feel like more of a leader.	88%	62%	82%	63%
This program helps me get better at things that I used to think were hard.	93%	72%	87%	70%
Wellness Behaviors				
This program helps me exercise more.	91%	71%	98%	70%
This program helps me say "no" to things I know are wrong.	98%	71%	95%	72%
This program helps me to learn how to be healthy.	98%	65%	100%	68%
School Engagement				
This program helps me feel excited to learn in school.	90%	61%	74%	63%
This program helps me feel happy to be at this school.	88%	66%	87%	68%
This program helps me to feel like a part of my school.	95%	71%	96%	69%
College & Career Readiness				
In this program, I learn more about college.	72%	44%	57%	45%
In this program, I learn of jobs I can have when I grow up.	90%	58%	86%	57%
Academic Behaviors				
This program helps me get my homework done.	100%	80%	96%	79%
This program helps me learn how to set goals for myself.	95%	66%	96%	68%
This program helps me learn ways to study (like reading directions).	95%	62%	100%	62%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=43; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=47; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 105%.

Oakland School-Based After School Programs 2017-18 Program Profile (Middle Schools)

Roosevelt

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

Program Attendance and Enrollment

	This Program 17-18	All M.S. 17-18	This Program 16-17	All M.S. 16-17
Enrollment: Number of Youth Served	324	172	343	211
Enrollment: % Towards Projected	127%	120%	135%	134%
Units of Service (UOS): Total	145,408	64,307	168,034	68,952
UOS: % Towards Projected	98%	105%	114%	108%

	This Program 17-18	All M.S. 17-18	This Program 16-17	All M.S. 16-17
Progress Towards Attendance Target (CDE)	92%	85%	95%	89%
Average Program Attendance Rate	88%	70%	90%	73%
Average Program Days Attended	151	104	148	104

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=324; "All M.S. 17-18" n=3,747; "This Program 16-17" n=343; "All M.S. 16-17" n=4,746.

School Day Attendance

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

	This Program	Host School
Average School Days Attended	172	175
School Day Attendance Rate	98%	97%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=324; "Host School" n=551.

Participant Demographic Information

% of Youth Participants	s in this Progra	m by Race/Ethnic	ity	Host School
African American	16%			17%
Asian/Pacific Islander			55%	41%
Latino/a		26%		33%
Native American	0%			0%
White	2%			2%
Multiple/Bi-Racial	0%			2%
Missing/Decline	0%			2%



	This Program	Host School
English Learners	32%	34%
% by Grade Level		
	This Program	Host School
6th Grade	37%	35%
7th Grade	31%	33%
8th Grade	32%	32%

This

% by Gender

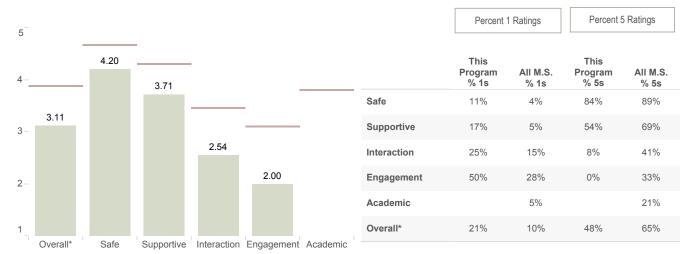
	This Program	Host School
Female	41%	41%
Male	59%	59%

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=324; "Host School" n=548.

Site Visitor: Morgan Shidler

Assessment Tool Used: YPQA

Point of Service Quality Status: Emerging



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

The program has a lot of youth with activities designed to meet their needs. Each segment of the program allowed for youth to talk to each other, have autonomy, and learn new skills. The staff were extremely warm and friendly with the youth, and it showed that there was strong rapport with youth and staff in every space.

Areas for Improvements

Please note my ratings in positive emotional climate and lack of bias. While there was strong rapport with youth, I observed staff engagement with body language and instruction with young boys to be higher than with girls, and in another room a serious conflict against the only young girl in the room. I also scored low on health and safety hazards because of a nearly missed incident with a paper cutter in one of the classrooms. This should be put away before class starts. I also did not observe any structured reflection.

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Safe Environment	This Program 17-18	M.S. Overall 17-18	This Program 16-17	M.S. Overall 16-17
I feel safe in this program.	53%	56%	100%	67%
If someone bullies my friends or me at this program, an adult steps in to help.	53%	62%	100%	61%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding aroun	27%	26%	4%	20%
When I am in this program, I have had mean rumors or lies spread about me.	17%	22%	6%	21%
Supportive Environment				
In this program, I tell other youth when they do a good job or contribute to the group.	30%	39%	94%	47%
The adults in this program listen to what I have to say.	56%	53%	99%	60%
There is an adult at this program who really cares about me.	60%	59%	98%	67%
Interaction				
I feel like I belong at this program.	51%	51%	99%	56%
In this program, I get to help other people.	48%	51%	94%	58%
Since coming to this program, I am better at making friends.	55%	50%	97%	56%
Engagement				
I am interested in what we do in this program.	37%	48%	95%	57%
In this program, I get to choose what I do and how I do it.	39%	32%	93%	41%
In this program, I try new things.	45%	48%	93%	55%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=100; "M.S. Overall 17-18" n=1,412; "This Program 16-17" n=206; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 36%.

Social & Emotional Learning	This Program 17-18	M.S. Overall 17-18	This Program 16-17	M.S. Overall 16-17
Since coming to this program, I get along better with other people my age.	48%	49%	96%	55%
This program helps me get along better with adults.	55%	48%	91%	53%
This program helps me get along with people my age who are different from me.	46%	49%	95%	55%
This program helps me try to understand how other people feel.	44%	45%	95%	50%
Sense of Mastery				
This program helps me feel like more of a leader.	37%	43%	96%	50%
This program helps me get better at things that I used to think were hard.	51%	48%	98%	55%
This program helps me to feel more confident about what I can do.	50%	49%	98%	58%
Wellness Behaviors				
Since coming to this program, I am better at saying "no" to things I know are wrong.	48%	53%	95%	58%
This program helps me exercise more.	47%	49%	88%	57%
This program helps me to learn how to be healthy.	46%	44%	83%	49%
School Engagement		450/		
This program helps me feel happy to be at this school.	55%	45%	99%	51%
This program helps me feel more motivated to learn in school.	52%	48%	99%	
				55%
This program helps me to feel like a part of my school.	48%	48%	100%	55% 55%
This program helps me to feel like a part of my school.				
This program helps me to feel like a part of my school.				
This program helps me to feel like a part of my school. College & Career Readiness	48%	48%	100%	55%
This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future.	48% 56%	48%	100% 87%	55% 47%
This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college.	48% 56% 56%	48% 43% 46%	87% 89%	55% 47% 54%
This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college. This program helps me feel ready to go to high school.	48% 56% 56%	48% 43% 46%	87% 89%	55% 47% 54%
College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college. This program helps me feel ready to go to high school. Academic Behaviors	56% 56% 54%	48% 43% 46% 49%	87% 89% 94%	55% 47% 54% 56%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=100; "M.S. Overall 17-18" n=1,412; "This Program 16-17" n=206; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 36%.

Oakland School-Based After School Programs 2017-18 Program Profile (Middle Schools)

Roots International Academy

About this program: Citizen Schools at Roots serves students grades 6-8. The program enrolls all interested students regardless of gender, socioeconomic status (no fee), Special Education status (recommended by school), and specifically supports English Language Learners and newcomers. Citizen School at Roots provides an extended day program (10 staff push in during the day to support site faculty) and intensive academic, social-emotional, and experiential learning opportunities after school (3 hours, 5 days per week). Program is held both on campus as well as off-site (at community partner facilities, e.g. Google campus) as appropriate for the linked learning activity.

Program Attendance and Enrollment

	This Program 17-18	All M.S. 17-18	This Program 16-17	All M.S. 16-17
Enrollment: Number of Youth Served	147	172	223	211
Enrollment: % Towards Projected	113%	120%	172%	134%
Units of Service (UOS): Total	28,851	64,307	42,017	68,952
UOS: % Towards Projected	63%	105%	86%	108%

	This Program 17-18	All M.S. 17-18	This Program 16-17	All M.S. 16-17
Progress Towards Attendance Target (CDE)	67%	85%	74%	89%
Average Program Attendance Rate	44%	70%	59%	73%
Average Program Days Attended	59	104	61	104

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=147; "All M.S. 17-18" n=3,747; "This Program 16-17" n=223; "All M.S. 16-17" n=4,746.

School Day Attendance

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

	This Program	Host School
Average School Days Attended	157	171
School Day Attendance Rate	94%	93%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=143; "Host School" n=309.

Participant Demographic Information

% or	Youtn	Participants	in this	Program	by	Race/Ethnicity	

% or Youth Participants	inicity	Host School	
African American		50%	29%
Asian/Pacific Islander	2%		5%
Latino/a		45%	60%
Native American	1%		0%
White	2%		4%
Multiple/Bi-Racial	0%		0%
Missing/Decline	0%		2%

%	Engl	lish	Lear	ners

	Program	11031 0011001
English Learners	29%	43%
% by Grade Level		
	This Program	Host School
6th Grade	29%	29%
7th Grade	41%	38%
8th Grade	31%	33%

% by Gender

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

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=147; "Host School" n=309.

Host School

Site Visitor: N/A

Assessment Tool Used: N/A

Point of Service Quality Status: N/A

5		Percent 1	Ratings	Percent 5	5 Ratings
4		This Program % 1s	All M.S. % 1s	This Program % 5s	All M.S. % 5s
	Safe		4%		89%
3-	Supportive		5%		69%
	Interaction		15%		41%
2-	Engagement		28%		33%
	Academic		5%		21%
1 Overall* Safe Supportive Interaction Engagement Academic	Overall*		10%		65%

^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

N/A

Areas for Improvements

N/A

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Safe Environment	This Program 17-18	M.S. Overall 17-18	This Program 16-17	M.S. Overall 16-17
I feel safe in this program.	59%	56%	56%	67%
If someone bullies my friends or me at this program, an adult steps in to help.	59%	62%	43%	61%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding aroun	36%	26%	29%	20%
When I am in this program, I have had mean rumors or lies spread about me.	30%	22%	39%	21%
Supportive Environment				
In this program, I tell other youth when they do a good job or contribute to the group.	34%	39%	31%	47%
The adults in this program listen to what I have to say.	60%	53%	48%	60%
There is an adult at this program who really cares about me.	65%	59%	58%	67%
Interaction				
I feel like I belong at this program.	44%	51%	41%	56%
In this program, I get to help other people.	59%	51%	44%	58%
Since coming to this program, I am better at making friends.	56%	50%	46%	56%
Engagement				
I am interested in what we do in this program.	43%	48%	47%	57%
In this program, I get to choose what I do and how I do it.	34%	32%	28%	41%
In this program, I try new things.	46%	48%	56%	55%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=35; "M.S. Overall 17-18" n=1,412; "This Program 16-17" n=59; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 73%.

Social & Emotional Learning	This Program 17-18	M.S. Overall 17-18	This Program 16-17	M.S. Overall 16-17
Since coming to this program, I get along better with other people my age.	58%	49%	41%	55%
This program helps me get along better with adults.	45%	48%	41%	53%
This program helps me get along with people my age who are different from me.	50%	49%	40%	55%
This program helps me try to understand how other people feel.	36%	45%	37%	50%
Sense of Mastery				
This program helps me feel like more of a leader.	45%	43%	41%	50%
This program helps me get better at things that I used to think were hard.	44%	48%	41%	55%
This program helps me to feel more confident about what I can do.	44%	49%	42%	58%
Wellness Behaviors				
Since coming to this program, I am better at saying "no" to things I know are wrong.	56%	53%	41%	58%
	38%	49%	46%	57%
This program helps me exercise more.	36%	43 /0	₹0 /0	
This program helps me exercise more. This program helps me to learn how to be healthy.	35%	44%	47%	49%
This program helps me to learn how to be healthy. School Engagement	35%	44%	47%	49%
This program helps me to learn how to be healthy. School Engagement This program helps me feel happy to be at this school.	35% 56%	44%	47%	49%
This program helps me to learn how to be healthy. School Engagement	35%	44%	47%	49%
This program helps me to learn how to be healthy. School Engagement This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school.	35% 56% 56%	44% 45% 48%	41% 49%	49% 51% 55%
This program helps me to learn how to be healthy. School Engagement This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school.	35% 56% 56%	44% 45% 48%	41% 49%	49% 51% 55%
This program helps me to learn how to be healthy. School Engagement This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness	56% 56% 41%	44% 45% 48% 48%	41% 49% 41%	51% 55% 55%
This program helps me to learn how to be healthy. School Engagement This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future.	35% 56% 56% 41%	45% 48% 48% 48%	41% 41% 49% 41%	49% 51% 55% 55%
This program helps me to learn how to be healthy. School Engagement This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college. This program helps me feel ready to go to high school.	35% 56% 56% 41% 63% 59%	44% 45% 48% 48% 43% 46%	41% 41% 49% 41% 36% 48%	49% 51% 55% 55% 47% 54%
This program helps me to learn how to be healthy. School Engagement This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college. This program helps me feel ready to go to high school.	35% 56% 56% 41% 63% 59%	44% 45% 48% 48% 43% 46%	41% 41% 49% 41% 36% 48%	49% 51% 55% 55% 47% 54%
This program helps me to learn how to be healthy. School Engagement This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college. This program helps me feel ready to go to high school.	56% 56% 41% 63% 59% 53%	45% 48% 48% 48% 46% 49%	41% 49% 41% 36% 48% 45%	49% 51% 55% 55% 47% 54% 56%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=35; "M.S. Overall 17-18" n=1,412; "This Program 16-17" n=59; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 73%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Sankofa (K-5)

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 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	155	110	241	134
Enrollment: % Towards Projected	77%	124%	121%	122%
Units of Service (UOS): Total	66,432	60,439	96,472	57,923
UOS: % Towards Projected	114%	108%	165%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)	56%	99%	85%	101%
Average Program Attendance Rate	84%	84%	76%	84%
Average Program Days Attended	121	126	117	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=155; "All E.S. 17-18" n=6,378; "This Program 16-17" n=241; "All E.S. 16-17" n=6,713.

School Day Attendance

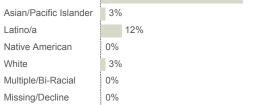
School day attendance rate is calculated by dividing the number of days a student attends school by the number of days they are enrolled.

	This Program	Host School
Average School Days Attended	144	159
School Day Attendance Rate	91%	91%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=153; "Host School" n=211.

Participant Demographic Information

% of Youth Participants	in this Program by Race	/Ethnicity
African American		829
A - ' /D '6' - 1 - 1 1	00/	





0 /0	
13%	
0%	
4%	
7%	

3%

% English Learners

	Program	
English Learners	5%	10%
% by Grade Level		
	This Program	Host School
Kindergarten	17%	25%
1st Grade	18%	19%
2nd Grade	15%	16%
3rd Grade	13%	12%
4th Grade	17%	16%
5th Grade	15%	12%

This

Host School

% by Gender

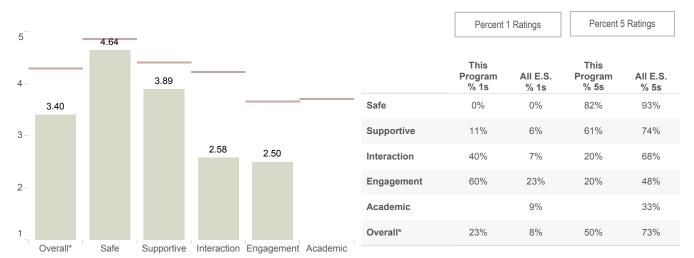
	This Program	Host School
Female	48%	43%
Male	52%	57%

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=155; "Host School" n=187.

Site Visitor: Reka Lal

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

Supportive Environment-Skill Building: Staff created a supportive environment through skill building. Staff encouraged youth to try new skills and supported struggling youth by providing learning supports and encouragement. Interaction with adults was another area of strength. In all classes observed all staff engaged with youth by sitting and interacting side by side with them.

Areas for Improvements

School Age Planning and Reflection are two areas for opportunities for growth. Staff could start with some simple planning strategies at the beginning of an activity like brainstorming, journaling, or think, pair, share. For Reflection, staff can ask some simple open ended reflection questions before the end of the class. Staff should have these questions prepared before class and they could ask youth to journal their responses, share with a partner or present to the class. Asking open ended questions would also support under the Encouragement domain.

Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	51%	78%	62%	78%
If my friends or I get bullied at this program, an adult steps in to help.	61%	71%	75%	72%
In this program, other kids hit or push me when they are not just playing around.	38%	15%	37%	16%
In this program, other kids spread mean rumors or lies about me.	50%	21%	36%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	32%	51%	54%	54%
The adults in this program listen to what I have to say.	57%	70%	65%	70%
There is an adult at this program who cares about me.	72%	78%	73%	80%
Interaction				
I feel like I belong at this program.	57%	70%	52%	67%
In this program, I get to help other people.	50%	69%	74%	69%
Since coming to this program, I am better at making friends.	43%	68%	65%	69%
Engagement				
I am interested in what we do in this program.	51%	68%	57%	69%
In this program, I get to choose what I do and how I do it.	24%	42%	29%	39%
In this program, I try new things.	61%	69%	55%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=38; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=70; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 36%.

	This	- 0	TI-:-	F 0
Social & Emotional Learning	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	50%	67%	53%	67%
This program helps me get along with kids who are different from me.	57%	69%	68%	68%
This program helps me get along with other people my age.	50%	67%	65%	70%
This program helps me try to understand how other people feel.	53%	66%	67%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	66%	69%	75%	72%
This program helps me feel like more of a leader.	57%	62%	70%	63%
This program helps me get better at things that I used to think were hard.	58%	72%	74%	70%
Wellness Behaviors				
This program helps me exercise more.	62%	71%	75%	70%
This program helps me say "no" to things I know are wrong.	58%	71%	70%	72%
This program helps me to learn how to be healthy.	53%	65%	68%	68%
School Engagement				
This program helps me feel excited to learn in school.	60%	61%	55%	63%
This program helps me feel happy to be at this school.	49%	66%	54%	68%
This program helps me to feel like a part of my school.	57%	71%	72%	69%
College & Career Readiness				
In this program, I learn more about college.	33%	44%	49%	45%
In this program, I learn of jobs I can have when I grow up.	59%	58%	59%	57%
Academic Behaviors				
	0-24	200/	700/	
This program helps me get my homework done.	68%	80%	70%	79%
This program helps me learn how to set goals for myself.	56%	66%	65%	68%
This program helps me learn ways to study (like reading directions).	42%	62%	58%	62%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=38; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=70; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 36%.

Oakland School-Based After School Programs 2017-18 Program Profile (Elementary Schools)

Think College Now

About this program: Oakland Leaf After-School Program at Think College Now After School Program is a free program providing academic, enrichment, and recreation classes 5 days per week, August through June, for 177 days. The program serves students daily. The after-school community reflects the demographics of the school: 80% Latino, 12% Áfrican American; 90% Free Reduced Lunch; 58% English Language Learners. Oakland Leaf After School Program provides culturally relevant project-based classes with an emphasis on the arts, student identity and social justice. We provide students with limited economic resources opportunities to achieve academic success and develop into thoughtful, creative citizens.

Program Attendance and Enrollment

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Enrollment: Number of Youth Served	136	110	121	134
Enrollment: % Towards Projected	151%	124%	134%	122%
Units of Service (UOS): Total	59,166	60,439	54,630	57,923
UOS: % Towards Projected	131%	108%	120%	107%

	This Program 17-18	All E.S. 17-18	This Program 16-17	All E.S. 16-17
Progress Towards Attendance Target (CDE)	108%	99%	103%	101%
Average Program Attendance Rate	81%	84%	86%	84%
Average Program Days Attended	120	126	129	128

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=136; "All E.S. 17-18" n=6,378; "This Program 16-17" n=121; "All E.S. 16-17" n=6,713.

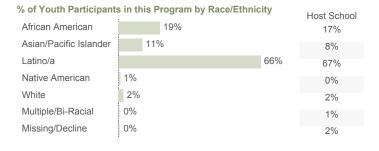
School Day Attendance

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

	This Program	Host School
Average School Days Attended	161	169
School Day Attendance Rate	95%	94%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=133; "Host School" n=323.

Participant Demographic Information





	This Program	Host School
English Learners	55%	58%
% by Grade Level		
	This Program	Host School
Kindergarten	14%	17%
1st Grade	18%	14%
2nd Grade	16%	15%
3rd Grade	18%	16%
4th Grade	17%	19%
5th Grade	18%	20%

This

% by Gender

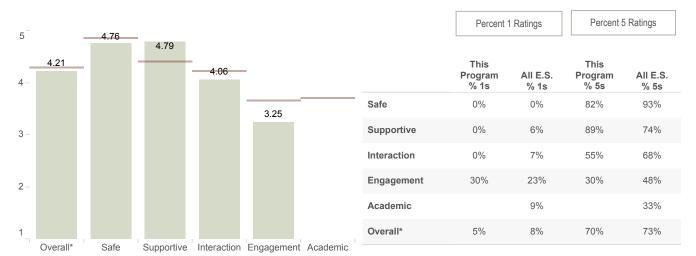
	This Program	Host School
Female	47%	47%
Male	53%	53%

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=136; "Host School" n=307.

Site Visitor: Amara Lisy

Assessment Tool Used: SAPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

The TCN Afterschool Program demonstrated the following program strengths: 1) Interactions between staff and students. Staff were supportive, engaged, and encouraging. All interactions were positive and respectful. Struggling students were comfortable in asking for help and staff were creative in their support for struggling students. 2) Group Discussion Skills. Many of the classes had large group discussions where students shared and discussed ideas in a positive, respectful way. Staff were great about asking open-ended questions and connecting ideas to previous student knowledge. 3) Posted agreements and agendas. Even when a class was outdoors, staff had poster boards with the agenda for the day. At the start of each class observed, the agreements were reviewed and discussed. Students understood what behavior was expected of them and what activities would be happening that day.

Areas for Improvements

The TCN Afterschool Program could be strengthened in the following areas: 1) Student Planning. In all of the activities observed, only 5th Grade had an opportunity for student planning that the observer wasn't present to see. For example, simple ways to add planning into the other activities could be for 4th grade to set a personal soccer goal before the start of the activity, and think of how they would achieve it for that day. In 2nd Grade, staff could ask students how they would listen for the traits or how they would decide what traits matched them. 2) Reflection. The staff are already very good at asking open-ended questions and connecting ideas to previous student knowledge, so tweaking the questions to have students reflect on what they are currently learning in afterschool and getting feedback about the activities would be a quick & easy fix to get 5s in this area.

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Safe Environment	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
I feel safe in this program.	66%	78%	70%	78%
If my friends or I get bullied at this program, an adult steps in to help.	61%	71%	58%	72%
In this program, other kids hit or push me when they are not just playing around.	10%	15%	24%	16%
In this program, other kids spread mean rumors or lies about me.	10%	21%	16%	20%
Supportive Environment				
In this program, I tell other kids when they do a good job.	41%	51%	42%	54%
The adults in this program listen to what I have to say.	47%	70%	55%	70%
There is an adult at this program who cares about me.	74%	78%	76%	80%
Interaction				
I feel like I belong at this program.	56%	70%	47%	67%
In this program, I get to help other people.	53%	69%	47%	69%
Since coming to this program, I am better at making friends.	61%	68%	62%	69%
Engagement				
I am interested in what we do in this program.	66%	68%	63%	69%
In this program, I get to choose what I do and how I do it.	28%	42%	18%	39%
In this program, I try new things.	59%	69%	66%	68%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=32; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=38; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 68%.

	Th:-	- 0	TI-:-	F 0
Social & Emotional Learning	This Program 17-18	E.S. Overall 17-18	This Program 16-17	E.S. Overall 16-17
This program helps me get along with adults.	58%	67%	53%	67%
This program helps me get along with kids who are different from me.	65%	69%	58%	68%
This program helps me get along with other people my age.	52%	67%	61%	70%
This program helps me try to understand how other people feel.	45%	66%	45%	65%
Sense of Mastery				
This program helps me feel good about what I can do.	52%	69%	55%	72%
This program helps me feel like more of a leader.	42%	62%	39%	63%
This program helps me get better at things that I used to think were hard.	60%	72%	55%	70%
Wellness Behaviors				
This program helps me exercise more.	61%	71%	58%	70%
This program helps me say "no" to things I know are wrong.	55%	71%	71%	72%
This program helps me to learn how to be healthy.	42%	65%	50%	68%
School Engagement				
This program helps me feel excited to learn in school.	42%	61%	53%	63%
This program helps me feel happy to be at this school.	48%	66%	50%	68%
This program helps me to feel like a part of my school.	52%	71%	55%	69%
College & Career Readiness				
In this program, I learn more about college.	41%	44%	29%	45%
In this program, I learn of jobs I can have when I grow up.	34%	58%	37%	57%
Academic Behaviors				
This program helps me get my homework done.	81%	80%	51%	79%
This program helps me learn how to set goals for myself.	63%	66%	50%	68%
This program helps me learn ways to study (like reading directions).	47%	62%	55%	62%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=32; "E.S. Overall 17-18" n=2,592; "This Program 16-17" n=38; "E.S. Overall 16-17" n=2,907; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 68%.

Oakland School-Based After School Programs 2017-18 Program Profile (Middle Schools)

United for Success

About this program: The United Success Academy After School Program is aligned with the UFSA vision of providing all students with opportunities to succeed academically and in life. The program promotes the ideals of youth development and social justice. Academic support, mentoring, sports, enrichment, youth leadership development and family support services are provided as part of an integrated extended day program at UFSA. All services are provided with a high level of cultural and linguistic competency by a diverse staff committed to collaborating with students, family and partners to support the school community.

Program Attendance and Enrollment

	This Program 17-18	All M.S. 17-18	This Program 16-17	All M.S. 16-17
Enrollment: Number of Youth Served	199	172	218	211
Enrollment: % Towards Projected	124%	120%	136%	134%
Units of Service (UOS): Total	76,540	64,307	140,807	68,952
UOS: % Towards Projected	112%	105%	100%	108%

	This Program 17-18	All M.S. 17-18	This Program 16-17	All M.S. 16-17
Progress Towards Attendance Target (CDE)	73%	85%	76%	89%
Average Program Attendance Rate	76%	70%	75%	73%
Average Program Days Attended	106	104	102	104

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=199; "All M.S. 17-18" n=3,747; "This Program 16-17" n=218; "All M.S. 16-17" n=4,746.

School Day Attendance

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

	This Program	Host School
Average School Days Attended	166	173
School Day Attendance Rate	95%	94%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=198; "Host School" n=362.

Participant Demographic Information

% of Youth Participants African American	s in this Progra	•	ity	Host School 17%
Asian/Pacific Islander	11%			9%
Latino/a			65%	69%
Native American	0%			0%
White	2%			1%
Multiple/Bi-Racial	0%			1%
Missing/Decline	0%			1%

17%	
9%	Eng
69%	
0%	% by
1%	

%	English	Learners

	This Program	Host School
English Learners	38%	38%
% by Grade Level		
	This Program	Host School
6th Grade	38%	36%
7th Grade	35%	34%
8th Grade	27%	30%

This

% by Gender

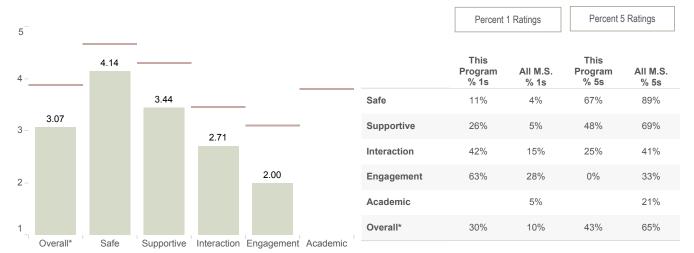
	This Program	Host School
Female	49%	48%
Male	51%	52%

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=199; "Host School" n=359.

Site Visitor: Rany Ath

Assessment Tool Used: YPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

- Staff are well prepared for lesson plans as indicated by agendas and supplies out and ready Supervision of inside and outside spaces
- Opportunities for youth to have hands on activity

Areas for Improvements

- Provide structured opportunities for students to engage on the topic with one another
- Provide opportunities to get to know each other
- Engage students in open-ended reflective questions

Safe Environment	This Program 17-18	M.S. Overall 17-18	This Program 16-17	M.S. Overall 16-17
I feel safe in this program.	76%	56%	75%	67%
If someone bullies my friends or me at this program, an adult steps in to help.	67%	62%	72%	61%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding aroun	36%	26%	19%	20%
When I am in this program, I have had mean rumors or lies spread about me.	21%	22%	17%	21%
Supportive Environment				
In this program, I tell other youth when they do a good job or contribute to the group.	40%	39%	31%	47%
The adults in this program listen to what I have to say.	56%	53%	65%	60%
There is an adult at this program who really cares about me.	62%	59%	67%	67%
Interaction				
I feel like I belong at this program.	59%	51%	56%	56%
In this program, I get to help other people.	54%	51%	53%	58%
Since coming to this program, I am better at making friends.	53%	50%	51%	56%
Engagement				
I am interested in what we do in this program.	63%	48%	62%	57%
In this program, I get to choose what I do and how I do it.	27%	32%	29%	41%
In this program, I try new things.	61%	48%	42%	55%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=117; "M.S. Overall 17-18" n=1,412; "This Program 16-17" n=129; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 95%.

Social & Emotional Learning	This Program 17-18	M.S. Overall 17-18	This Program 16-17	M.S. Overall 16-17
Since coming to this program, I get along better with other people my age.	55%	49%	59%	55%
This program helps me get along better with adults.	54%	48%	57%	53%
This program helps me get along with people my age who are different from me.	64%	49%	53%	55%
This program helps me try to understand how other people feel.	57%	45%	44%	50%
Sense of Mastery				
This program helps me feel like more of a leader.	51%	43%	41%	50%
This program helps me get better at things that I used to think were hard.	63%	48%	57%	55%
This program helps me to feel more confident about what I can do.	58%	49%	61%	58%
Wellness Behaviors				
Since coming to this program, I am better at saying "no" to things I know are wrong.	64%	53%	59%	58%
This program helps me exercise more.	67%	49%	64%	57%
This program helps me to learn how to be healthy.	58%	44%	44%	49%
School Engagement				
This program helps me feel happy to be at this school.	56%	45%	54%	51%
This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school.	56% 55%	45% 48%	54% 52%	51% 55%
This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school.	55%	48%	52%	55%
This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school.	55%	48%	52%	55%
This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness	55% 62%	48% 48%	52% 56%	55% 55%
This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future.	55% 62% 42%	48% 48% 48%	52% 56% 35%	55% 55% 47%
This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college.	55% 62% 42% 54%	48% 48% 43% 46%	52% 56% 35% 57%	55% 55% 47% 54%
This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college. This program helps me feel ready to go to high school.	55% 62% 42% 54%	48% 48% 43% 46%	52% 56% 35% 57%	55% 55% 47% 54%
This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college. This program helps me feel ready to go to high school.	55% 62% 42% 54% 59%	48% 48% 43% 46% 49%	52% 56% 35% 57% 60%	55% 55% 47% 54% 56%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=117; "M.S. Overall 17-18" n=1,412; "This Program 16-17" n=129; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 95%.

Oakland School-Based After School Programs 2017-18 Program Profile (Middle Schools)

Urban Promise Academy

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

Program Attendance and Enrollment

	This Program 17-18	All M.S. 17-18	This Program 16-17	All M.S. 16-17
Enrollment: Number of Youth Served	256	172	250	211
Enrollment: % Towards Projected	256%	120%	250%	134%
Units of Service (UOS): Total	65,275	64,307	96,567	68,952
UOS: % Towards Projected	103%	105%	155%	108%

	This Program 17-18	All M.S. 17-18	This Program 16-17	All M.S. 16-17
Progress Towards Attendance Target (CDE)	110%	85%	105%	89%
Average Program Attendance Rate	57%	70%	71%	73%
Average Program Days Attended	80	104	78	104

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=256; "All M.S. 17-18" n=3,747; "This Program 16-17" n=250; "All M.S. 16-17" n=4,746.

School Day Attendance

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

	This Program	Host School
Average School Days Attended	163	173
School Day Attendance Rate	96%	96%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=256; "Host School" n=387.

Participant Demographic Information

% of Youth Participants	s in this Program by Race/Ethnic	ity	Host School
African American	9%		7%
Asian/Pacific Islander	6%		6%
Latino/a		82%	83%
Native American	0%		0%
White	2%		2%
Multiple/Bi-Racial	0%		0%
Missing/Decline	0%		1%

%	⊨ngı	ısn	Learners	

	This Program	Host School
English Learners	46%	45%
% by Grade Level		
	This Program	Host School
6th Grade	48%	33%
7th Grade	31%	33%
8th Grade	21%	33%

This

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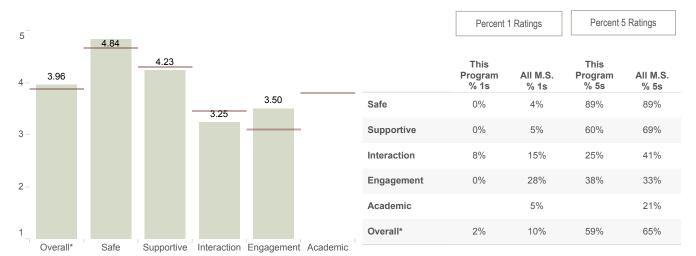
	This Program	Host School
Female	52%	50%
Male	48%	50%

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=256; "Host School" n=372.

Site Visitor: Rayna Seuell

Assessment Tool Used: YPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate. Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

Youth are engaged in activites and show they have built a positive relationship with the program, each other, and staff. Even with a last minute change in schedule, students seemed to not even notice as each transition went about effortlessly. Throughout program activities staff were observed greeting and acknowledging all youth each time they interacted with them. Youth felt a strong sense of belonging to each offering observed.

Areas for Improvements

Supportive Environment: Staff can work on using less evaluative language to encourage youth and be more specific with praise. Leadership: Provide more opportunities for youth to lead within activities. Planning: Youth can benefit from being allowed to plan more consistently within the offerings.

Safe Environment	This Program 17-18	M.S. Overall 17-18	This Program 16-17	M.S. Overall 16-17
I feel safe in this program.	52%	56%	46%	67%
If someone bullies my friends or me at this program, an adult steps in to help.	51%	62%	47%	61%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding aroun	23%	26%	15%	20%
When I am in this program, I have had mean rumors or lies spread about me.	24%	22%	17%	21%
Supportive Environment				
In this program, I tell other youth when they do a good job or contribute to the group.	33%	39%	36%	47%
The adults in this program listen to what I have to say.	47%	53%	40%	60%
There is an adult at this program who really cares about me.	45%	59%	47%	67%
Interaction				
I feel like I belong at this program.	38%	51%	37%	56%
In this program, I get to help other people.	39%	51%	38%	58%
Since coming to this program, I am better at making friends.	51%	50%	48%	56%
Engagement				
I am interested in what we do in this program.	38%	48%	44%	57%
In this program, I get to choose what I do and how I do it.	31%	32%	25%	41%
In this program, I try new things.	42%	48%	41%	55%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=88; "M.S. Overall 17-18" n=1,412; "This Program 16-17" n=72; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 75%.

Social & Emotional Learning	This Program 17-18	M.S. Overall 17-18	This Program 16-17	M.S. Overall 16-17
Since coming to this program, I get along better with other people my age.	43%	49%	38%	55%
This program helps me get along better with adults.	53%	48%	31%	53%
This program helps me get along with people my age who are different from me.	42%	49%	44%	55%
This program helps me try to understand how other people feel.	39%	45%	34%	50%
Sense of Mastery				
This program helps me feel like more of a leader.	43%	43%	31%	50%
This program helps me get better at things that I used to think were hard.	41%	48%	39%	55%
This program helps me to feel more confident about what I can do.	44%	49%	39%	58%
Wellness Behaviors				
Since coming to this program, I am better at saying "no" to things I know are wrong.	46%	53%	40%	58%
onioo coming to this program, rum bottor at daying the to things rum are mong.				
This program helps me exercise more.	47%	49%	49%	57%
	47% 39%	49% 44%	49% 38%	57% 49%
This program helps me exercise more.				
This program helps me exercise more. This program helps me to learn how to be healthy.				
This program helps me exercise more. This program helps me to learn how to be healthy. School Engagement	39%	44%	38%	49%
This program helps me exercise more. This program helps me to learn how to be healthy. School Engagement This program helps me feel happy to be at this school.	39%	44%	38%	49% 51%
This program helps me exercise more. This program helps me to learn how to be healthy. School Engagement This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school.	39% 42% 42%	44% 45% 48%	38% 40% 37%	49% 51% 55%
This program helps me exercise more. This program helps me to learn how to be healthy. School Engagement This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school.	39% 42% 42%	44% 45% 48%	38% 40% 37%	49% 51% 55%
This program helps me exercise more. This program helps me to learn how to be healthy. School Engagement This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school.	39% 42% 42%	44% 45% 48%	38% 40% 37%	49% 51% 55%
This program helps me exercise more. This program helps me to learn how to be healthy. School Engagement This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness	39% 42% 42% 39%	44% 45% 48% 48%	38% 40% 37% 35%	51% 55% 55%
This program helps me exercise more. This program helps me to learn how to be healthy. School Engagement This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future.	39% 42% 42% 39%	45% 48% 48% 48%	38% 40% 37% 35%	49% 51% 55% 55%
This program helps me exercise more. This program helps me to learn how to be healthy. School Engagement This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college.	39% 42% 42% 39% 36% 35%	44% 45% 48% 48% 43% 46%	38% 40% 37% 35% 28% 38%	49% 51% 55% 55% 47% 54%
This program helps me exercise more. This program helps me to learn how to be healthy. School Engagement This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college.	39% 42% 42% 39% 36% 35%	44% 45% 48% 48% 43% 46%	38% 40% 37% 35% 28% 38%	49% 51% 55% 55% 47% 54%
This program helps me exercise more. This program helps me to learn how to be healthy. School Engagement This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college. This program helps me feel ready to go to high school.	39% 42% 42% 39% 36% 35%	44% 45% 48% 48% 43% 46%	38% 40% 37% 35% 28% 38%	49% 51% 55% 55% 47% 54%
This program helps me exercise more. This program helps me to learn how to be healthy. School Engagement This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college. This program helps me feel ready to go to high school. Academic Behaviors	39% 42% 42% 39% 36% 35% 37%	45% 48% 48% 48% 46% 49%	38% 40% 37% 35% 28% 38% 38%	51% 55% 55% 547% 54% 56%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=88; "M.S. Overall 17-18" n=1,412; "This Program 16-17" n=72; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 75%.

Oakland School-Based After School Programs 2017-18 Program Profile (Middle Schools)

Westlake

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

Program Attendance and Enrollment

	This Program 17-18	All M.S. 17-18	This Program 16-17	All M.S. 16-17
Enrollment: Number of Youth Served	135	172	186	211
Enrollment: % Towards Projected	113%	120%	155%	134%
Units of Service (UOS): Total	44,769	64,307	42,186	68,952
UOS: % Towards Projected	92%	105%	72%	108%

This Program 17-18	All M.S. 17-18	This Program 16-17	All M.S. 16-17
87%	85%	52%	89%
74%	70%	43%	73%
103	104	62	104
	Program 17-18 87% 74%	Program All M.S. 17-18 87% 85% 74% 70%	Program 17-18 All M.S. 16-17 Program 16-17 87% 85% 52% 74% 70% 43%

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=135; "All M.S. 17-18" n=3,747; "This Program 16-17" n=186; "All M.S. 16-17" n=4,746.

School Day Attendance

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

	This Program	Host School
Average School Days Attended	162	171
School Day Attendance Rate	95%	92%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=131; "Host School" n=368.

Participant Demographic Information

% of Youth Participants	s in th	is Program by Race/Ethnic	ity	Н
African American			69%	
Asian/Pacific Islander		15%		
Latino/a		12%		
Native American	1%			
White	3%			
Multiple/Bi-Racial	0%			



% English Learners

	Program	
English Learners	8%	19%
% by Grade Level		
	This Program	Host School
6th Grade	43%	31%
7th Grade	22%	29%
8th Grade	35%	40%

This

Host School

% by Gender

Missing/Decline

	This Program	Host School
Female	45%	49%
Male	55%	51%

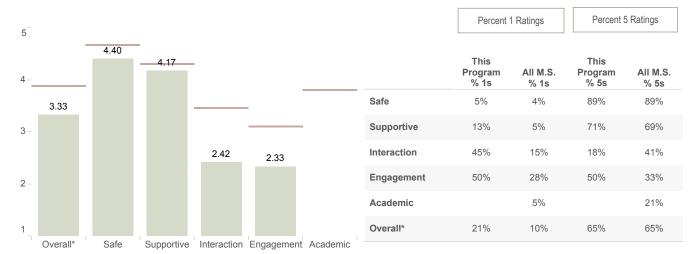
0%

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=135; "Host School" n=360.

Site Visitor: Darielle Vigay

Assessment Tool Used: YPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate.

Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

N/A

Areas for Improvements

N/A

Safe Environment	This Program 17-18	M.S. Overall 17-18	This Program 16-17	M.S. Overall 16-17
I feel safe in this program.	75%	56%	54%	67%
If someone bullies my friends or me at this program, an adult steps in to help.	64%	62%	48%	61%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding aroun	32%	26%	18%	20%
When I am in this program, I have had mean rumors or lies spread about me.	33%	22%	25%	21%
Supportive Environment				
In this program, I tell other youth when they do a good job or contribute to the group.	34%	39%	36%	47%
The adults in this program listen to what I have to say.	64%	53%	48%	60%
There is an adult at this program who really cares about me.	77%	59%	63%	67%
Interaction				
I feel like I belong at this program.	68%	51%	36%	56%
In this program, I get to help other people.	54%	51%	53%	58%
Since coming to this program, I am better at making friends.	46%	50%	33%	56%
Engagement				
I am interested in what we do in this program.	55%	48%	33%	57%
In this program, I get to choose what I do and how I do it.	26%	32%	30%	41%
In this program, I try new things.	70%	48%	44%	55%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=58; "M.S. Overall 17-18" n=1,412; "This Program 16-17" n=61; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 73%.

Social & Emotional Learning	This Program 17-18	M.S. Overall 17-18	This Program 16-17	M.S. Overall 16-17
Since coming to this program, I get along better with other people my age.	57%	49%	26%	55%
This program helps me get along better with adults.	57%	48%	33%	53%
This program helps me get along with people my age who are different from me.	61%	49%	26%	55%
This program helps me try to understand how other people feel.	60%	45%	30%	50%
Sense of Mastery				
This program helps me feel like more of a leader.	55%	43%	31%	50%
This program helps me get better at things that I used to think were hard.	55%	48%	35%	55%
This program helps me to feel more confident about what I can do.	67%	49%	37%	58%
Wellness Behaviors				
Since coming to this program, I am better at saying "no" to things I know are wrong.	65%	53%	38%	58%
This program helps me exercise more.	55%	49%	37%	57%
This program helps me to learn how to be healthy.	52%	44%	37%	49%
School Engagement	52%	44%	37% 25%	49% 51%
School Engagement This program helps me feel happy to be at this school.				
School Engagement	56%	45%	25%	51%
School Engagement This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school.	56% 60%	45% 48%	25% 30%	51% 55%
School Engagement This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school.	56% 60%	45% 48%	25% 30%	51% 55%
School Engagement This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness	56% 60% 56%	45% 48% 48%	25% 30% 33%	51% 55% 55%
School Engagement This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future.	56% 60% 56%	45% 48% 48%	25% 30% 33% 32%	51% 55% 55%
School Engagement This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college. This program helps me feel ready to go to high school.	56% 60% 56% 83% 68%	45% 48% 48% 43% 46%	25% 30% 33% 32% 30%	51% 55% 55% 47% 54%
School Engagement This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college.	56% 60% 56% 83% 68%	45% 48% 48% 43% 46%	25% 30% 33% 32% 30%	51% 55% 55% 47% 54%
School Engagement This program helps me feel happy to be at this school. This program helps me feel more motivated to learn in school. This program helps me to feel like a part of my school. College & Career Readiness In this program, I learn about the kinds of jobs I'd like to have in the future. This program helps me feel more confident about going to college. This program helps me feel ready to go to high school. Academic Behaviors	56% 60% 56% 83% 68% 57%	45% 48% 48% 43% 46% 49%	25% 30% 33% 32% 30% 27%	51% 55% 55% 47% 54% 56%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=58; "M.S. Overall 17-18" n=1,412; "This Program 16-17" n=61; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 73%.

Oakland School-Based After School Programs 2017-18 Program Profile (Middle Schools)

West Oakland Middle

About this program: The West Oakland Middle School After School Program engages students in a daily menu of enriching learning experiences that both support the school's priorities for student academic and social-emotional learning and utilize the YMCA's STREAMS (Science Technology Reading Engineering Art Math & Sports) program model as a vehicle for place based learning. The program combines daily academic support with a variety of hands-on enrichment and youth leadership development activities.

Program Attendance and Enrollment

	This Program 17-18	All M.S. 17-18	This Program 16-17	All M.S. 16-17
Enrollment: Number of Youth Served	160	172	153	211
Enrollment: % Towards Projected	123%	120%	118%	134%
Units of Service (UOS): Total	50,881	64,307	44,130	68,952
UOS: % Towards Projected	100%	105%	87%	108%

This Program 17-18	All M.S. 17-18	This Program 16-17	All M.S. 16-17
85%	85%	85%	89%
52%	70%	53%	73%
74	104	78	104
	17-18 85% 52%	Program All M.S. 17-18 85% 85% 70%	Program 17-18 All M.S. 17-18 Program 16-17 85% 85% 85% 52% 70% 53%

Source: Cityspan Attendance System (August 2018). "This Program 17-18" n=160; "All M.S. 17-18" n=3,747; "This Program 16-17" n=153; "All M.S. 16-17" n=4,746.

School Day Attendance

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

	This Program	Host School
Average School Days Attended	164	171
School Day Attendance Rate	96%	96%

Source: OUSD Research Assessment and Data (August 2018). "This Program" n=156; "Host School" n=197.

Participant Demographic Information

% of Youth Participants	s in this Program by Race/Ethnic	nicity Host Scl	
African American		75%	66%
Asian/Pacific Islander	7%		8%
Latino/a	12%		12%
Native American	1%		0%
White	5%		8%
Multiple/Bi-Racial	0%		2%
Missing/Decline	0%		2%

66%
8%
12%
0%
8%
2%
2%

% by Gender

	This Program	Host School
Female	48%	49%
Male	52%	51%

% English Learners

	This Program	Host School
English Learners	12%	17%
% by Grade Level		
	This Program	Host School
6th Grade	42%	36%
7th Grade	22%	28%
8th Grade	36%	36%

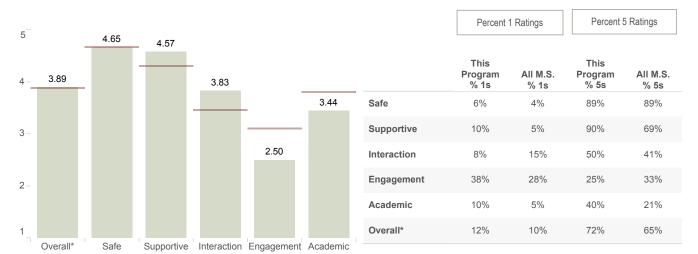
This

Source: Cityspan Attendance System (August 2018) and OUSD Research Assessment and Data (August 2018). "This Program" n=160; "Host School" n=202.

Site Visitor: Jimena Q Hopkins

Assessment Tool Used: YPQA

Point of Service Quality Status: Performing



^{*}Overall excludes Academic Climate score.

Not all sites were observed in 2017-18 for Academic Climate.

Lines across bars indicate overall average for the grade level.

Point of Service Quality: Site Visitor's Comments

Program Strengths

- 1. During the observation, staff consistently provided clear instructions for activities and also modeled as needed. For example, in Afro-Yoga staff demonstrated the dance steps and counted steps with youth.
- 2. In all the sessions observed, youth had opportunities to talk about what they were working on with staff or in a large group.
- 3. When youth struggled in any way, staff were encouraging. For example, in Newspaper staff encouraged students to ask for help to meet their deadlines and was supportive if they expressed that they were behind on meeting their deadlines.

Areas for Improvements

- 1. During the session, it would be useful to clearly state the learning target for the day's activity. Placing the learning target on the board or on chart paper can also be helpful.
- 2. It would be beneficial to take time either as youth enter the classroom or at the beginning of the session to greet everyone before getting started with instructions for the day's activity.
- 3. Youth would also benefit from having structured opportunities to mentor each other in some way. For example, this could be implemented during homework time.

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Safe Environment	This Program 17-18	M.S. Overall 17-18	This Program 16-17	M.S. Overall 16-17
I feel safe in this program.	63%	56%	51%	67%
If someone bullies my friends or me at this program, an adult steps in to help.	58%	62%	45%	61%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding aroun	19%	26%	30%	20%
When I am in this program, I have had mean rumors or lies spread about me.	21%	22%	24%	21%
Supportive Environment				
In this program, I tell other youth when they do a good job or contribute to the group.	56%	39%	39%	47%
The adults in this program listen to what I have to say.	50%	53%	52%	60%
There is an adult at this program who really cares about me.	73%	59%	57%	67%
Interaction				
I feel like I belong at this program.	64%	51%	43%	56%
In this program, I get to help other people.	53%	51%	52%	58%
Since coming to this program, I am better at making friends.	52%	50%	38%	56%
Engagement				
I am interested in what we do in this program.	65%	48%	46%	57%
In this program, I get to choose what I do and how I do it.	40%	32%	28%	41%
In this program, I try new things.	61%	48%	54%	55%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=63; "M.S. Overall 17-18" n=1,412; "This Program 16-17" n=54; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 84%.

Social & Emotional Learning	This Program 17-18	M.S. Overall 17-18	This Program 16-17	M.S. Overall 16-17
Since coming to this program, I get along better with other people my age.	52%	49%	39%	55%
This program helps me get along better with adults.	52%	48%	37%	53%
This program helps me get along with people my age who are different from me.	45%	49%	44%	55%
This program helps me try to understand how other people feel.	49%	45%	43%	50%
Sense of Mastery				
This program helps me feel like more of a leader.	55%	43%	41%	50%
This program helps me get better at things that I used to think were hard.	59%	48%	41%	55%
This program helps me to feel more confident about what I can do.	53%	49%	52%	58%
Wellness Behaviors				
Since coming to this program, I am better at saying "no" to things I know are wrong.	55%	53%	46%	58%
This program helps me exercise more.	65%	49%	51%	57%
This program helps me to learn how to be healthy.	50%	44%	41%	49%
School Engagement				
This program helps me feel happy to be at this school.	52%	45%	31%	51%
This program helps me feel more motivated to learn in school.	49%	48%	41%	55%
This program helps me to feel like a part of my school.	55%	48%	41%	55%
College & Career Readiness				
In this program, I learn about the kinds of jobs I'd like to have in the future.	52%	43%	37%	47%
This program helps me feel more confident about going to college.	55%	46%	40%	54%
This program helps me feel ready to go to high school.	57%	49%	44%	56%
Academic Behaviors				
Because of this program, I am better at getting my homework done.	63%	57%	54%	60%
Since coming to this program, I am better at setting goals for myself.	54%	43%	42%	51%
This program helps me to learn good study skills (like reading directions, taking tests).	48%	39%	38%	47%

Source: Youth Surveys (spring 2017 and spring 2018). "This Program 17-18" n=63; "M.S. Overall 17-18" n=1,412; "This Program 16-17" n=54; "M.S. Overall 16-17" n=1,827; % of youth who completed the survey in 2018 based on the program ADA (8/1/2017-2/21/2018): 84%.