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Memo

To Measure G Parcel Tax Independent Citizens Oversight Committee

From OUSD Staff

Board Meeting Date November 18, 2024

Subject Potential Measure G Investment in Afterschool Programing

Presentation Discussion by the Measure G Parcel Tax Independent Citizens Oversight Committee of After School Program Evaluation Data.

Attachments: OUSD After School Program Evaluations, 2021, 2022, and 2023

OAKLAND UNIFIED SCHOOL DISTRICT

Afterschool Programs 2022-2023 Final Report



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

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We wish to extend our deep appreciation to the following individuals for their support and contribution to the continued success of Oakland Unified School District's Expanded Learning Program.

OUSD EXPANDED LEARNING PROGRAM

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Bay Area Community Resources

East Bay Agency for Children

East Bay Asian Youth Center

The Envisioneers

Girls Inc. of Alameda County

Higher Ground Neighborhood

Development Corp.

Jewish Community Center of The East Bay

Love. Learn. Success.

Oakland Kids First

Oakland Leaf

Safe Passages

Student Program for Academic & Athletic
Training

Ujimma Foundation

YMCA of The East Bay

Youth Together

PUBLIC PROFIT

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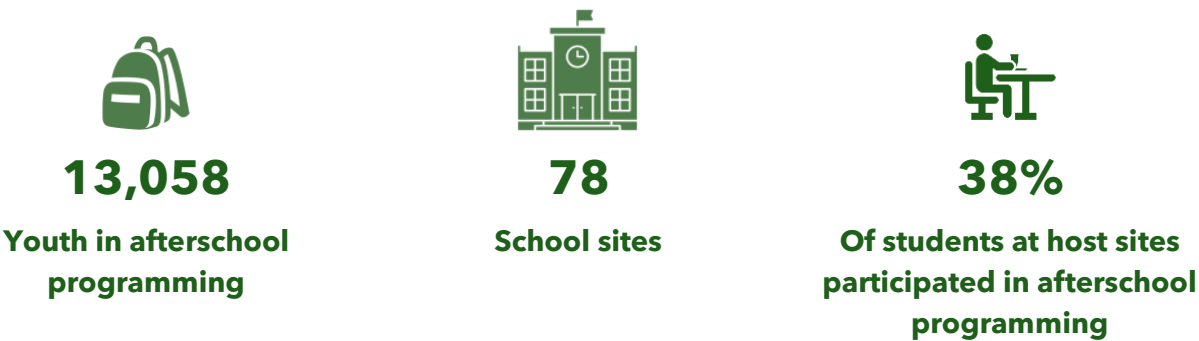
Corey Newhouse, Founder & Principal



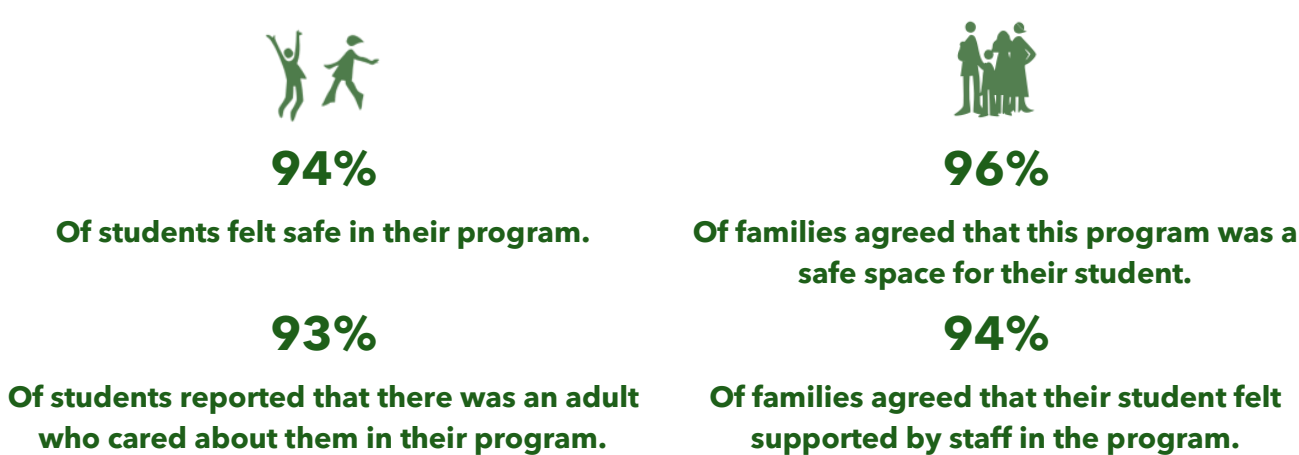
OUSD Afterschool Highlights

For the 2022-2023 school year, Oakland Unified School District (OUSD) funded afterschool programs at 78 sites to **cultivate transformative experiences for youth on their journey as they become thriving, productive leaders** in their communities.¹ OUSD's Expanded Learning Program (ELP) supported and advocated for over 13,000 Oakland students, all of whom participated in safe and high-quality learning and enrichment activities at low- or no-cost during afterschool hours.² More than three quarters of the sites were designated Title 1 schools, which prioritize students who are experiencing homelessness, involved in foster care, or identified as an unaccompanied minor, newcomer, refugee, or asylee. With the ongoing impact of the COVID-19 pandemic, afterschool programs at OUSD continue to serve a critical purpose to promote and advance the social emotional learning, emotional development, and academic interests of youth.

OUSD AFTERSCHOOL BY THE NUMBERS



OUSD AFTERSCHOOL HIGH-QUALITY SERVICES AND PROGRAMMING



Source: OUSD Expanded Learning Program 2022-2023 School Year Youth Survey, N = 2,843. OUSD Expanded Learning Program 2022-2023 School Year Family Survey, N = 807. Note: Family survey responses included "Strongly Agree" and "Agree."

¹ OUSD ELP's Mission Statement online at <https://sites.google.com/ousd.org/ousd-exl-after-school/home>.

² The total students served includes students who attended programming on a drop-in basis at high schools. Three schools have more than one funded program, such as a program for middle school students and a program for high school students.

Introduction

Expanded learning opportunities at OUSD provide students with high-quality afterschool programming by promoting service learning, facilitating social-emotional development, and supporting youth development to prepare to graduate college-, career-, and community-ready. These expanded learning programs were funded by grants representing three state and federal funding sources: the Expanded Learning Opportunities Program (ELO-P), Afterschool Education and Safety (ASES), and 21st Century Community Learning Centers (21st CCLC), including 21st Century After School Safety and Enrichment for Teens (ASSETS). Through these grants, OUSD collaborated with community partners to ensure safe and educationally enriching alternatives for children and youth before and after school.

In 2022-2023, OUSD ELP contracted with Public Profit to serve as its evaluation and learning partner. Public Profit collected and analyzed data to inform OUSD about its afterschool program participation and quality and to support continuous quality improvement. For the evaluation, Public Profit developed family and student surveys; summarized demographic, enrollment, and attendance data; and reviewed relevant materials and resources. This report presents results of the evaluation, including information about who attended the program, youth and family opinion about the quality and benefits of the program, and key takeaways for the district to consider for the continued success of afterschool programs at OUSD.



OUSD Afterschool Programs

For 2022-2023, **13,058 unduplicated students participated in OUSD-funded afterschool programs.** The afterschool programs that served these students adopted an evidence-based youth development approach that recognized the unique assets of each student and their unique social, emotional, and academic needs. The youth who participated in afterschool programming were representative of OUSD’s overall student groups, including students who receive special education, English language learners, and students experiencing homelessness.

AFTERSCHOOL LEAD AGENCIES

OUSD ELP partnered with 15 community agencies to offer academic supports, enrichment opportunities, and physical and sports activities. These agencies were vetted and chosen by OUSD ELP to oversee daily operations, create program curricula and activities, coordinate with subcontractors, and hire and manage afterschool staff. Of the 15 agencies, eight operated at multiple sites and the remaining seven served at an individual school. (See Appendix A for a complete list of community agencies and OUSD sites.)

TABLE 1. NUMBER OF SITES BY AGENCY

Agency	Number of OUSD Sites
Bay Area Community Resources	29
East Bay Asian Youth Center	11
Girls Inc. of Alameda County	10
Safe Passages	6
Oakland Leaf Foundation	5
East Bay Agency For Children	4
The Envisioneers	4
YMCA of The East Bay	2
Higher Ground Neighborhood Development Corporation	1
Jewish Community Center of The East Bay	1
Love. Learn. Success.	1
Oakland Kids First	1
Student Program For Academic & Athletic Training	1
Ujimaa Foundation	1
Youth Together	1

Source: Information compiled from “OUSD Portfolio of Expanded Learning Program Lead Agencies 2022-2025” online document at https://docs.google.com/document/d/1FGu7uItZhG6BpqOOGdYhOkJPi__NoEwSm2zTzQzNmHA/edit

AFTERSCHOOL SITES

Nearly all schools in OUSD offered afterschool activities, events, and recreations across the elementary (62%), middle (20%), and high school (18%) grade spans. More than half of lead agencies worked in elementary school settings, providing a range of opportunities for students including academic enrichment, play-based learning, literacy support, performing arts, outdoor education, and community building. Afterschool students in middle and high schools participated in age-appropriate programming such as leadership skills development, internships, service learning, academic peer mentoring, and mental health services.

FIGURE 1. AFTERSCHOOL PROGRAMS BY SCHOOL SITES



Source: Data compiled from OUSD afterschool internal 2022-2023 enrollment Tableau dashboard and OUSD Expanded Learning Lead Agencies for SY 2022-2025. Note: Some OUSD school sites served across traditional grade spans, for example kindergarten through grade 8.³ For this report, schools were categorized based on the targeted grade span of the expanded learning funding they received.

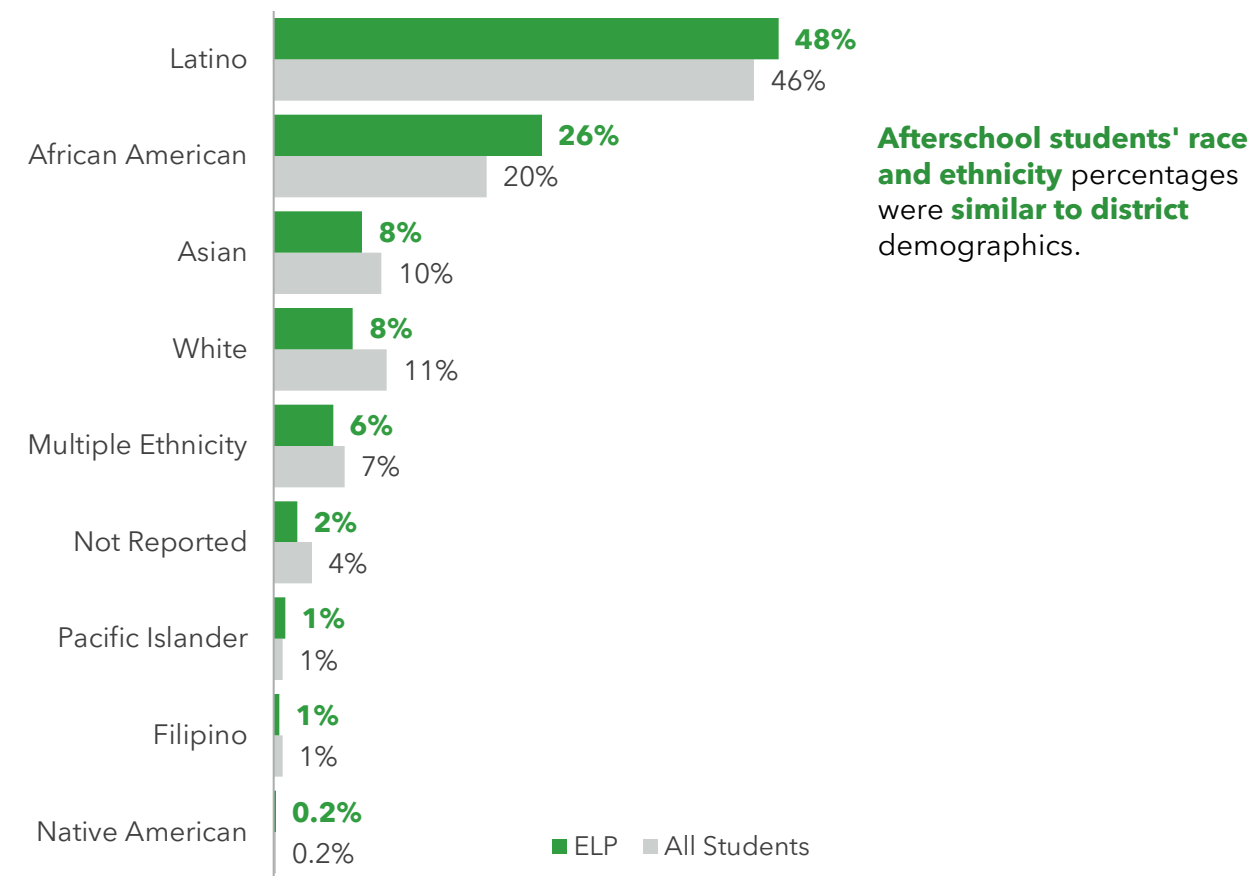
Adults at OUSD afterschool sites prioritized working collaboratively and delivering culturally responsive and social justice-centered programming and services. Throughout the school year, afterschool lead agencies, site coordinators, and school-day principals regularly met to discuss on-site programs, strategize ways to continue supporting students, and monitor their working relationship. They used the Program Planning Tool, which they completed together the prior school year, to frame ongoing conversations, to review alignment to district and site expectations for expanded learning, and to provide transformative experiences for students.

³ <https://www.cde.ca.gov/ci/gs/>

AFTERSCHOOL STUDENT DEMOGRAPHICS

At OUSD, all youth had equal access to afterschool programming as evidenced by the comparable representation of student populations in out-of-school-time activities.

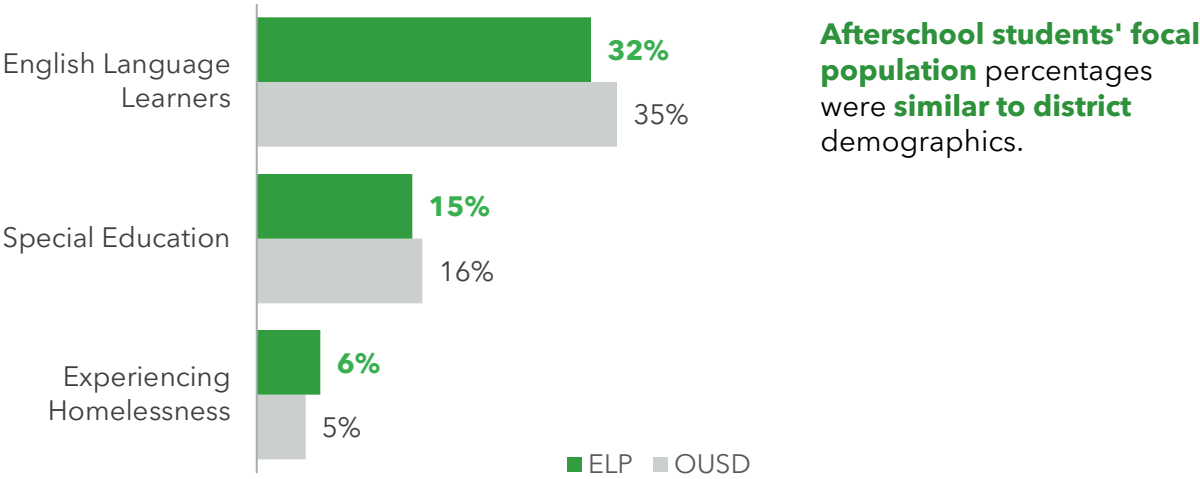
FIGURE 2. PERCENTAGE OF AFTERSCHOOL STUDENTS' AND DISTRICT-WIDE STUDENTS' RACE AND ETHNICITY



Source: OUSD afterschool student demographics accessed from OUSD internal 2022-2023 Enrollment Tableau dashboard, N = 13,058. OUSD 2022-23 District Enrollment, N = 34,149, accessed from <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=0161259&aggllevel=district&year=2022-23> Note: Due to rounding, the sum of all percentages may not equal 100%, and some bars may appear longer or shorter than bars with the same display percentage.

During the 2022-2023 school year, almost half of afterschool youth were Hispanic/Latinx, which aligned with overall racial and ethnic demographic distributions in the district. More importantly, both Latino and African American students were overrepresented in afterschool programs compared to Asian and White youth, confirming that expanded learning opportunities at OUSD were accessible for all students.

FIGURE 3. PERCENTAGE OF AFTERSCHOOL STUDENTS' AND DISTRICT-WIDE FOCAL POPULATIONS



Source: OUSD afterschool student demographics accessed from OUSD internal 2022-2023 Enrollment Tableau dashboard, N = 13,058. OUSD 2022-23 District Enrollment, N = 34,149, accessed from <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=0161259&agglevel=district&year=2022-23>.

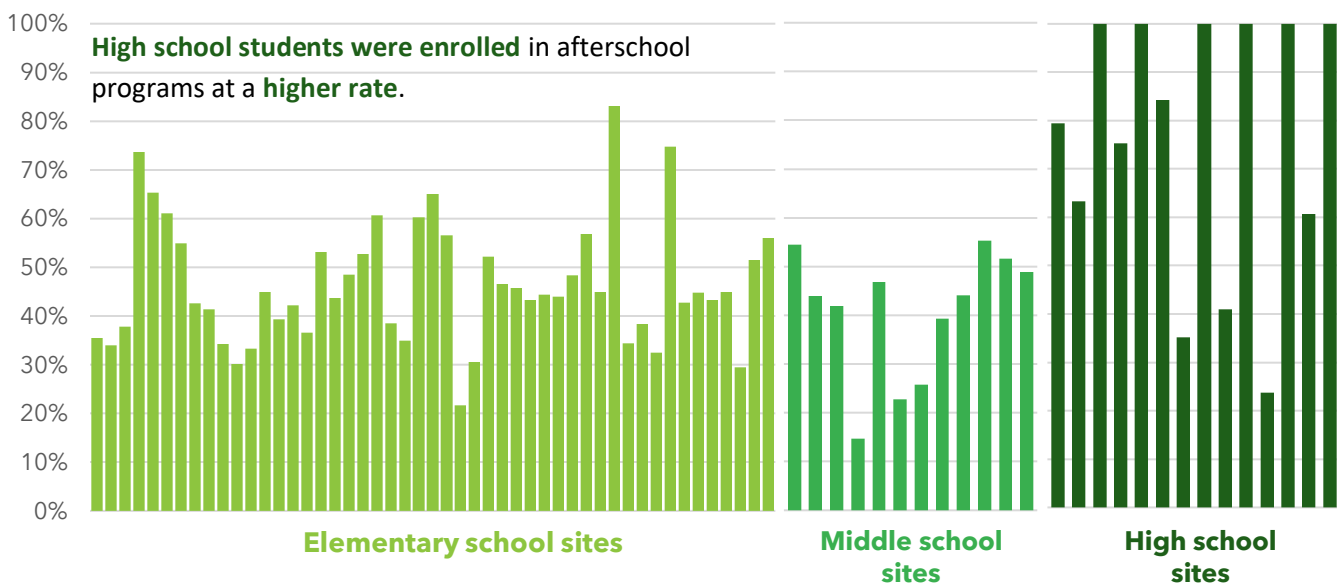
Similarly, English language learners and students receiving special education services were almost equally represented in afterschool programs, while youth experiencing homelessness had open access to participate in out-of-school-time programming and services.



AFTERSCHOOL STUDENT ENROLLMENT AND ATTENDANCE

Given the type of afterschool programming funded through the ASSETS grant, such as health centers and leadership activities, high schools typically enroll nearly all students in these programs. In contrast, elementary and middle schools require students to opt in to participate with the permission of their families. As a result, OUSD high school students were more likely enrolled in afterschool programs than elementary or middle school students.

FIGURE 4. PERCENTAGE OF AFTERSCHOOL STUDENT ENROLLMENT PER SCHOOL SITE



Source: OUSD Expanded Learning Program data, Elementary School Sites n = 49, Middle School Sites n = 14, High School Sites n = 17. Each bar represents a school site. Note: Schools with more than 100% afterschool student enrollment were capped at 100%.

Despite the lower enrollment of elementary and middle school students in afterschool programming, these students attended activities at a higher rate than high school students. Unlike high school afterschool programs that offered more brief and varied engagements, activities in elementary and middle school were more consistent and continuous throughout the school year.

Elementary students attended afterschool programs at a higher rate.

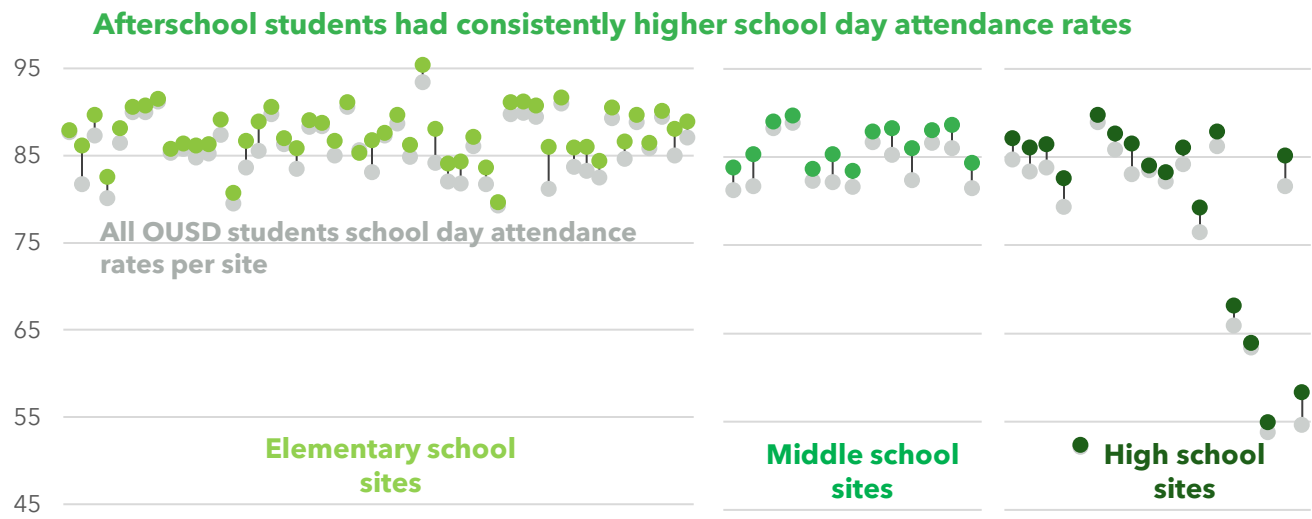
School Level	Site 1	Site 2	Site 3	Site 4	Site 5	Site 6	Site 7	Site 8	Site 9	Site 10	Site 11	Site 12	Site 13	Site 14	Site 15	Site 16	Site 17	Site 18	Site 19	Site 20	Site 21	Site 22	Site 23	Site 24	Site 25	Site 26	Site 27	Site 28	Site 29	Site 30	Site 31	Site 32	Site 33	Site 34	Site 35	Site 36	Site 37	Site 38	Site 39	Site 40	Site 41	Site 42	Site 43	Site 44	Site 45	Site 46	Site 47	Site 48	Site 49	Site 50		
Elementary school sites	51%	40%	39%	64%	69%	60%	64%	64%	55%	53%	59%	68%	62%	66%	61%	70%	57%	61%	59%	48%	33%	53%	66%	59%	50%	68%	48%	45%	53%	62%	58%	50%	68%	67%	86%	68%	67%	66%	64%	62%	65%	66%	80%	44%	67%	52%	71%	52%	52%	47%	54%	46%
	Middle school sites	47%	22%	18%	76%	28%	46%	28%	51%	44%	55%	34%	33%																																							
		High school sites	62%	10%	12%	13%	37%	34%	19%	15%	14%	54%	15%	14%	7%	40%	9%	39%																																		

Since 2021-22, 30% of students in California’s public schools were chronically absent, more than three times the pre-pandemic rate. Due to COVID-related school closures, remote learning, and quarantines, absenteeism rates have remained at an all-time high.⁴ The CDE has identified afterschool programs as a critical response to address this issue.⁵

⁴ Jones, C. Soaring Chronic Absenteeism in California Schools Is at “Pivotal Moment. CalMatters, 7 Sept. 2023, calmatters.org/education/k-12-education/2023/09/soaring-chronic-absenteeism-in-california-schools-is-at-pivotal-moment/.

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 Prepared by Public Profit | December 2023

FIGURE 6. SCHOOL DAY ATTENDANCE RATES FOR **AFTERSCHOOL PROGRAM STUDENTS** AND **ALL OUSD STUDENTS** FOR EACH SCHOOL SITE



Source: OUSD Expanded Learning Program data, Elementary School Sites n = 49, Middle School Sites n = 12, High School Sites n = 14. Each dot pair represents a school.



Family Experiences

As part of the evaluation, Public Profit developed a family survey in collaboration with the OUSD ELP team. The final survey, which was administered online, encompassed three main domains aligned to CDE's Quality Standards for Expanded Learning and OUSD ELP's Program Quality CQI Framework (See Appendix E).⁶ These domains included family engagement, program quality, and satisfaction and family needs.

In total, 807 family members and caregivers responded to the survey. Over 85% of families completed it in English, while 14% completed it in Spanish. The remaining 1% of families took the survey in either Chinese, Vietnamese, or Arabic. Seventy percent of family respondents had an elementary student participating in afterschool. Another 10% and 20% of respondents had a student in middle or high school, respectively.

FAMILY ENGAGEMENT

There has been extensive research on the importance of family engagement for high-quality afterschool programming.⁷ At OUSD, 95% of families agreed that staff members in their expanded learning program listened whenever they had a question or comment. Over 90% reported that they received consistent communication from their child's afterschool program.

⁶ California Department of Education. (2014). Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality. Retrieved from https://www.afterschoolnetwork.org/sites/main/files/file-attachments/quality_standards.pdf.

⁷ Harris, E., et. al. (2012). Families and Expanded Learning Opportunities: Working Together to Support Children's Learning. Harvard Family Research Project. Retrieved from <http://www.hfrp.org/publications-resources/publications-series/ncsl-harvard-family-research-project-brief-serieselo-research-policy-practice/families-and-expanded-learning-opportunities-working-together-to-support-children-slearning>. Horowitz, A. and Bronte-Tinkew, J. (2007). Building, Engaging, and Supporting Family and Parental Involvement in Out-of-School Time Programs. Child Trends. Washington, D.C. Retrieved from http://www.childtrends.org/Files//Child_Trends-2007_06_19_RB_ParentEngage.pdf.

FIGURE 7. FAMILY RESPONDENTS FELT ENGAGED



Source: OUSD ELP 2022-2023 School Year Family Survey, N = 807. Note: Family respondents could respond “Strongly Disagree,” “Disagree,” “Not Sure,” “Agree,” or “Strongly Agree.” Due to rounding the sum may not equal to 100%.

Families’ perceptions about family engagement were further reflected when they shared strengths about their student’s afterschool program.⁸

“The staff were on top of communication and parent engagement with the program.”

“Community building and resources. They are dedicated in making a difference in our local community.”

“The staff is always so attentive and easy to talk to.”

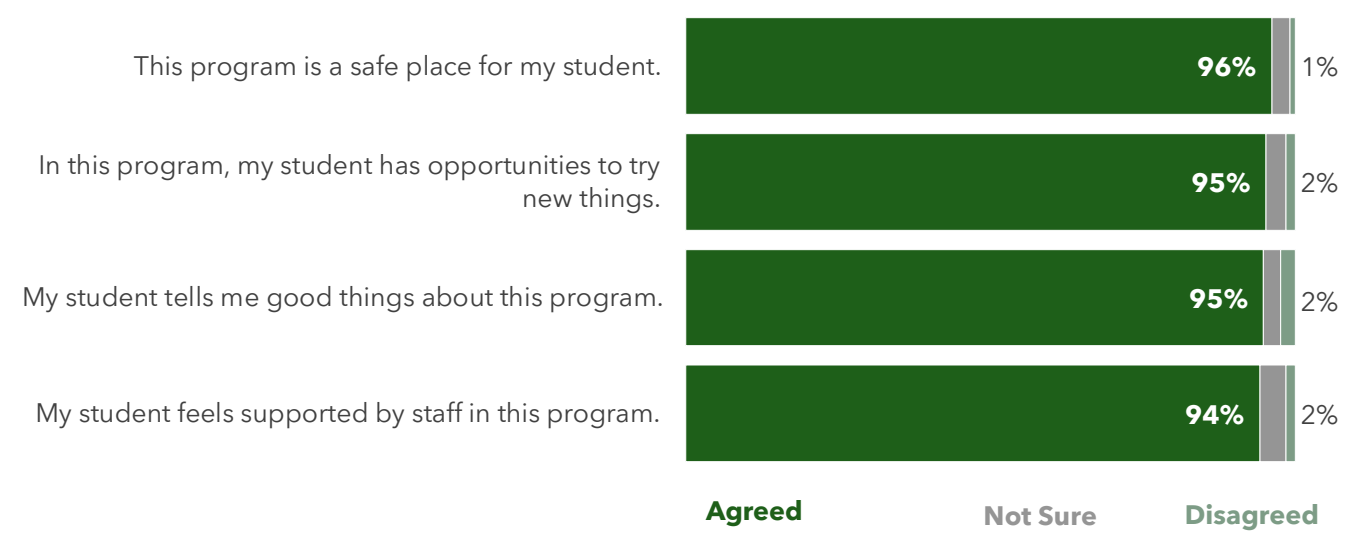
“They have great activities and parent engagement events that make us feel a part of the program.”

⁸ Quotes have been edited for length and clarity.

PROGRAM QUALITY

Family members and caregivers highly rated the quality of afterschool programs at OUSD. Almost all survey participants (96%) agreed that their student’s program was a safe place for them. They confirmed that their students spoke positively about the program (95%) and felt supported by adults in the program (94%).

FIGURE 8. FAMILY RESPONDENTS HIGHLY AGREED ON THE PROGRAM QUALITY



Source: OUSD ELP 2022-2023 School Year Family Survey, N = 807. Note: Participants responded either “Strongly Disagree, Disagree, Not Sure, Agree, or Strongly Agree.” Due to rounding the sum may not equal to 100%.

Many families shared positive comments about the high-quality of afterschool programming and services at OUSD.

"The field trips seem to bond the students and the teacher and give the students an opportunity to explore outside the school environment."

"The teaching intern program gave my 14-year-old an opportunity to get his first job in a safe and structured environment. He has developed leadership skills and really is enthusiastic to work."

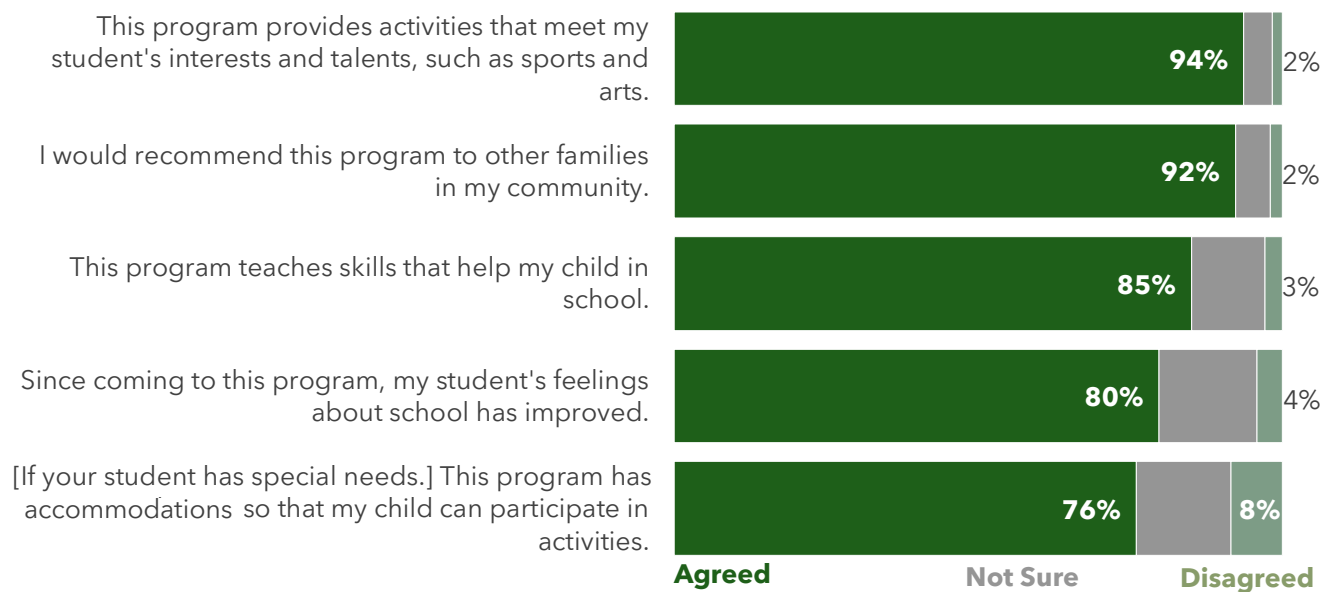
"The program provides a quality service for my children to learn and grow. My children are able to be student athletes and learn how to be responsible with the commitments they make as part of a team. The program also is a safe place my children enjoy spending time in."



SATISFACTION AND FAMILY NEEDS

When asked if they would recommend OUSD afterschool programs to other families in their communities, most family members and caregivers (92%) responded affirmatively. For families with students receiving special education and/or similar services, 76% agreed that their student was able to participate in activities because of accommodations implemented by their student’s afterschool program.

FIGURE 9. AFTERSCHOOL ACTIVITIES ALIGNED WITH STUDENTS’ INTERESTS AND TALENTS



Source: OUSD ELP 2022-2023 School Year Family Survey, N = 807. Special education survey item responses n = 225. Note: Participants responded either “Strongly Disagree, Disagree, Not Sure, Agree, or Strongly Agree.” Due to rounding the sum may not equal to 100%.

In open-ended comments, family members and caregivers expressed their satisfaction and appreciation for OUSD afterschool programs.

“My child loves his teacher. I like that other caregivers in the program also know my son and he seems to know and feel comfortable with them. The fact that the program is free, on-site, and has long hours is very helpful to us as a two-working-parent family.”

“The staff are really dedicated and loving. They go above and beyond. Also, my child has had many opportunities to try new things, and some of these have become passions!”

Youth Experiences

Corresponding to the afterschool family survey development process, Public Profit collaborated with the OUSD ELP team to create a relevant and informative youth survey. The survey, administered online, was informed by CDE's Quality Standards for Expanded Learning and OUSD ELP's Program Quality CQI Framework, as well as OUSD's Four Pillars.⁹ Deeply connected to OUSD's commitment to supporting empowered graduates and creating joyful schools, the youth survey focused on safe and supportive environments, lifelong learning, and empowerment.

In total, 2,843 youth participated in the survey. A majority of students (95%) completed the survey in English and less than 5% took the survey in Spanish.¹⁰ Students, who were in 3rd grade and up, responded to survey items according to a binary scale of yes or no. Students in middle and high school replied to additional questions related to lifelong learning and empowerment. Of the youth who participated in the survey, 56% were in elementary, 20% in middle, and 24% in high school.

SAFE AND SUPPORTIVE ENVIRONMENT

Like their family members and caregivers, afterschool youth overwhelmingly agreed that they felt safe in their program (94%). Moreover, most youth (93%) reported that there was an adult in their program who cared about them, which is an established indicator of high-quality out-of-school-time programming.¹¹

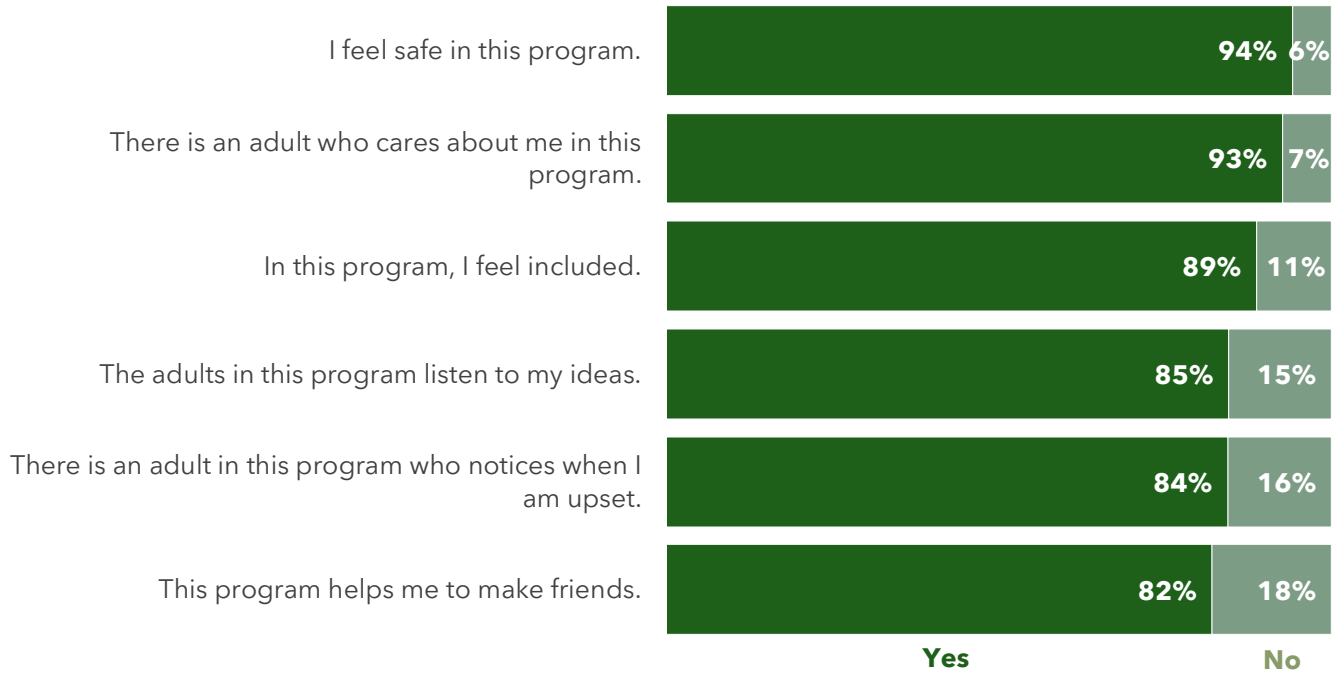


⁹ OUSD's Four Pillars at <https://www.ousd.org/>

¹⁰ Less than 0.3% completed the survey in either Chinese, Vietnamese, or Arabic.

¹¹ Vandell, D. L., Reisner, E. R., & Pierce, K. M. (2007). Outcomes Linked to High-Quality Afterschool Programs: Longitudinal Findings from the Study of Promising Afterschool Programs. Report to the Charles Stewart Mott Foundation.

FIGURE 10. YOUTH RESPONDENTS FELT SAFE AND SUPPORTED



Source: OUSD ELP 2022-2023 School Year Youth Survey, N = 2,843. Note: Due to rounding the sum may not equal to 100%.

Youths’ perceptions about safety and support were further reflected when they shared strengths about their afterschool program.

“The adults in this program show they really care and encourage you to keep going. They understand you even when you think they won’t. They always want what’s best for you and they check in with you, so you know you aren’t alone.”

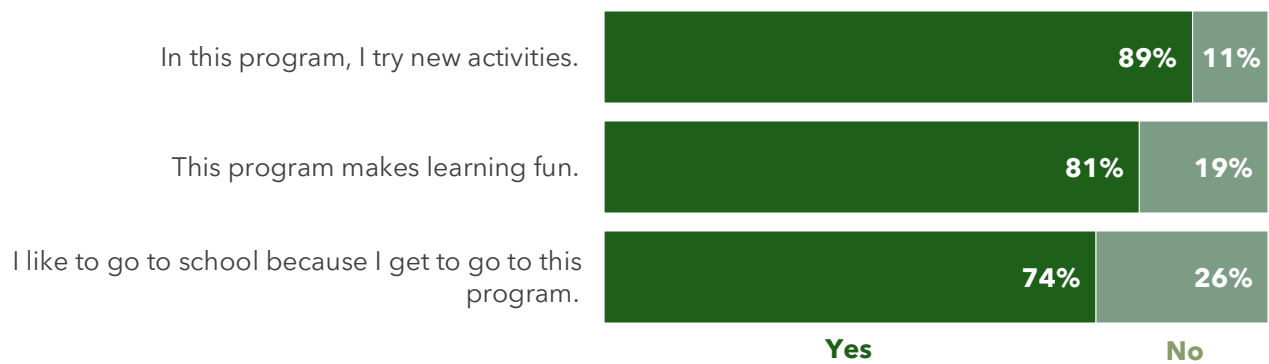
“I like best that we are actually heard and seen. Even if we come from rough backgrounds, people are always there for you.”

“The best thing about the program that I like is we could mostly be ourselves and being inclusive. The activities are very fun that everyone could join. And also the staff are very friendly and caring students.”

LIFELONG LEARNING

In addition to safety and caring adults, lifelong learning is another key component of high-quality afterschool programming.¹² More than 80% of youth agreed that they tried new activities (89%) and experienced fun while learning (81%).

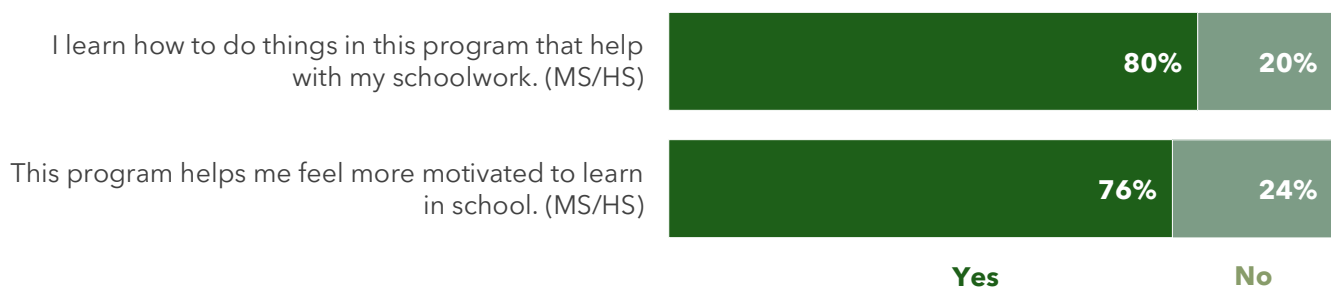
FIGURE 11. YOUTH RESPONDENTS ENGAGED IN LIFELONG LEARNING



Source: OUSD ELP 2022-2023 School Year Youth Survey, N = 2,843. Note: Due to rounding the sum may not equal to 100%.

According to middle and high school respondents, 80% agreed that they felt supported in their schoolwork because of afterschool programming and services. More than three quarters (76%) also reported that they felt motivated to learn in school.

FIGURE 12. 8 OUT OF 10 MIDDLE AND HIGH SCHOOL YOUTH RESPONDENTS AGREED THEIR PROGRAM HELPED WITH SCHOOLWORK



Source: OUSD ELP 2022-2023 School Year Youth Survey, MS/HS total responses n = 1,117. Note: Due to rounding the sum may not equal to 100%.

¹² Vandell, D. L. (2013). Afterschool program quality and student outcomes: Reflections on positive key findings on learning and development from recent research. *TK Peterson's (Ed.), Expanding Minds and Opportunities*, 10-16.
http://www.expandinglearning.org/sites/default/files/expandingminds_section_3_0.pdf#page=12

In the open-ended comments, youth communicated that their participation in the afterschool program contributed to their interest in lifelong learning.

"I like learning how to make my own stuff and learning new things I haven't tried before."

"I get to learn new things and it makes me feel included."

"I like the support in English and history class."

EMPOWERMENT

OUSD afterschool programs are intentionally aligned to the district’s fundamental initiative to cultivate empowered graduates.¹³ Overall, youth respondents agreed that adults in their afterschool program encouraged them to try harder (87%). They also reported that they could try new things even if it might be hard (82%).

FIGURE 13. YOUTH RESPONDENTS FELT EMPOWERED

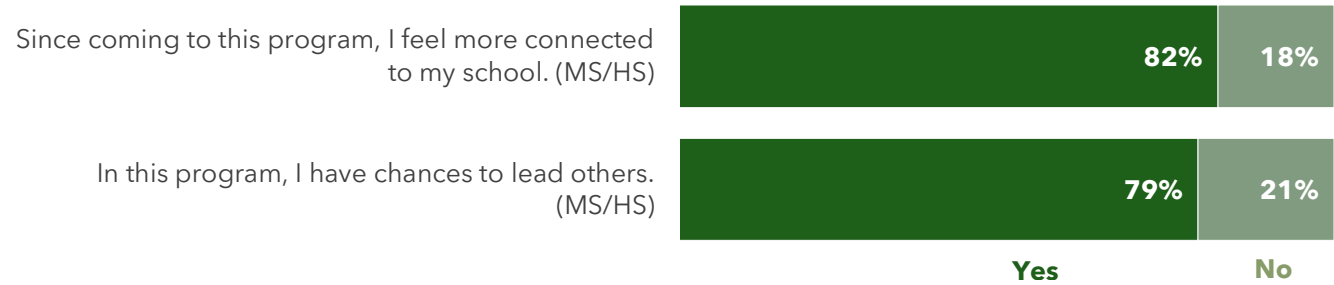


Source: OUSD ELP 2022-2023 School Year Youth Survey, N = 2,843. Note: Due to rounding the sum may not equal to 100%.

Both middle and high school youth shared that they felt more connected to their school (82%) because of their participation in afterschool programs. Reflecting the leadership development focus for these upper grade spans, more than three quarters (79%) experienced opportunities to lead others.

¹³ <https://www.ousd.org/about-us/strategic-plan/initiative-empowered-graduates>

FIGURE 14. 8 OUT OF 10 MIDDLE AND HIGH SCHOOL YOUTH RESPONDENTS AGREED THEIR PROGRAM HELPED THEM FEEL MORE CONNECTED TO SCHOOL



Source: OUSD ELP 2022-2023 School Year Youth Survey, MS/HS total responses n = 1,117. Note: Due to rounding the sum may not equal to 100%.

Many youth respondents expressed feeling empowered because of their participation in OUSD afterschool programs.

"I like how the students all want to help the school."

"What I like best about this program is that it helps me become more confident in myself."

"The thing I like the best in this program is that I can be myself and have fun."

Conclusion

The 2022-2023 school year was particularly challenging for OUSD and the ELP team. While still managing ongoing challenges due to the COVID-19 pandemic, such as chronic absenteeism, teachers in the district conducted a strike for close to two weeks in May.¹⁴ During this time, many OUSD ELP staff stepped in to support lead agencies to maintain much-needed services and programming for families and students, in addition to their regular work. Despite these difficulties, OUSD ELP continued to provide high-quality afterschool programming and services.

Looking ahead, OUSD can continue to support afterschool youth and families, as they have unfailingly proven this past year. The district can maintain equitable access for all students to afterschool programs and a wide range of programming, services, and activities for students, including internships, arts, and homework support, which align with youths' diverse interests and pursuits. It can also maintain two-way communication with families to facilitate their engagement with the district. Through these efforts, OUSD ELP can ensure continued connection with families, promotion of consistently higher rates of school day attendance by afterschool youth, and advancement of OUSD students to become productive and thriving leaders in their communities.



¹⁴ The teacher strike negatively impacted the response rates for both youth and family afterschool surveys.

Appendix A: Funded Schools and Community Partners

TABLE 2. ELEMENTARY SCHOOL SITES AND PARTNER AGENCIES

School	Agency
ACORN Woodland	Girls Inc. of Alameda County
Allendale	Girls Inc. of Alameda County
Bella Vista	Girls Inc. of Alameda County
Bridges Academy	Girls Inc. of Alameda County
Brookfield	Bay Area Community Resources
Burkhalter	Girls Inc. of Alameda County
Carl B. Munck	Ujima Foundation
Chabot	Safe Passages
Cleveland	Oakland Leaf Foundation
Crocker Highland	East Bay Agency For Children
East Oakland Pride	Higher Ground Neighborhood Development Corp.
Emerson Elementary	Bay Area Community Resources
Encompass	Oakland Leaf Foundation
Esperanza Academy Elementary	Bay Area Community Resources
Franklin	East Bay Asian Youth Center
Fred T. Korematsu Discovery Academy	Bay Area Community Resources
Fruitvale	Safe Passages
Garfield	East Bay Asian Youth Center
Glenview	Bay Area Community Resources
Global Family Elementary	Bay Area Community Resources
Grass Valley	Bay Area Community Resources
Greenleaf (K-5)	Bay Area Community Resources
Hillcrest	Bay Area Community Resources

School	Agency
Hoover	Bay Area Community Resources
Horace Mann	Girls Inc. of Alameda County
Howard	Bay Area Community Resources
International Community School	Oakland Leaf Foundation
Joaquin Miller	Jewish Community Center of The East Bay
La Escuelita	Girls Inc. of Alameda County
Laurel	Safe Passages
Lincoln	East Bay Asian Youth Center
Lockwood STEAM	Bay Area Community Resources
Madison Park (K-5)	Bay Area Community Resources
Manzanita Community School	East Bay Asian Youth Center
Manzanita SEED	East Bay Asian Youth Center
Markham	Bay Area Community Resources
Martin Luther King	Bay Area Community Resources
Melrose Leadership Academy (K-8)*	Love. Learn. Success.
Montclair	Bay Area Community Resources
New Highland/ RISE	East Bay Agency For Children
Peralta	East Bay Agency For Children
Piedmont	YMCA of The East Bay
Prescott	Bay Area Community Resources
REACH Academy	YMCA of The East Bay
Redwood Heights	Bay Area Community Resources
Sankofa	Bay Area Community Resources
Sequoia	East Bay Agency For Children
Think College Now	Oakland Leaf Foundation
Thornhill	Bay Area Community Resources

Source: Information compiled from “OUSD Portfolio of Expanded Learning Program Lead Agencies 2022-2025” online document at https://docs.google.com/document/d/1FGu7uItZhG6BpqOOGdYhOkJPi__NoEwSm2zTzQzNmHA/edit. Note: Melrose Leadership Academy is listed as both elementary and middle school sites.

TABLE 3. MIDDLE SCHOOL SITES AND PARTNER AGENCIES

School	Agency
Bret Harte Middle	Oakland Leaf Foundation
Claremont Middle	The Envisioneers
Edna Brewer Middle	East Bay Asian Youth Center
Elmhurst Community Prep	Bay Area Community Resources
Frick Middle	East Bay Asian Youth Center
Greenleaf Elementary*	The Envisioneers
Life Academy	Bay Area Community Resources
Madison Park Academy 6-12	Bay Area Community Resources
Melrose Leadership Academy (K-8)*	Love. Learn. Success.
Montera	The Envisioneers
Parker	Girls Inc. of Alameda County
United For Success Academy	East Bay Asian Youth Center
Urban Promise Academy	Safe Passages
West Oakland Middle	East Bay Asian Youth Center
Westlake Middle	Girls Inc. of Alameda County

Source: Information compiled from “OUSD Portfolio of Expanded Learning Program Lead Agencies 2022-2025” online document at https://docs.google.com/document/d/1FGu7uItZhG6BpqOOGdYhOkJPi__NoEwSm2zTzQzNmHA/edit Note: Greenleaf Elementary School included middle school grades that worked with an agency different from the elementary grades. Melrose Leadership Academy is listed as both elementary and middle school sites.

TABLE 4. HIGH SCHOOL SITES AND PARTNER AGENCIES

School	Agency
Ralph J. Bunche	Bay Area Community Resources
Castlemont	Oakland Kids First
Community College Prep Academy (9-12)	Safe Passages
Dewey	East Bay Asian Youth Center
Emiliano Street Academy	Bay Area Community Resources
Fremont	Bay Area Community Resources
Life Academy	Bay Area Community Resources
McClymonds High School	Student Program For Academic & Athletic Training
MetWest	Safe Passages
Oakland High	East Bay Asian Youth Center
Oakland International	Girls Inc. of Alameda County
Oakland Tech	Bay Area Community Resources
Rudsdale	Bay Area Community Resources
Skyline	Youth Together

Source: Information compiled from “OUSD Portfolio of Expanded Learning Program Lead Agencies 2022-2025” online document at https://docs.google.com/document/d/1FGu7uItZhG6BpqOOGdYhOkJPi__NoEwSm2zTzQzNmHA/edit

Appendix B: Youth Demographics

TABLE 5. STUDENTS BY GRADE IN AFTERSCHOOL PROGRAM AND ALL OUSD STUDENTS

Grade	Afterschool Students	OUSD Students
Transitional Kindergarten	164 (1%)	--
Kindergarten	615 (5%)	3,528 (10%)
Grade 1	902 (7%)	2,930 (9%)
Grade 2	959 (7%)	2,794 (8%)
Grade 3	1,020 (8%)	2,828 (8%)
Grade 4	1,015 (8%)	2,803 (8%)
Grade 5	1,003 (8%)	2,820 (8%)
Grade 6	985 (8%)	2,248 (7%)
Grade 7	783 (6%)	2,252 (7%)
Grade 8	738 (6%)	2,244 (7%)
Grade 9	1,304 (10%)	2,283 (7%)
Grade 10	1,101 (8%)	2,403 (7%)
Grade 11	1,185 (9%)	2,326 (7%)
Grade 12	1,284 (10%)	2,690 (8%)
Total	13,058 (100%)	34,149 (100%)

Source: OUSD afterschool student demographics accessed from OUSD internal 2022-2023 Enrollment Tableau dashboard, N = 13,058. OUSD 2022-23 District Enrollment, N = 34,149, accessed from

<https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=0161259&agglevel=district&year=2022-23> Note: Due to rounding the sum of all percentages may not equal 100%. Transitional Kindergarten (TK) was not accounted for on the DataQuest webpage.

TABLE 6. STUDENT ETHNICITIES IN AFTERSCHOOL PROGRAM AND ALL OUSD STUDENTS

Ethnicity	Afterschool Students	OUSD Students
African American	3,356 (26%)	6,970 (20%)
Asian	1,108 (8%)	3,534 (10%)
Filipino	70 (1%)	284 (1%)
Latino	6,322 (48%)	15,730 (46%)
Multiple Ethnicity	743 (6%)	2,318 (7%)
Native American	25 (0%)	73 (0%)
Not Reported	296 (2%)	1,251 (4%)
Pacific Islander	146 (1%)	293 (1%)
White	992 (8%)	3,696 (11%)
Total	13,058 (100%)	34,149 (100%)

Source: OUSD afterschool student demographics accessed from OUSD internal 2022-2023 Enrollment Tableau dashboard, N = 13,058. OUSD 2022-23 District Enrollment, N = 34,149, accessed from

<https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=0161259&agglelevel=district&year=2022-23> Note: Due to rounding the sum of all percentages may not equal 100%.

TABLE 7. ENGLISH LANGUAGE LEARNERS IN AFTERSCHOOL PROGRAM AND ALL OUSD STUDENTS

	Afterschool Students	OUSD Students
English Language Learner	4,188 (32%)	11,791 (35%)
Not an English Language Learner	8,870 (68%)	22,358 (65%)
Total	13,058 (100%)	34,149 (100%)

Source: OUSD afterschool student demographics accessed from OUSD internal 2022-2023 Enrollment Tableau dashboard, N = 13,058. OUSD 2022-23 District Enrollment, N = 34,149, accessed from

<https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=0161259&agglelevel=district&year=2022-23> Note: Due to rounding the sum of all percentages may not equal 100%.

TABLE 8. SPECIAL EDUCATION STUDENTS IN AFTERSCHOOL PROGRAM AND ALL OUSD STUDENTS

	ELP Students	OUSD Students
Special Education	1,949 (15%)	5,419 (16%)
Not Special Education	11,109 (85%)	28,730 (84%)
Total	13,058 (100%)	34,149 (100%)

Source: OUSD afterschool student demographics accessed from OUSD internal 2022-2023 Enrollment Tableau dashboard, N = 13,058. OUSD 2022-23 District Enrollment, N = 34,149, accessed from <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=0161259&agglevel=district&year=2022-23> Note: Due to rounding the sum of all percentages may not equal 100%.

TABLE 9. STUDENTS EXPERIENCING HOMELESSNESS/HOUSING INSECURITY IN AFTERSCHOOL PROGRAM AND ALL OUSD STUDENTS

	ELP Students	OUSD Students
Experiencing Homelessness	797 (6%)	1,592 (5%)
Not Experiencing Homelessness	12,261 (94%)	32,557 (95%)
Total	13,058 (100%)	34,149 (100%)

Source: OUSD afterschool student demographics accessed from OUSD internal 2022-2023 Enrollment Tableau dashboard, N = 13,058. OUSD 2022-23 District Enrollment, N = 34,149, accessed from <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=0161259&agglevel=district&year=2022-23> Note: Due to rounding the sum of all percentages may not equal 100%.

TABLE 10. STUDENTS HOME LANGUAGE IN AFTERSCHOOL PROGRAM AND ALL OUSD STUDENTS, ALPHABETICALLY

Home Language	ELP Students
Amharic	22 (0%)
Arabic	199 (2%)
Berber	1 (0%)
Bulgarian	1 (0%)
Burmese	16 (0%)
Cantonese	353 (3%)
Dutch	1 (0%)
English	6,405 (49%)
Farsi	16 (0%)
Filipino	29 (0%)
French	20 (0%)
German	8 (0%)
Greek	3 (0%)
Haitian	2 (0%)
Hebrew	1 (0%)
Hindi	3 (0%)
Hmong	1 (0%)
Ilocano	3 (0%)
Indonesian	1 (0%)
Italian	2 (0%)
Japanese	9 (0%)
Khmer	56 (0%)
Khmu	1 (0%)
Korean	7 (0%)
Lao	7 (0%)
Mam	500 (4%)

Home Language	ELP Students
Mandarin	38 (0%)
Marathi	1 (0%)
Mayan	10 (0%)
Mien	36 (0%)
Native American	1 (0%)
Nepali	1 (0%)
Other Lang	137 (1%)
Pashto	13 (0%)
Portuguese	11 (0%)
Punjabi	2 (0%)
Russian	1 (0%)
Samoan	5 (0%)
Somali	1 (0%)
Spanish	4,779 (37%)
Taishanese	8 (0%)
Tamil	7 (0%)
Thai	3 (0%)
Tigrinya	37 (0%)
Tongan	60 (0%)
Ukrainian	1 (0%)
Unknown	5 (0%)
Urdu	2 (0%)
Vietnamese	232 (2%)
Total	13,058 (100%)

Source: OUSD afterschool student demographics accessed from OUSD internal 2022-2023 Enrollment Tableau dashboard, N = 13,058. Note: Due to rounding the sum of all percentages may not equal 100%.

Appendix C: Family Survey Results

TABLE 11. FAMILY SURVEY RESPONSES (RESPONSES N = 807)

Survey Item	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
Family Engagement					
I know what my child is doing and learning in this program.	243 (30%)	412 (51%)	89 (11%)	34 (4%)	28 (3%)
The staff members in this program listen to me when I have a question or comment.	377 (48%)	364 (47%)	0 (0%)	9 (1%)	29 (4%)
I receive consistent communication from this program.	281 (40%)	361 (51%)	0 (0%)	32 (5%)	28 (4%)
It was easy to register my student for this program.	346 (46%)	350 (46%)	0 (0%)	31 (4%)	29 (4%)
This program helps me learn about other resources in the district and community.	199 (30%)	317 (48%)	0 (0%)	47 (7%)	97 (15%)
Program Quality					
My student feels supported by staff in this program.	370 (49%)	335 (45%)	0 (0%)	12 (2%)	32 (4%)
My student tells me good things about this program.	365 (49%)	339 (46%)	0 (11%)	18 (2%)	21 (3%)
This program is a safe place for my student.	407 (53%)	330 (43%)	0 (0%)	7 (1%)	23 (3%)
In this program, my student has opportunities to try new things.	394 (53%)	310 (42%)	0 (0%)	12 (2%)	24 (3%)

Survey Item	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
Satisfaction and Family Needs					
I would recommend this program to other families in my community.	406 (56%)	265 (36%)	0 (0%)	14 (2%)	42 (6%)
This program teaches skills that help my child in school.	297 (42%)	301 (43%)	0 (0%)	20 (3%)	85 (12%)
Since coming to this program, my student's feelings about school have improved.	282 (41%)	272 (39%)	0 (0%)	29 (4%)	112 (16%)
This program provides activities that meet my student's interests and talents, such as sports and arts.	344 (49%)	318 (45%)	0 (0%)	12 (2%)	33 (5%)
[If your student has special needs.] This program has accommodations so that my child can participate in activities.	68 (30%)	103 (46%)	0 (0%)	19 (8%)	35 (16%)

Source: OUSD ELP 2022-2023 School Year Family Survey, N = 807.

Appendix D: Youth Survey Results

TABLE 12. YOUTH SURVEY RESPONSES (RESPONSES = 2,843)

Survey Item	Yes	No
Safe and Supportive Environment		
I feel safe in this program.	2,659 (94%)	166 (6%)
There is an adult who cares about me in this program.	2,596 (93%)	504 (7%)
This program helps me to make friends.	2,306 (82%)	361 (18%)
In this program, I feel included.	2,477 (89%)	315 (11%)
The adults in this program listen to my ideas.	2,354 (85%)	430 (15%)
There is an adult in this program who notices when I am upset.	2,340 (84%)	433 (16%)
Lifelong Learning		
This program makes learning fun.	2,269 (81%)	546 (19%)
In this program, I try new activities.	2,484 (89%)	320 (11%)
I like to go to school because I get to go to this program.	2,068 (74%)	724 (26%)
This program helps me feel more motivated to learn in school. (MS/HS)	847 (76%)	270 (24%)
I learn how to do things in this program that help with my schoolwork. (MS/HS)	888 (80%)	227 (20%)
Empowerment		
Since coming to this program, I feel like I can try new things, even if I think they might be hard.	2,284 (82%)	506 (18%)
The adults in this program encourage me to try harder.	2,419 (87%)	374 (13%)
In this program, I have chances to lead others. (MS/HS)	877 (79%)	230 (21%)
Since coming to this program, I feel more connected to my school. (MS/HS)	913 (82%)	197 (18%)

Source: OUSD ELP 2022-2023 School Year Youth Participant Survey, N = 2,843.

Appendix E: Program Quality CQI Framework

OUSD Expanded Learning: Program Quality Components: Draft Version for January 2021 Agency Directors Meeting

Culturally Responsive Design					
Strong Systems, Structures, and Culture	Adaptive Programming	Lifelong Learning	Safe and Supportive Environment	Empowerment	Collaborative Partnerships
					
<i>This quality component focuses on the extent to which program and agency structures, processes, and culture support transformational management of programs and staff.</i>	<i>This quality component focuses on programs' adaptive capacity and the extent to which their practices reflect values of diversity and inclusion of youth, staff, and families.</i>	<i>This quality component focuses on the extent to which program practices help to support youth's academic engagement and cultivation of a growth mindset.</i>	<i>This quality component focuses on the extent to which programs attend to the physical and emotional safety of participants and to cultivating a sense of belonging for youth and adults.</i>	<i>This quality component focuses on the extent to which programs promote youth agency, self-actualization, leadership, and liberation.</i>	<i>This quality component focuses on the extent to which programs develop strong relationships with school-day and community-based partners, families, and other program stakeholders</i>
<i>Quality indicators include:</i>	<i>Quality indicators include:</i>	<i>Quality indicators include:</i>	<i>Quality indicators include:</i>	<i>Quality indicators include:</i>	<i>Quality indicators include:</i>
Programs and agencies are purpose- and values-driven	Programs offer differentiated services to meet individual student and family needs	Youth engage in activities focused on nurturing fundamental habits for lifelong learning	Programs thoroughly integrate SEL and restorative practices into program activities	Programs provide opportunities for youth to own and share their stories and speak their own "truth"	Programs establish and maintain clear, open and regular lines of communication
Programmatic and administrative practices are consistent and reliable	Programs regularly engage families and communities in shared decision-making	Youth demonstrate greater academic engagement, confidence, resilience and joy of learning	Programs establish strong relationships and trust between staff, students, and families	Programs celebrate youth interests, passions, and culture	Programs establish and maintain clear, shared values around supporting and honoring youth
Programs engage in ongoing CQI processes to ensure transparency of expectations and foster a culture of accountability, compliance, and assessment	Programs provide services that are inclusive, responsive, and culturally relevant	Youth participate in diverse enrichment programming that reflect student interests and that promote joy, skill-building, and hands-on experience	Programs clearly articulate values and group agreements	Programs provide opportunities for youth to lead and develop projects	Programs seek and respond to feedback and engage in active listening, and shared decision-making and planning processes
Programs have adequate budget and staffing to meet student needs	Where relevant, program practices are trauma-informed	Youth participate in activities that promote mindfulness, movement, and healthy eating habits	Programs practice safety procedures	Programs encourage youth to consider multiple perspectives	Programs and partners celebrate one another and the unique role each plays in supporting youth
Staff receive consistent PD support and are treated as respected and trusted professionals	Programs demonstrate capacity to adapt to shifting physical, environmental, and social contexts	Youth feel safe and supported to be their whole selves	Youth feel a sense of belonging	Youth are able to identify their strengths	
Staff feel empowered to influence change and raise issues	Program practices are informed by an ongoing cycle of reflection/action (praxis) at different levels (e.g. among staff and students, in collaboration with families, etc.)	Youth feel valued, seen, acknowledged and celebrated	Youth feel safe and supported to be their whole selves	Youth engage regularly in reflection and goal setting to determine their paths for growth	



Oakland Unified School District Afterschool Programs SY2021-2022 Final Report

Prepared by Social Policy Research Associates | December 2022

Executive Summary

The 73 programs funded by Oakland Unified School District (OUSD) are designed to increase positive youth development and educational outcomes by providing safe and high-quality academic and enrichment activities at low- or no-cost during after-school hours. OUSD funds programs at 70 of Oakland's Title I public school sites and prioritizes students who are experiencing homelessness, involved in foster care, or designated as an unaccompanied minor, newcomer, refugee, or asylee. In SY21-22, 12,058 Oakland students benefitted from these services.¹ Despite facing COVID-related challenges in staffing, enrollment, and attendance, OUSD expanded learning programs served an average of 6,757 students per day, and most students, school leaders, and parents that were surveyed expressed satisfaction with the quality of the program and agreed that the program supported academic skills and social emotional wellbeing.

SY 21-22 Highlights

Enrollment and Attendance		
	Number of Youth Served	12,058
	Average Number of Days Attended per Student	94
	Average Daily Attendance (Q3-Q4)	91
Program Quality		
	Safety: Youth who agreed that they felt safe in their program	82%
	Caring Adults: Youth who agreed that there is an adult at their program who really cares about them	78%
	Positive Engagement: Youth who agreed that they are interested in what they do at their program	78%
	Parents/caregivers who agreed that their child enjoys the afterschool program.	97%
Student Outcomes		
	Academic Skills: Youth who agreed that they learned skills that help with their schoolwork	75%
	Parents/caregivers who agreed that the program helped their child complete their homework.	92%
	Principals who agree that the program supported student academic growth.	88%
	Motivation to Learn: Youth who agreed that they are more motivated to learn in school as a result of the program	70%

¹ Three schools have more than one funded program, such as a program for middle school students and a program for high school students.

Introduction

Research consistently demonstrates that expanded learning opportunities, such as high-quality afterschool programming, supports academic achievement, social-emotional skill development, emotional wellbeing, and successful transitions to college and career.² To ensure that Oakland youth have access to such enriching opportunities, Oakland Unified School District (OUSD) partners with

community agencies to provide academic supports, enrichment opportunities, and physical activity at 70 Title I schools using government funds.³ These community-based providers manage daily operations, create program curricula and activities, coordinate with subcontractors and school-day staff, and hire and manage instructors.⁴ To allow programs to serve more students and deepen their services, OUSD partners with the Oakland Fund for Children and Youth (OFCY) to co-fund 51 programs at schools where more than half of students qualify for free or reduced lunch rates, comprising 70% of all funded programs.

In SY2021-2022, OUSD contracted with Social Policy Research Associates (SPR) to serve as its evaluation and learning partner. This report presents finding from SPR's evaluation and includes the following sections: 1) Programs and Participants, 2) Enrollment and Attendance, 3) Program Quality, and 4) Student Outcomes.

To inform this report, the evaluation drew on a number of data sources, as listed in the table on the following page.

OUSD funds 73 programs:



44 Elementary Programs
(including K-8)

14 Middle School
Programs

15 High Schools Programs
(including 6-12)

Three schools have two funded programs.

² Bowles, A., & Brand, B. (2009, March). Learning around the clock: Benefits of expanded learning opportunities for older youth. Washington, DC: American Youth Policy Forum.

³ OUSD receives funding through the State of California's Afterschool Education and Safety (ASES), 21st Century Community Learning Centers, and 21st Century After School Safety and Enrichment for Teens (ASSETS) programs that it regrants to community-based agencies to provide afterschool programming.

⁴ In, SY2020-2021, OUSD contracted with 14 agencies to operate afterschool programs. See page 17 for a complete list of funded programs.

Data Source	Description
Administrative Data	Programs track participant attendance through a Salesforce database, which is then matched to demographic and academic data from OUSD's Aeries student information system. SPR accessed data dashboards with aggregated enrollment data by school and subgroups of Interest (e.g., ethnicity, grade, EL status, etc.) and received a data export with student-level records for 30,765 students enrolled in schools with funded afterschool programs, including students who attended afterschool programs and those that did not. ⁵
Student Surveys	In February and March 2022, afterschool programs administered a student survey to students in grades 3-12. A total of 4,103 students from 70 programs submitted surveys.
Parent/ Caregiver Survey	In February and March 2022, afterschool programs administered a survey to parents and caregivers of afterschool participants. In total, 1,896 parents and caregivers completed the survey.
School Leader Surveys	In April 2022, 22 principals, 11 community school managers, and one afterschool manager responded to a school leader survey where they rated their agreement with ten statements related to their satisfaction with various components of the program. Respondents also shared what they appreciate about the program and how the program can be improved.
Staff Focus Groups	During spring 2022, SPR held virtual focus groups with program staff to discuss recruitment strategies, target populations, program approaches, and student outcomes. Staff from the following 12 programs attended: • Franklin Elementary – East Bay Asian Youth Center • Piedmont Avenue Elementary – YMCA of The East Bay • Peralta Elementary – East Bay Agency for Children • Claremont Middle School – Citizen Schools, Inc. • Greenleaf Elementary (6-8) – Citizen Schools, Inc. • Melrose Leadership Academy – Love. Learn. Success. • Oakland International High School – East Bay Asian Youth Center • Skyline High School – Youth Together • Rudsdale Continuation – Bay Area Community Resources • Oakland High School – East Bay Asian Youth Center • Bret Harte Middle School – Oakland Leaf Foundation • LIFE Academy – Bay Area Community Resources

⁵ The data export did not include students who attended Rudsdale Newcomer.

Programs and Participants

Afterschool programs provide social emotional development, enrichment, and leadership opportunities that meet the diverse needs of Oakland's youth.

97% of surveyed parents and caregivers reported that having afterschool care was essential to their ability to work or go to school.

During SY21-22, 12,058 students participated in OUSD-funded afterschool programs. All programs were committed to serving communities most in need. Programs served youth from low-income, newcomer, English learner, unsheltered, single-parent and foster households. Notably, 97% of participants' parents and caregivers who submitted surveys reported that having afterschool care was essential to their ability to work or go to school. In interviews, program staff highlighted the diverse cultural backgrounds and emerging leadership skills of participants as core strengths. Staff also underscored that pandemic-related challenges continued to affect the physical, social emotional, and mental wellbeing of students. Specifically, staff reported higher levels of anxiety, stress, and fear among students due to the ongoing pandemic, concerns about safety, and in some cases, the loss of family members or a parent's job. Afterschool programs were attuned to each community's challenges and utilized whole-child approaches to support and build the resilience of youth.

Programs reached prospective participants by partnering with the school's parent teacher group, hosting Zoom orientations, presenting to students during advisory period and 9th grade Summer Bridge classes, and informally sharing about afterschool activities during lunchtime and passing periods. Programs also posted afterschool program information and enrollment forms on school websites. Some also supported Spanish-speaking families with the enrollment process through phone calls and in-language support at parent orientations.

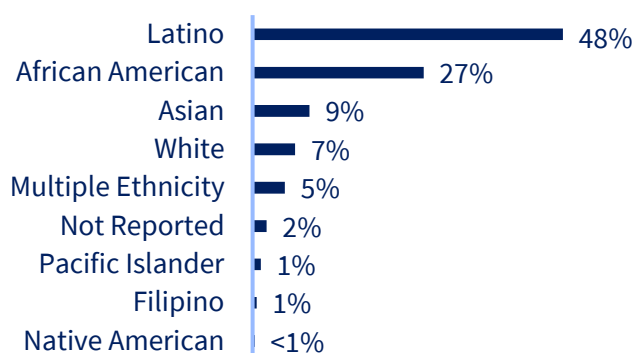
"It's more of supporting kids so that they can succeed in school. My goal is to have them be able to refresh all the material that they learn in school, so that's the academic portion. And then the other portion is introducing them to subjects or classes that they might not [otherwise] be able to participate in. We offer cooking science, arts and crafts, all that stuff. So that's kind of my other half of the focus – exposing kids to things they don't normally get."

–Staff, East Bay Asian Youth Center at Franklin Elementary

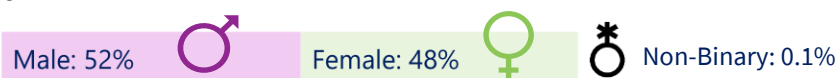
75% of participants identified as Latino or African American.

During SY21-22, afterschool participants were mostly students who did not identify as Caucasian or White. In all, 75% of afterschool participants identified as Latino or African American. Moreover, 52% of participants identified as male, and 48% identified as female. Non-binary and gender fluid students served comprised less than 1%. And, as illustrated on the following page, afterschool programming and services supported youth of all grades, with high school students comprising slightly more participants than elementary or middle school students.

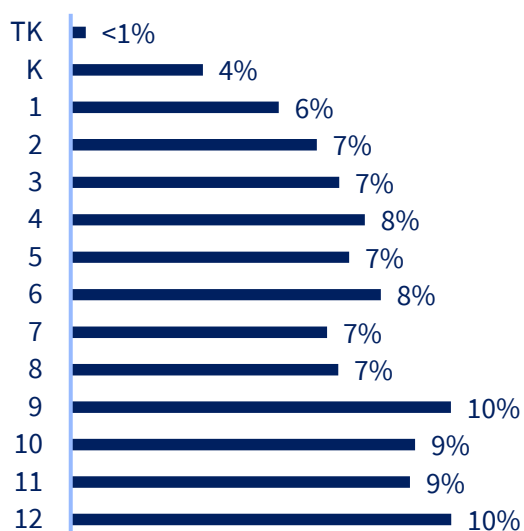
Ethnicity of Participants



Gender



Grade

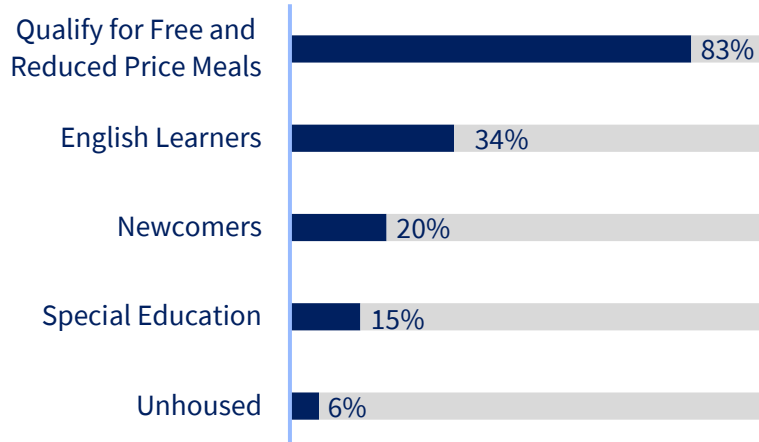


High school students comprised slightly more participants than elementary or middle school students.

In alignment with the model of funding Title I schools, 83% of participants qualified for Free and Reduced Price Meals, compared to 80% of all students at host schools.⁶ Additionally, about one-third of participants were classified as English Learners (34%), 6% were identified as unhoused, and 20% were identified as newcomers.

Other Student Characteristics

83% of participants qualified for Free and Reduced Price Meals, compared to 80% at host schools.



Enrollment and Attendance

Afterschool programs provided in-person enrichment and academic support to 12,058 students.

As stated previously, 12,058 students, comprising 38% of the student body at host schools, attended CASP programming.⁷ Together, programs served 6,757 per day. Several programs mentioned challenges that contributed to low enrollment, such as class size restrictions to reduce the spread of COVID-19, competing afterschool activities for students (e.g. sports teams), and parents' desire for earlier pickup times. Some programs experienced challenges recruiting afterschool staff, particularly in the beginning of the year, which required them to temporarily limit enrollment. To

⁶ School-level Free and Reduced Price Meal data for host schools was accessed from the California Department of Education's Dataquest website. <https://dq.cde.ca.gov/dataquest/>

⁷ The percent of students served at host schools does not account for students from Rudsdale Newcomer's program because student-level enrollment data for Rudsdale Newcomer was not available.

Between January and May, programs served an average of 91 students every day. In that time period, programs on average reached 87% of their target average daily attendance.

address enrollment challenges, afterschool programs worked closely with their school to conduct student outreach through newsletters, emails, robocalls, texting, and personal phone calls to participants and families.

Enrollment and attendance increased over the year as staffing stabilized and programs continued reaching out to families. Programs served on average 91 students per day on between January and May, compared to 76 students per day in August and September.⁸ Still, programs reported that they continued to struggle more with attendance this year compared to typical years due to quarantines and temporary closures during COVID outbreaks.⁹ Despite these challenges, on average, programs reached 87% of their target average daily attendance between January and May.

Overall, programs served over one-third of the students who attended host schools (38%).¹⁰ Among middle and high schools, 46% of students participated in afterschool programs. The table below displays the percent of students from host schools attending afterschool programs by grade.

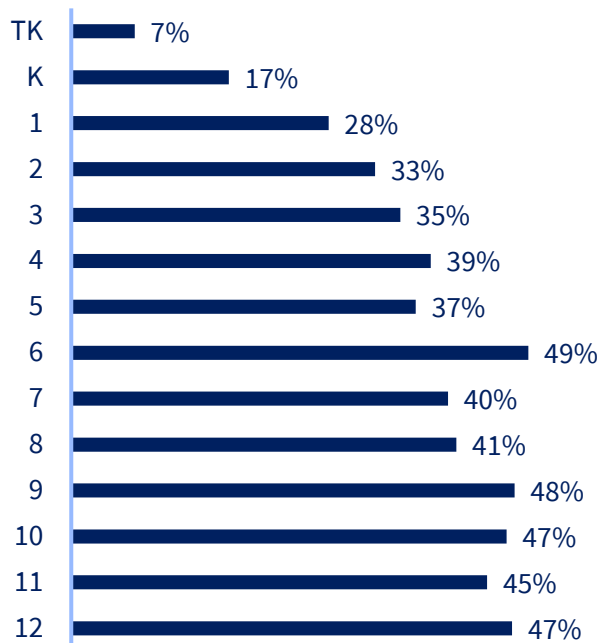
⁸ Recorded attendance was inaccurate for both the middle and high school programs at Coliseum College Prep Academy. This report uses data from the Oakland Fund for Children and Youth's Cityspan database for Coliseum College Prep Academy's middle school program. The high school program, which is not part of the Oakland Fund for Children and Youth, is not included in the count of students served per day.

⁹ Furthermore, several programs noted challenges related to the Aeries attendance system. There were reports about glitches and access issues creating sign in/out sheets and difficulty finding students in the system due to misspelled names and unnecessary dashes or spaces entered by OUSD administrative staff. For support, programs reached out to OUSD to report issues and receive technical assistance.

¹⁰ As mentioned previously, comparisons to host school enrollment does not account for Ruidsdale Newcomer's afterschool program.

Compared to elementary students, a higher proportion of middle and high school students attended afterschool programs.

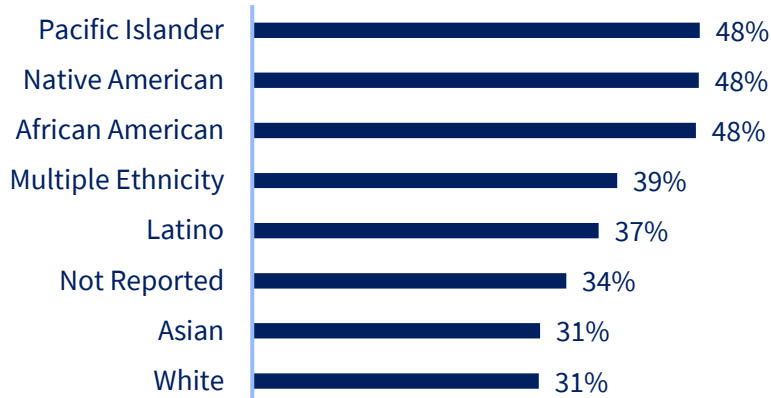
Percent of Host School Students that Attended Afterschool Programs, by Grade



The rate of participation varied by race/ethnicity. As shown below, Native American, Pacific Islander, and African American students were the most likely to participate in afterschool programming.

Pacific Islander, Native American, and African American students were the most likely to participate in afterschool programming.

Percent of Host School Students that Attended Afterschool Programs, by Race



Program Quality

Surveys were submitted by 4,103 youth, 1,896 parents/caregivers, and 34 school leaders.

This evaluation draws on feedback gathered through surveys of students, parents, and school leaders that assess critical aspects of program quality and the benefits of the program for students. (Appendix B includes full survey results and an overview of survey respondents.) In the spring of 2022, the survey was completed by 4,103 youth, 1,896 parents/caregivers, and 34 school leaders who generally shared that programs create safe environments, are staffed with caring adults, and offer engaging programming, as shown below.

Program Quality: Survey Responses

Safety

Youth who agree that they feel safe in their program.

82%

Parents/caregivers who agree that the program is a safe place for their child to be after school.

97%

School leaders who agree that the program provides a safe place for students to be after school.

95%

Caring Adults

Youth who agree that there is an adult who cares about them at their program.

78%

Positive Engagement

Youth who agree that they are interested in what they do at their program.

78%

Parents/caregivers who agree that their child enjoys the afterschool program.

97%

“My child likes that her friends attend the program as well. What I love is the staff really monitor the kids, keep them safe and alert me about situations that need attention.”

– Parent/Caregiver, Oakland Leaf Foundation’s Bret Harte Middle School

“The staff are the best. They keep my children active, safe, and learning. One child likes the outdoor activities, the other kids [like having] time with [their] friends.”

–Parent/Caregiver, East Bay Asian Youth Center at Manzanita SEED

Parents/caregivers expressed their appreciation of the diversity of enrichment, the academic support, and the quality of program staff.

When asked what they and their child most appreciate about the afterschool program on the parent survey, parents and caregivers most often identified the diversity of enrichment activities, the ability for students to interact with their peers, homework assistance and academic support, the quality of staff, and opportunities to stay active, be outside, and have fun. Other responses included the supervision their child receives while they are working, the ability for their child to practice English, and leadership opportunities students enjoy. Parents/caregivers were most likely to report that the program supports their family by allowing parents/caregivers to work, giving their child a safe place to be, and providing homework help.

Programs utilize a variety of strategies to ensure that students are positively engaged in afterschool activities, feel safe and supported, form positive connections to

To strengthen **the sense of safety and trust in staff**, programs conducted wellness checks, created space for students to share their concerns with staff without feeling judged, and supported students when they're having a bad day. Strategies used by afterschool programs to foster positive engagement include incorporating student voice and choice for enrichment activities, offering opportunities to try a wide range of activities, hosting marking period celebrations with music and treats for students, offering paid internship opportunities for older youth, engaging families, and creating space for social interaction amongst participants.

“[We] provide students with that space be themselves ... create those spaces for the students within their smaller enrichment programs to express themselves and give them tools to be themselves outside of that space as well.”

– Staff, Bay Area Community Resources at LIFE Academy Middle School

Some programs have staff on campus during the school day, which allows staff to continue building relationships and supporting students throughout the day.

Program staff build **positive relationships** to students by listening, being adaptable when students voice their needs, managing power dynamics between staff and students, showing students love and respect and recognizing their humanity. East Bay Asian Youth Center staff at Franklin Elementary also reported interacting with their participants during the school day, which allows staff to continue building relationships and supporting students throughout the day. Principals and community school managers also expressed deep appreciation for supportive staff that build strong relationships with students and families.

Furthermore, afterschool programs promote **diversity, equity, and inclusion** by celebrating different cultural holidays, referring to students and staff by their preferred pronouns, holding welcome circles for new students, and recruiting and making accommodations for underrepresented youth. For example, Oakland High staff conducted additional outreach to African American and Latino males and Spanish-speaking students for its teaching internship program; the program also makes accommodations for unhoused and foster youth to ensure they are supported and able to participate. Programs also hire staff that reflect the linguistic and cultural background of participants.

“It starts with the mindset of us as adults and how we show up for young people. What’s the power and what’s the influence and what do we need to check at the door and what are our biases...It’s about who you are, who I am, and what do we need as a community to be able to feel we can show up in a safe and positive and respectful way. Doing community norms and having [students] take ownership in our check-ins or our activities of the day and having them reflect at the end of the day and do appreciations. You got to be able to see who we are as humans before we jump into the content.”

– Staff, East Bay Asian Youth Center at Oakland High School



Results from the school leader survey suggest that programs may benefit from identifying additional ways and opportunities to meet with school-day teachers.

In addition to fostering a safe environment, positive relationships with adults, and positive student engagement, high quality programs maintain strong alignment with their host schools. Although principals and community school managers expressed appreciation for their relationship with their afterschool coordinator, a little over a third (35%) of respondents disagreed that they were satisfied with the level of communication between program staff and school-day teachers, suggesting that programs may benefit from identifying additional opportunities to meet with school-day teachers.

On their survey, the most common parent/caregiver recommendations included increasing the homework help and academic support offered; offering a wider variety of enrichment activities, such as cooking, sports, dance, and art; communicating more often with parents about their child's progress, program activities, changes to the schedule, etc.; and offering more or improved snacks and meals. Other suggestions included spending more time outside, offering opportunities for parents to volunteer at the program, providing more training to newer staff, increasing staff pay, and organizing more family events.

Is Anyone Better Off?

SPR draws on multiple sources of data to investigate academic and social-emotional outcomes of OUSD's afterschool participants. Results from student, parent, and school leader surveys provide important feedback about how programs are impacting students, and the focus groups with program staff tell a more comprehensive story about the ways that afterschool programs support positive youth development, social emotional wellbeing, and academic preparedness.

Participant Outcomes: Youth Survey Responses¹¹

Support with School

Youth who agreed that they learned how to do things that help with their schoolwork.

75%

Parents/caregivers who agreed that the program helped their child complete their homework.

92%

School leaders who agreed that the program supports students' academic growth.

88%

Motivated to Learn

Youth who agreed that they feel more motivated to learn as a result of the program.

70%

“The group is able to receive academic instruction through tutoring with their homework, assigned work, group reading, and other activities such as chess. Many children have already shown great signs of improvement, some have been able to complete work several grades above their own, and others have taken great strides in getting on grade level. There are also several opportunities for the children to take on leadership responsibilities in the group. Whether it be picking teams, line leaders, or helpers, the children are able to take responsibility over their own actions and those of their peers.”

-Staff, Bay Area Community Resources at Emerson Elementary

Academic Preparedness and Engagement

In response to the learning loss that occurred due to the pandemic, programs offered a range of academic support to meet the individual needs of students. Activities included in-person and virtual one-on-one tutoring, homework assistance by grade level, reading sessions, book clubs, study hall for students who participate in sports, and peer tutoring. At Franklin Elementary, East Bay Asia Youth Center facilitated project-based learning to support reading comprehension while making learning fun for students. Bay Area Community Resources hosted a homework challenge at Oakland Academy of

**75% of youth agreed:
This program helps me
to feel like a part of my
school.**

¹¹ Surveys were submitted by 4,103 youth, 1,896 parents/caregivers, and 34 school leaders.

**94% of school leaders agreed:
This program helps students feel connected to our school.**

Knowledge to encourage and promote academic engagement. At Westlake Middle School, Citizen Schools, Inc utilized Aeries to support students with homework completion and identify additional activities to support academic growth.

Sense of Belonging and Self-Esteem

The transition back to in-person programming allowed afterschool programs to implement community agreements and activities that promote engagement and a sense of belonging among participants. For example, the Girls Inc. afterschool program at Parker Elementary led students through icebreakers, the development of the Girls Inc. Bill of Rights to push back on gender stereotypes, and a collage activity about themselves and what they love. Additionally, Oakland Leaf Foundation implemented the My Identity curriculum at its seven schools, offering students opportunities to explore different aspects of identity and learn more about themselves and their peers. Bay Area Community Resources at LIFE Academy created a young men's group and a LGBTQI group when students voiced a desire for small groups and space to be themselves. Furthermore, afterschool staff are mindful about addressing students and other staff by their preferred pronouns.

**74% of youth agreed:
I feel like I belong at this program.**

"Program Leaders reported seeing students supporting one another more than in previous months. Students are volunteering to help each other with homework, enrichment projects, and personal issues. Usually facilitators pair students, or projects are modified to accommodate the student's desire to work alone. What staff are seeing now is the youth taking initiative and stepping up to help each other through their own organic desire to do so. Students are volunteering their own time, energy, and knowledge to someone else with the sole purpose of helping that person succeed in that task. Students have built genuine bonds with people they do not spend a lot of time with outside of after school program."

- Staff, Girls Inc. at West Oakland Middle School

94% of school leaders agreed: This program supports the social emotional health of students.

Mental and Social Emotional Wellness

Mental health and social emotional wellbeing continued to be a core focus of afterschool programs in FY21-22 due to the ongoing pandemic. Many of the activities that promote a sense of belonging and connections to adults also support mental health and social emotional wellbeing, such as one-on-one wellness checks that allow students to share their concerns about school or their home life. Staff emphasized the importance of helping youth process their feelings and build positive connections with adults in afterschool so that youth have someone to talk to and ask for help. At elementary and middle schools, program staff also led students through reflections, meditation and self-affirmations, facilitated racial justice circles, and offered more arts curriculum. Additionally, a few programs created quiet spaces where students could take a moment to themselves.

“We started doing meditation every day...We tell the kids, whatever happened during the day, let that go. We’re going to start fresh here. And after school, if you got in trouble during the day, don’t worry, end the day right. If you started the day right, end the day amazing. So they took three to five minutes a day, relaxing and letting that space open up for themselves physically and in their mind as well.”

- Staff, YMCA of the East Bay at Piedmont Elementary

Outcomes by Youth Subgroups

An analysis of survey responses by subgroup revealed some differences in outcomes across race, gender, and age¹²:

Elementary-aged students were more likely to agree with all of the quality and outcome bellwether questions than older students. This pattern has been observed over multiple years.

Males and African American students were more likely to agree with several bellwether questions, including that they felt safe in

¹² All findings were statistically significant at $p < .01$.

their program, that an adult at the program cares about them, and that they had learned new skills that will help with their schoolwork.

Conclusion

In summary, over 12,000 students accessed academic support, enrichment opportunities, and social emotional learning activities after school through the Comprehensive Afterschool Program strategy. Although some programs reported struggling with staffing and COVID-related absences, especially at the beginning of the year, on average, programs reached 90% of their target average daily attendance between January and May and served an average of 6,757 students per day. Most students, school leaders, and parents that were surveyed expressed satisfaction with the quality of the program and agreed that the program had supported academic skills and social emotional wellbeing.

Appendix A: Funded Programs

Acorn Woodland Elementary - Girls Incorporated of Alameda County	Edna Brewer Middle School - East Bay Asian Youth Center	Greenleaf Elementary (6-8) - Citizen Schools, Inc.
Allendale Elementary School - Girls Incorporated of Alameda County	Elmhurst United - Bay Area Community Resources	Hoover Elementary - Bay Area Community Resources
Bella Vista Elementary School - East Bay Asian Youth Center	Emerson Elementary - Bay Area Community Resources	Horace Mann Elementary - Girls Incorporated of Alameda County
Bret Harte Middle School - Oakland Leaf Foundation	EnCompass Academy - Oakland Leaf Foundation	International Community School - Oakland Leaf Foundation
Bridges Academy - Girls Incorporated of Alameda County	Esperanza Elementary - Bay Area Community Resources	La Escuelita Elementary - Girls Incorporated of Alameda County
Brookfield Elementary - Bay Area Community Resources	Franklin Elementary School - East Bay Asian Youth Center	Laurel Elementary - SAFE PASSAGES
Burckhalter Elementary - Girls Incorporated of Alameda County	Fred T. Korematsu Discovery Academy - Bay Area Community Resources	LIFE Academy - Bay Area Community Resources
Carl B. Munck Elementary - UJIMAA FOUNDATION	Fremont High School - Bay Area Community Resources	LIFE Academy High School - Bay Area Community Resources
Castlemont High School - Oakland Kids First	Frick Middle School - East Bay Asian Youth Center	Lincoln Elementary School - East Bay Asian Youth Center
Claremont Middle School - Citizen Schools, Inc.	Fruitvale Elementary - Bay Area Community Resources	Lockwood STEAM Academy - Bay Area Community Resources
Cleveland Elementary School - East Bay Asian Youth Center	Garfield Elementary School - East Bay Asian Youth Center	Madison Park Academy 6-12 - Bay Area Community Resources
Coliseum College Prep Academy - SAFE PASSAGES	Glenview Elementary - Bay Area Community Resources	Madison Park Academy TK-5 - Bay Area Community Resources
Dewey Academy - East Bay Asian Youth Center	Global Family - Bay Area Community Resources	Manzanita Community School - East Bay Asian Youth Center
East Oakland Pride Elementary - Higher Ground Neighborhood Development Corp.	Grass Valley Elementary - Bay Area Community Resources	Manzanita SEED - East Bay Asian Youth Center
	Greenleaf Elementary - Bay Area Community Resources	

Markham Elementary - Bay Area Community Resources	Ralph J. Bunche High School - Bay Area Community Resources
Martin Luther King, Jr. Elementary - Bay Area Community Resources	REACH Academy - Young Men's Christian Association of The East Bay
McClymonds High School - HIFY	Rise Community School - East Bay Agency for Children
Melrose Leadership Academy - Love. Learn. Success.	Roosevelt Middle School - East Bay Asian Youth Center
MetWest High School - East Bay Asian Youth Center	Rudsdale Continuation High School - Bay Area Community Resources
New Highland Academy - East Bay Agency for Children	Sankofa Academy - Bay Area Community Resources
Oakland Academy of Knowledge (OAK) - Bay Area Community Resources	Sequoia Elementary - East Bay Agency for Children
Oakland High School - East Bay Asian Youth Center	Skyline High School - Youth Together
Oakland International High School - East Bay Asian Youth Center	Street Academy - Bay Area Community Resources
Oakland Technical High School - Bay Area Community Resources	Think College Now - Oakland Leaf Foundation
Parker Elementary - Girls Incorporated of Alameda County	United for Success Academy - SAFE PASSAGES
Peralta Elementary - East Bay Agency for Children	Urban Promise Academy - East Bay Asian Youth Center
Piedmont Avenue Elementary School - Young Men's Christian Association of The East Bay	West Oakland Middle School - Young Men's Christian Association of The East Bay
Prescott - Bay Area Community Resources	Westlake Middle School - Citizen Schools, Inc.

Appendix B

Student Survey

In February and March 2022, afterschool programs administered a student survey to students in grades 3-12. (Some schools also surveyed students in first and second grade.) Students in grades 6-12 responded to 34 questions and students in grades 1-5 responded to an abbreviated survey with ten questions. **A total of 4,103 students from 70 programs submitted surveys.** As shown in the table below, students generally agreed with statements related to positive program quality and student outcomes.

Student Survey Results

Domain	Survey Item	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Development and mastery of skills	At this program, I get the opportunity to talk about what I have learned.	2%	5%	18%	48%	27%
	In this program, I learned new information about a topic that interests me.	2%	5%	18%	47%	28%
	In this program, I try new things.	3%	4%	10%	48%	35%
Greater connections with adults	The adults in this program tell me what I am doing well.	2%	3%	15%	49%	30%
	There is an adult at this program who cares about me.	3%	3%	16%	36%	43%
	There is an adult in this program who notices when I am upset about something.	2%	5%	23%	40%	29%
Improved decision-making	Since coming to this program, I am better at saying 'no' to things I know are wrong.	2%	5%	23%	43%	27%
	Since coming to this program, I am better at staying out of situations that make me feel uncomfortable.	2%	5%	26%	42%	24%
Improved goal setting	In this program, I learned how to set goals and meet them.	2%	5%	19%	46%	28%
	This program helps me to think about the future.	4%	6%	28%	38%	23%
	Since coming to this program, I feel I can make more of a difference.	4%	5%	27%	39%	25%

Domain	Survey Item	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Increased confidence and self esteem	Since coming to this program, I feel I have more control over things that happen to me.	3%	6%	23%	44%	24%
	Since coming to this program, I feel more comfortable sharing my opinion.	3%	6%	22%	43%	26%
Increased sense of belonging and emotional wellness	I feel like I belong at this program.	3%	3%	19%	40%	34%
	I feel supported and respected at this program.	2%	3%	16%	48%	31%
	This program helps me to get along with other people my age.	2%	4%	17%	47%	29%
	This program helps me to talk about my feelings.	6%	8%	25%	37%	25%
	This program is a place where people care about each other.	3%	3%	19%	45%	30%
Program Quality Bellwethers	At this program, I feel comfortable talking with staff about my culture or background.	5%	7%	20%	38%	29%
	I am interested in what we do at this program.	3%	4%	15%	42%	35%
	I feel safe in this program.	3%	2%	13%	42%	41%
Improved physical wellness	This program helps me be more active.	3%	4%	13%	38%	41%
	This program helps me to learn how to be healthy.	5%	7%	23%	39%	27%
Increased academic preparedness and engagement	Because of this program, I participate in more class discussions and activities at school.	3%	7%	24%	39%	27%
	I learned how to do things in this program that help with my school work.	4%	5%	17%	41%	35%
	This program helps me feel more confident about going to college.	3%	5%	24%	39%	29%
	This program helps me feel more motivated to learn in school.	4%	6%	20%	40%	30%
Increased persistence and resiliency	Because of this program, I am better able to handle problems and challenges that arise.	3%	5%	27%	41%	25%
	In this program, I have a chance to learn from my mistakes.	3%	3%	14%	45%	35%

Domain	Survey Item	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
	Since coming to this program, I am better at something that I used to think was hard.	3%	5%	19%	44%	29%
Increased school connectedness	This program helps me feel happy to be at this school.	3%	4%	20%	42%	31%
	This program helps me to feel like a part of my school.	4%	5%	17%	41%	34%
Increased school-day attendance	Because of this program, I attend school more regularly.	5%	7%	19%	39%	29%
	This program increased my desire to stay in school.	3%	6%	22%	41%	28%

The table below displays the percentage of students in agreement (agree or strongly agree) with each question by grade level.

Percent of Students in Agreement by Grade

Domain	Survey Item	Grades 1-5	Grades 6-8	Grades 9-12	Unknown
Development and mastery of skills	At this program, I get the opportunity to talk about what I have learned.		67%	86%	87%
	In this program, I learned new information about a topic that interests me.		69%	83%	77%
	In this program, I try new things.	84%	77%	88%	80%
Greater connections with adults	The adults in this program tell me what I am doing well.		75%	85%	88%
	There is an adult at this program who cares about me.	80%	73%	81%	76%
	There is an adult in this program who notices when I am upset about something.		68%	70%	70%
Improved decision-making	Since coming to this program, I am better at saying 'no' to things I know are wrong.		63%	79%	74%
	Since coming to this program, I am better at staying out of situations that make me feel uncomfortable.		59%	77%	67%
Improved goal setting	In this program, I learned how to set goals and meet them.		66%	85%	74%

Domain	Survey Item	Grades 1-5	Grades 6-8	Grades 9-12	Unknown
	This program helps me to think about the future.	55%	57%	82%	55%
Increased confidence and self esteem	Since coming to this program, I feel I can make more of a difference.	61%	58%	78%	62%
	Since coming to this program, I feel I have more control over things that happen to me.		59%	79%	77%
	Since coming to this program, I feel more comfortable sharing my opinion.		59%	82%	87%
Increased sense of belonging and emotional wellness	I feel like I belong at this program.	76%	67%	81%	67%
	I feel supported and respected at this program.		71%	89%	90%
	This program helps me to get along with other people my age.		71%	83%	84%
	This program helps me to talk about my feelings.		52%	73%	72%
	This program is a place where people care about each other.		66%	86%	80%
Program Quality Bellwethers	At this program, I feel comfortable talking with staff about my culture or background.	64%	64%	81%	59%
	I am interested in what we do at this program.	79%	71%	85%	75%
	I feel safe in this program.	83%	77%	88%	78%
Improved physical wellness	This program helps me be more active.	81%	73%	82%	79%
	This program helps me to learn how to be healthy.	65%	58%	77%	61%
Increased academic preparedness and engagement	Because of this program, I participate in more class discussions and activities at school.		57%	77%	76%
	I learned how to do things in this program that help with my school work.	78%	68%	79%	69%
	This program helps me feel more confident about going to college.		58%	81%	72%
	This program helps me feel more motivated to learn in school.	69%	61%	83%	71%

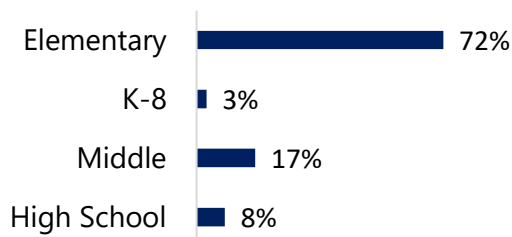
Domain	Survey Item	Grades 1-5	Grades 6-8	Grades 9-12	Unknown
Increased persistence and resiliency	Because of this program, I am better able to handle problems and challenges that arise.		57%	78%	73%
	In this program, I have a chance to learn from my mistakes.	81%	73%	87%	76%
	Since coming to this program, I am better at something that I used to think was hard.		68%	79%	77%
Increased school connectedness	This program helps me feel happy to be at this school.		64%	83%	93%
	This program helps me to feel like a part of my school.	77%	64%	84%	69%
Increased school-day attendance	Because of this program, I attend school more regularly.		60%	78%	76%
	This program increased my desire to stay in school.		60%	80%	83%

Parent/Caregiver Survey

In February and March 2022, afterschool programs administered a survey to parents and caregivers of elementary, middle, and high school students. In total, 1,896 parents and caregivers completed the survey, with most responses coming from elementary programs, as shown to the right.

Detailed survey results overall and by school level are displayed on the following page.

Number of Parent/Caregiver Survey Responses by Grade Level



Parent/Caregiver Survey Results

Survey Item	Overall				% in Agreement by Grade Level		
	Strongly Disagree	Disagree	Agree	Strongly Agree	Elementary / K8	Middle	High
Having afterschool care is essential to my ability to work or go to school.	2%	1%	21%	76%	97%	96%	93%

Survey Item	Overall				% in Agreement by Grade Level		
	Strongly Disagree	Disagree	Agree	Strongly Agree	Elementary / K8	Middle	High
I feel comfortable talking with the program staff.	2%	1%	26%	71%	97%	96%	97%
I feel welcome when I visit the program.	2%	1%	27%	70%	97%	96%	96%
I would recommend the program to other parents.	2%	1%	22%	75%	98%	96%	97%
My child enjoys the afterschool program.	2%	1%	28%	69%	97%	95%	97%
The program helps my child complete their homework.	2%	5%	32%	60%	92%	91%	92%
The program is a safe place for my child to be after school.	2%	0%	26%	71%	98%	97%	97%
The staff keeps me informed about my child's participation at the program.	2%	6%	32%	60%	92%	92%	91%

School Leader Survey

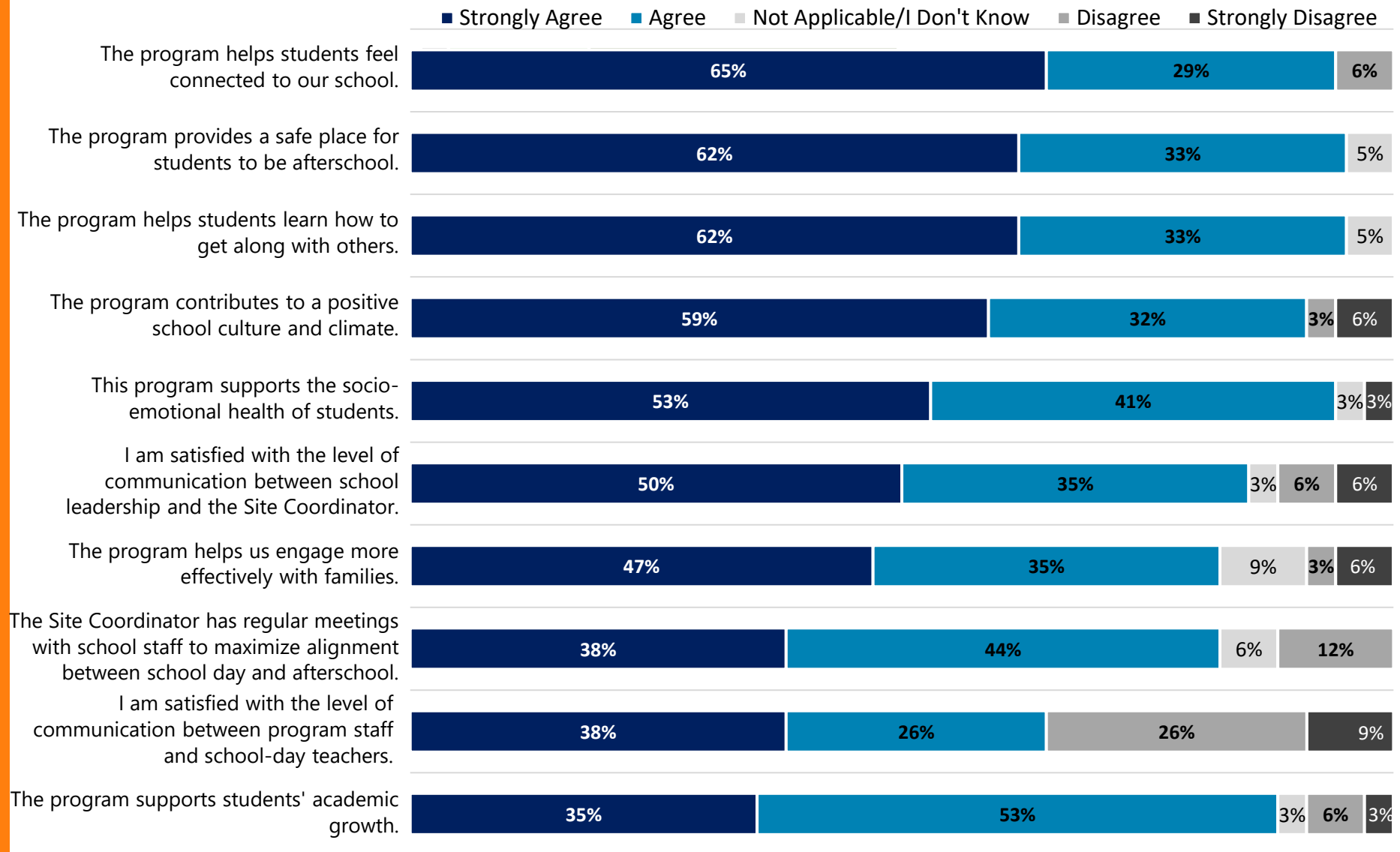
A total of 34 individuals across 30 schools completed the School Leader Survey to provide feedback on the afterschool program at their school.¹³ Of the 34 survey respondents, 22 were principals, 11 were community school managers, and 1 identified as the afterschool manager. Experience in their current role ranged from one to 16 years. On average, principals had been in their role for five years and community school managers had been in their role for four years; the afterschool manager had been in their role for 16 years.

As shown on the following page, principals and community service managers rated their afterschool programs highly.¹⁴

¹³ The principal and community school manager at Martin Luther King, Jr. Elementary, Carl B. Munch Elementary School, Hoover Elementary each took the survey.

¹⁴ Survey respondents rated statements about their afterschool program using a 4-point Likert scale, ranging from 1 "Strongly Disagree" to 4 "Strongly Agree." Each statement also included a "Not applicable or I don't know" option.

Afterschool Program Feedback



OAKLAND UNIFIED SCHOOL DISTRICT'S Afterschool Programming Annual Report 2020-2021



*Prepared by: Social Policy Research
Associates
Mika Clark | Julia Forte Frudden*

SY 2020–2021 Highlights

The 73 programs funded by Oakland Unified School District (OUSD) are designed to increase positive youth development and educational outcomes by providing safe and high-quality academic and enrichment activities at low- or no-cost during after-school hours.

Programs in this strategy serve students at **Oakland's Title I public school sites** and prioritize students who are experiencing homelessness, involved in foster care, or designated as an unaccompanied minor, newcomer, refugee, or asylee. In this school year, 9,240 Oakland students benefitted from these services.¹ In response to the COVID-19 pandemic and remote learning, most afterschool programs made fundamental shifts to their program model to support students and school staff in new ways, often outside of the traditional after school hours.

[Our afterschool program] teaches my girls to lead. You know, to be a part of something bigger. ... It encourages the participants to be a better person. And that's amazing.

–Parent, Girls Inc's La Escuelita Afterschool Program



9,240 Students

participated in programming



82% of Students

report that they learned skills that help with their schoolwork



80% of Students

report that they are more motivated to learn in school



70 Schools

received school-day and afterschool support



30% of students at host schools participated in afterschool programming

¹ The total students served includes students who attended programming on a drop-in basis at high schools. Three schools have more than one funded program, such as a program for middle school students and a program for high school students.

Introduction

Expanded learning opportunities, such as high-quality afterschool programming, supports academic achievement, social-emotional skill development, emotional wellbeing, and successful transitions to college and career. Research consistently demonstrates that expanded learning opportunities support academic achievement, social-emotional skill development, emotional wellbeing, and successful transitions to college and career.² To ensure that Oakland youth have access to such enriching opportunities, Oakland Unified School District (OUSD) partners with community agencies to provide academic supports, enrichment opportunities, and physical activity at 70 Title I schools using government funds.³ These community-based providers manage daily operations, create program curricula and activities, coordinate with subcontractors and school-day staff, and hire and manage

instructors.⁴ To allow programs to serve more students and deepen their services, OUSD partners with the Oakland Fund for Children and Youth (OFCY) to co-fund 52 programs at schools where more than half of students qualify for free or reduced lunch rates, comprising 74% of all funded programs. This year, in response to the COVID-19 pandemic, programs went beyond their usual scope of work to meet the unique needs of students and staff as they adapted to a remote learning environment and grappled with pandemic-related challenges.

In SY2020-2021, OUSD contracted with Social Policy Research Associates (SPR) to serve as its evaluation and learning partner. This report, which presents finding from SPR's evaluation of SY2020-2021 OUSD programs, includes the following sections:

1. Achievements: Students Served
2. Achievements: Hours of Service
3. Performance and Program Quality

4. Student Outcomes

To inform this report, the evaluation drew on a number of data sources, as listed in the table below.

SY2020-2021 Evaluation Data Sources

Data Source	Description
Cityspan Data	Programs track participant characteristics, attendance, and budget information in OUSD's client management system, Cityspan.

² Bowles, A., & Brand, B. (2009, March). Learning around the clock: Benefits of expanded learning opportunities for older youth. Washington, DC: American Youth Policy Forum.

³ OUSD receives funding through the State of California's Afterschool Education and Safety (ASES), 21st Century Community Learning Centers, and 21st Century After School Safety and Enrichment for Teens (ASSETS) programs that it regrants to community-based agencies to provide afterschool programming.

⁴ In, SY2020-2021, OUSD contracted with 14 agencies to operate afterschool programs. See page 17 for a complete list of funded programs.

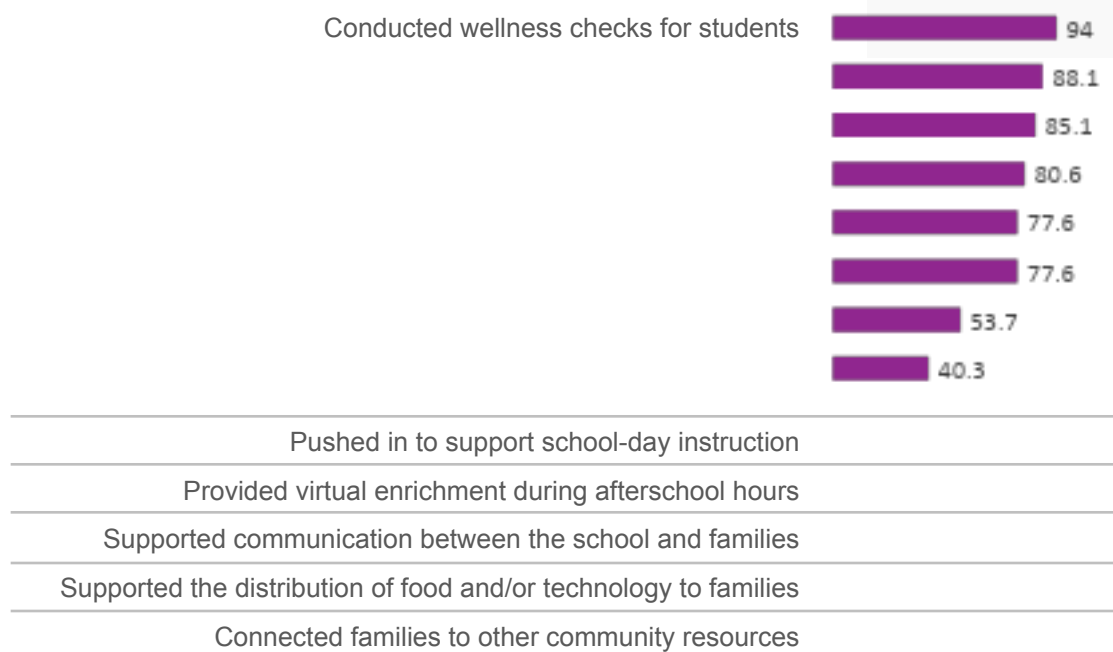
Data Source		Description
Program Surveys		Between February to April 2021, staff from 67 programs provided information on staffing, recruitment strategies, training and capacity building, and partnerships.
School Surveys	Leader	In April 2021, 24 principals, 4 community school managers, and ten school leaders, such as deans of students, responded to a principal survey where they rated their agreement with seven statements related to their satisfaction with various components of the program and shared what they appreciate about the program and how the program can be improved.
Interviews		During spring 2021, SPR interviewed staff from six programs to discuss recruitment strategies, target populations, and program approaches before and after the shelter-in-place order.
Participant Focus Group		In spring 2021, SPR held a focus group with X students from Health Initiatives for Youth's afterschool program at McClymond's High School.

Programs

During 2020–2021, **9,240 unduplicated students participated in OUSD-funded afterschool programs**. All programs are committed to serving communities most in need. Programs provide guaranteed immediate enrollment to transitional students, who include any OUSD student who is homeless, in foster care, designated as an unaccompanied minor, or a newcomer, refugee, or asylee. At most schools, students who are in foster care, are experiencing homelessness, have siblings in the program, or have been identified by school leadership are also prioritized for enrollment. In interviews, program staff described that the pressures youth face can lead to trauma and mental health issues that manifest in academic and emotional challenges. Afterschool programs recognize the unique assets and challenges of each community in which they work and are poised to implement whole-child approaches that focus on the strength and resilience of youth.

While OUSD-funded afterschool programs traditionally engage students in person during afterschool hours, in response to COVID-19 and school closures, programs made fundamental shifts to their program model and supported schools in many ways, as shown in the chart below.⁵

Activities Provided by Programs (Percent of Programs)



While some programs offered virtual afterschool activities, most programs shifted to supporting remote instruction during the school day.

“With the principal and myself administration, when decisions were made, it was in collaboration. It was never, ‘Oh, you guys are just afterschool. You guys are just a nonprofit.’ No, it was always like, ‘Let’s make these choices together. How should your team support? Where will they benefit or students and families benefit more from having these extra hands?’

–Staff, EBAYC at Roosevelt Middle School

⁵ The chart includes the 67 programs that responded to the evaluation’s annual program survey (93% of all programs).

Provided virtual enrichment programming during the school day

Oversaw student learning pods

Almost all programs (94%) conducted wellness checks for students and most supported remote learning during the school day and/or continued to provide enrichment after school, albeit virtually. School day support took many different forms: Many afterschool program staff pushed into the virtual classrooms and supported school-day teachers with social emotional learning, community-building activities, and small group instruction; about half of programs offered enrichment classes during the day; and at least 27 programs led in-person learning pods for students who faced challenges with remote instruction. Additionally, recognizing the growing needs of families at their school sites, many programs also conducted wellness checks, distributed food, and connected families to financial support and mental health resources. Because many programs took on additional responsibilities, including school-day support and wellness checks, and because many students experienced Zoom fatigue after a day of remote instruction, many programs offering afterschool enrichment reduced the hours of afterschool programming.



Program Spotlights

At **Westlake Middle School**, Citizen Schools offered virtual afterschool programming and supported school-day instruction. In the afterschool hours, students engaged in community-building activities, staff checked in individually with students about their homework completion, and students rotated through a series of apprenticeships that are led by partner organizations, community members, and career professionals. For example, this fall, Citizens School partnered with Women's Audio Mission in San Francisco to offer a girls-only audio production engineer class. Other classes included cooking, coding, and violence prevention/community organizing. Staff reached out to the teachers of their regular participants to discuss their academic support and identify additional support they might need.

During the school day, each staff member partnered with a school-day teacher to support remote learning activities. Staff monitored the chat, responded to questions, and led small break out room sessions. In addition, the program provided supplemental math instruction to 30 students who were identified in collaboration with school administration, the instructional leadership team, and math teachers. The math instruction takes place for one hour in the morning before synchronous learning begins. To facilitate collaboration between school-day teachers and afterschool instructors, Westlake gave Citizens School access to Google classrooms and other systems utilized for remote instruction.

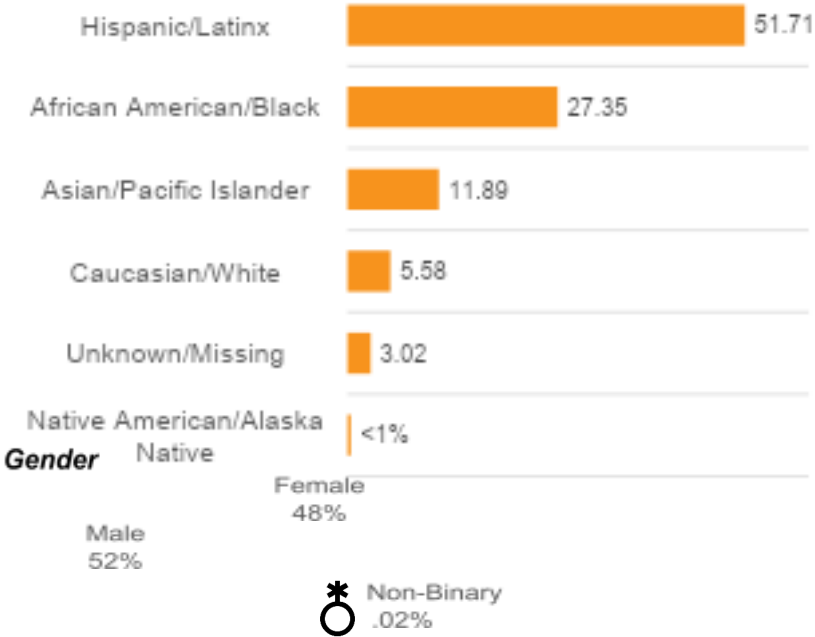
At **Roosevelt Middle School**, East Bay Asian Youth Center (EBAYC) decided to focus their services on school-day support and not offer virtual afterschool programming. Each afterschool staff member partnered with one to two teachers to support advisory classes and core academic classes and led virtual social groups during lunch time. During core classes, afterschool staff led a ten-minute warm welcome activity and supported a small group of students who wanted additional instruction or were having trouble grasping the content in a breakout room after teachers finished their instruction. In early spring, EBAYC led two in-person learning pods to create a safe environment for 24 students who had previously been disengaged in remote learning.

Participants



During the 2020–21 school year, afterschool participants were mostly students who did not identify as Caucasian or White. In all, 79% of afterschool participants identified as Hispanic/Latinx and African American/Black. Moreover, 52% of participants identified as male, and 48% identified as female. Non-binary and gender fluid students served comprised less than 1%. And, as shown below, afterschool programming and services supported youth across the elementary and middle school spectrum, with 58% of participants being between five and 12 years old.

Race/Ethnicity of Afterschool Participants



Age of Participants



Program Enrollment

As stated previously, 9,240 students officially attended afterschool programs. However, programs actually served a larger number. Programs generally did not track every student

30% of students at host schools attended OUSD-funded afterschool programming during the school day or after school.

they engaged with when they pushed into school-day instruction, including many of the students who participated in Zoom breakout sessions with program staff for additional academic support. Generally, programs tracked enrollment of the students who attended afterschool programming or those who attended classes taught and led exclusively by afterschool staff, such as enrichment classes. Moreover, programs did not consistently track the attendance of students who were officially enrolled in programming. As a result, it is difficult to quantify the true reach of OUSD-funded afterschool programs in FY20–21.

“

Overall, programs served close to one-third of the students who attended host schools (30%).⁶ Among high schools, 37% of students participated in afterschool programming, including drop-in programming.

Percent of Students at Host Schools Served



The rate of participation varied by race/ethnicity. As shown below, African American and Latino students were the most likely to participate in afterschool programming.

Percent of Students at Host Schools (by Ethnicity)



Given the shifts in how programs engaged students and delivered services in a remote environment, they also modified their recruitment practices. On the program survey, program staff reported that they relied heavily on frequent, sometimes even daily, phone calls, wellness checks, and texts to parents and older students to remind them about the program. In addition to ensuring that activities were interesting and providing youth voice and choice to maximize engagement, programs also offered incentives such as raffles for participation and attendance awards. Some programs even made home visits to encourage attendance and deliver supplies for activities.

In our focus group, students who participated in the Health Initiatives for Youth afterschool program at McClymonds High School shared that they saw the program as an opportunity to connect with people

“ I joined this program because I was looking for an opportunity to meet people. I was new to the city still, a little bit, so I don’t know anyone or didn’t know anyone. And coming to this program helped me to connect with students from the school and make some new friends.

–Youth participant, Health Initiatives for youth at McClymonds High School

⁶ We estimated enrollment at host schools using Census D Enrollment information from the California Department of Education, which reports the number of students enrolled at each school on the first Wednesday in October.

outside of their home and family, which was especially important because they were sheltering in place. **Students had originally joined the program because they had heard it was fun and they were interested in meeting new people and forming friendships.** Students shared that they kept attending and even made efforts to recruit other students because the space was not only engaging but felt like a community. Students shared that they were given ownership over games, activities, and music. They also enjoyed hands-on activities, like baking and experiments, and competitive game-based learning. For one student who recently moved to Oakland, they appreciated that the program offered opportunities to learn about Oakland. Students also shared that attendance raffles where they could win gift cards were appreciated because they were often ordering online a lot due to the pandemic. Finally, **students frequently noted that this space was important to them because they were able to socialize and check-in with one another;** they shared that they felt like a “spiritual family.”

Still, many of the programs that offered enrichment after school found it more difficult to engage students this year for numerous reasons. First, many students experienced “Zoom fatigue” and were reluctant to join virtual enrichment activities after a day of distance learning. Second, programs reported that many students were less engaged and motivated to participate in school in general. Finally, programs found that students were distracted at home with household responsibilities, video games, opportunities to nap, etc. To overcome these challenges, programs made targeted efforts to engage students, including offering fun incentives, like monthly raffle prizes for participants, reaching out to students individually via phone or text to check in on them and connect on a personal level, and striving to make virtual programming as interactive and hands-on as possible.

Program Quality

This evaluation draws on a series of indicators to assess how well grantees have implemented their programming, as shown below.

This evaluation considers youth perceptions of critical aspects of programming as indicators of quality. Despite the challenges of delivering online enrichment and support, the 2,088 youth who completed a survey generally felt safe, connected to caring adults, and interested in their programs, as shown on the right. In addition, the 38 survey responses from school leaders demonstrate strong communication between school leadership and program staff. Somewhat fewer school leaders expressed satisfaction with the level of communication between program staff and school-day teachers. Additional findings from the participant and principal survey can be found in Appendix B and C, respectively.

To strengthen the **sense of safety and trust in staff**, programs helped meet basic needs by conducting wellness checks, food distribution, and tech distribution. Programs utilized social emotional learning practices, such as building community through warm welcome activities at the start of program sessions, providing brain breaks and time for reflection, and incorporating restorative practices. Bay Area Community Resource staff reported that they also gave space for families and students to have a voice in what programming looked like.

To make sure virtual programming was **interesting and engaging**, programs used strategies they had in the past, such as checking how things were landing for their students, reflecting with fellow staff about challenges with engagement, engaging partners, and retaining experienced staff. Several programs also distributed activity packets to engage students in tactile, hands-on activities.

In our focus group with youth, McClymonds Afterschool Program participants stressed how important **communication** and **community building** was for them in a virtual world. Students needed a **flexible and open space** where they could **connect and check-in** with another on a personal level. They felt safe and comfortable because they knew that staff and their peers would maintain confidentiality. They also noted that staff openly shared about their

Program Quality: Survey Responses (2,088 students and 38 school leaders)



School leaders who are satisfied with the level of communication between program staff and school-day teachers.



71%



“ I just love the instructors and the support. Especially when we went into the Zoom world, they were very there with us.... Communication was very strong with the parents. If I had questions or just anything, I was comfortable to just reach out.

-S

-Parent, Girls Inc. La Escuelita Afterschool Program

We have a shared vision and values around how to create positive student experiences and support

lives and frequently checked in with students. Moreover, they were able to themselves reflected and respected in program activities celebrating events like Black History Month, Women’s History Month, and Asian American Pacific Islander Month. Once students felt comfortable in the space, they were willing to turn on their cameras and be fully present with this new community. “

In our focus group with parents and caregivers, families shared that the Girls Inc. afterschool program at La Escuelita continued to be a **source of support and engagement** during the pandemic. They felt that the program staff was open to answer their questions and consistently communicated about their children’s progress. One parent shared that they were happy and relieved that they could lean on the afterschool program to provide the extra support their child needed after switching to remote learning. They also discussed how excited their children were to go to the online afterschool program even after a long virtual school day. Parents expressed a deep appreciation for the program and thanked staff by name for being there for their family. “

Typically, the evaluation also draws on attendance data to determine if programs are providing the quantity of services they had intended by comparing the average number of students they served each day with their target average daily attendance. However, because remote learning fundamentally shifted how and when programs delivered services, the evaluation is not holding programs accountable to their average daily attendance targets.

“

Participant Outcomes

Participant Outcomes: Youth Survey Responses (n=2,088)

Academic Skills

82%

Youth agree that they learned skills that help with their schoolwork



Motivation to Learn

80%

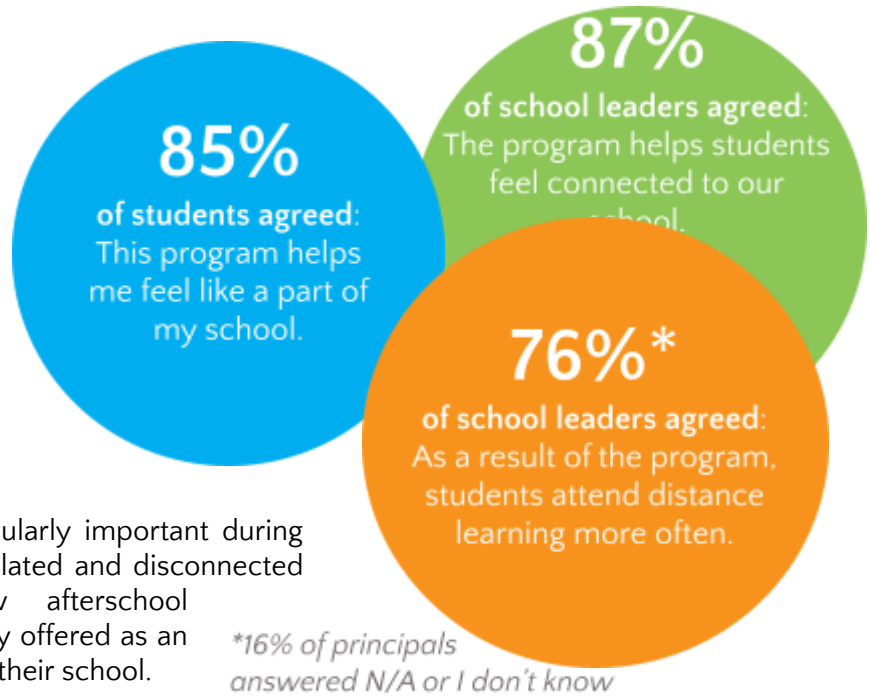
Youth agree that they are more motivated to learn in school



SPR draws on multiple sources of data to investigate academic and social-emotional outcomes of OUSD's afterschool participants. Results from participants surveys and a survey of school leaders provide important feedback about how programs are impacting students. Interviews with six programs allow us to tell a more comprehensive story about the ways that afterschool programs support positive youth development, social emotional wellbeing, and academic preparedness.

Increased School Attendance and Connectedness

Staff and principals generally reported that the support of afterschool staff during the school day encouraged student attendance. At United for Success, for example, remote learning attendance increased after afterschool instructors started pushing into school-day instruction. To encourage attendance, programs provided important opportunities for peer interaction and connections to caring adults through community building activities during and after school. These connections were particularly important during remote learning, when students felt isolated and disconnected from each other. Students saw afterschool programming and the new services they offered as an opportunity to connect with peers from their school.



The ability for support staff to be in classes with teachers during the day and then run support sessions for students has been going really well. This alignment makes it easier for all and makes it feel more meaningful for students.

-Teacher on special assignment, Coliseum College Prep Academy

Increased Academic Preparedness and Engagement

In typical years, afterschool programs support academic progress by providing daily homework support, communicating with school-day staff about the needs of individual students, and infusing activities that complement school-day learning in the afterschool setting. Programs offering afterschool activities continued these practices in a virtual setting, and most expanded their support of school-day instruction by leading Zoom break-out meetings and offering virtual tutoring. In our focus group, parents/caregivers shared that they saw their children blossom socially and make progress in reading and writing while participating in their virtual program. In addition to the direct support of students, the presence of afterschool staff meant that teachers did not have to stop instruction to redirect students' attention as often and had more time to focus on instruction. Programs tracked how their services supported academic growth of students they directly supported through assessments, grades, and conversations with teachers. East Bay Asian Youth Center staff reported that all the students who attended their learning pod at Roosevelt Middle school increased their GPA from below a 1.0 to at least a 2.5 during the course of their participation. At Westlake Middle School, 27 students who had been identified by the school as at risk of falling behind received supplemental math instruction from Citizen School's afterschool staff; 18 of these students demonstrated growth on math assessments between fall and spring. McClymonds Afterschool Program participants noted how they enjoyed the competition of game-based learning activities and how even when their team lost, it still felt like they were "all winners." One participant shared how the program supported their communication skills and built their confidence, so they were able to ask their teachers for help.

93%

of school leaders agreed:
The afterschool program
supports student academic
growth.

74%

of students agreed:
Because of this program,
I participate in more
class discussions and
activities.

*I appreciate the collaboration and communication between day staff and the ASP. The ASP **supports students with individual goals and supports core content** instruction taught during the school day.*

- Principal, Garfield Elementary

I wasn't really open to talking to people I didn't know. So, it helped me get along with my peers better. And I [...] communicate with my teachers better. So, I feel more confident asking for help.

- Youth participant, Health Initiatives for Youth at McClymonds High School

Increased Social Emotional Wellness

Considering the isolation and trauma that the pandemic caused for many students, social emotional wellbeing became a primary focus of afterschool programs in FY20-21. Several programs noted that the number of students disengaged from school and/or needing social emotional support increased during remote learning. To support wellbeing, staff conducted wellness checks with students and families over the phone or online platforms and led social emotional learning activities with students. Having extra adults during remote learning sessions allowed for more small group activities to provide opportunities for interaction and more one-on-one interaction to check with students who seem to be struggling. Nine out of ten principals agreed that their afterschool program contributed to a positive school climate and culture, and 92% of principals agreed that the program helped students get along with others. McClymonds Afterschool Program participants shared that community building activities, open communication, and check-ins have allowed them to build deep relationships with one another and see each other as family.

“My daughter used to be very shy. But she has been able to develop personally, especially through the [program’s] read-alouds... Seeing that development made me really happy... That speaks to the level of trust that children have in the program.

– Parent, Girls Inc at La Escuelita Elementary

“When I came here, they had off their cameras but once we got used to each other, we turned on our cameras and we were sharing what we had for lunch or anything like that. And I guess we were like a family, but not related to each other.

– Youth participant, Health Initiatives for Youth at McClymonds High School

88%

of youth agreed:
I feel supported and
respected at this
program.

87%

of school leaders agreed:
The program contributed to
a positive school culture and
climate.

90%

of school leaders agreed:
The program supports the
social emotional health of
students.

Variation in Youth Perceptions of Program Quality and Outcomes

While survey results were consistently positive, an analysis of survey responses by subgroups revealed some differences in students' perceptions of program quality and self-reported outcomes across race and age:⁷

- **Black/African American students** were more likely to agree that they feel safe in their program and respond positively to questions related to connecting to caring adults and increasing academic preparedness.
- **Elementary students** reported higher scores in all areas of quality, including safety, connections to caring adults, and positive engagement. We have consistently observed this pattern in previous years.
- **Students tended to report stronger outcomes around goal setting, sense of belonging, and development and mastery of skills as they grew older.** For example, on average 85% of high school students agreed or strongly agreed with questions related to increased goal setting, compared to 82% of middle school students and 72% of elementary students.
- **Middle school students reported lower outcomes related to academic preparedness and school connectedness than elementary or high school students.** They also gave programs lower scores around the program quality indicators, including sense of safety, connection to caring adults, and positive engagement.

⁷ Differences are statistically significant at $p < .01$.

Conclusion

OUSD-funded afterschool programs succeeded in meeting their commitments to provide vital resources for Oakland's children and youth by offering **academic support, enrichment, and youth development during afterschool hours**, particularly in neighborhoods facing the greatest stressors and serving populations most deeply affected by inequity. In SY 20-21, programs provided direct service to over 9,000 children and youth. Reflecting OUSD's commitment to racial equity, **afterschool programs served a particularly high percentage of the district's Native American youth (51%) and African American youth (36%)**, the group that faces the highest levels of inequity in access to employment and educational opportunity.

While COVID-19 limited how programs could serve children, youth, and families, it also created a context wherein many of these **programs demonstrated a striking capacity for adaptation and resilience**. In addition to providing creative online programming and supporting schools in a collective effort to keep students engaged and minimize learning loss, programs also addressed immediate and critical needs of Oakland families such as food access, internet connectivity, and mental health support. These have proven to be invaluable services for Oakland families as well as invaluable capacities for programs to continue to nurture, grow, and leverage.

Appendix A: Funded Schools and Community Partners

Elementary Schools

- Acorn Woodland Elementary – Girls Incorporated of Alameda County
- Allendale Elementary – Girls Incorporated of Alameda County
- Bella Vista Elementary – East Bay Asian Youth Center
- Bridges Academy – Girls Incorporated of Alameda County
- Brookfield Elementary – Bay Area Community Resources
- Burckhalter Elementary – Girls Incorporated of Alameda County
- Carl B. Munck Elementary – UJIMAA FOUNDATION
- Cleveland Elementary – East Bay Asian Youth Center
- Community United Elementary – Bay Area Community Resources
- East Oakland Pride Elementary – Higher Ground Neighborhood Development Corp.
- Emerson Elementary – Bay Area Community Resources
- EnCompass Academy Elementary – Oakland Leaf Foundation
- Esperanza Elementary – Bay Area Community Resources
- Franklin Elementary – East Bay Asian Youth Center
- Fred T. Korematsu Discovery Academy – Bay Area Community Resources
- Fruitvale Elementary – Bay Area Community Resources
- Futures Elementary – Bay Area Community Resources
- Garfield Elementary – East Bay Asian Youth Center
- Glenview Elementary – Bay Area Community Resources
- Global Family – Bay Area Community Resources
- Grass Valley Elementary – Bay Area Community Resources
- Hoover Elementary – Bay Area Community Resources
- Horace Mann Elementary – Girls Incorporated of Alameda County
- Howard Elementary – Bay Area Community Resources
- International Community – Oakland Leaf Foundation
- Laurel Elementary – SAFE PASSAGES
- Lincoln Elementary – East Bay Asian Youth Center
- Madison Park Academy TK-5 – Bay Area Community Resources
 - New Highland Academy – Higher Ground Neighborhood Development Corp.
- Street Academy (Alternative) – Bay Area Community Resources
- Fremont High – Bay Area Community Resources

- Peralta Elementary – East Bay Agency for Children
- Piedmont Avenue Elementary – Young Men's Christian Association of The East Bay
- Prescott School – Bay Area Community Resources
- REACH Academy – Young Men's Christian Association of The East Bay
- Rise Community – East Bay Agency for Children
- Sankofa Academy – Bay Area Community Resources
- Sequoia Elementary – East Bay Agency for Children
- Think College Now – Oakland Leaf Foundation

K-8 Schools

- La Escuelita Elementary – Girls Incorporated of Alameda County
- Parker Elementary – Higher Ground Neighborhood Development Corp.
- Greenleaf Elementary – Bay Area Community Resources (K-5 Program); Citizen Schools, Inc. (Middle School Program)
- Melrose Leadership Academy – Love. Learn. Success.

Middle Schools

- Bret Harte Middle – Oakland Leaf Foundation
- Claremont Middle – Bay Area Community Resources
- Coliseum College Prep Academy – SAFE PASSAGES
- Edna Brewer Middle – East Bay Asian Youth Center
- Elmhurst Community Prep – Bay Area Community Resources
- Frick Middle – East Bay Asian Youth Center
- Greenleaf Elementary – Citizen Schools, Inc.
- LIFE Academy – Bay Area Community Resources
- Madison Park Academy 6-12 – Bay Area Community Resources
- Melrose Leadership Academy – Love. Learn. Success.
- Oakland SOL – Bay Area Community Resources
- Roosevelt Middle – East Bay Asian Youth Center
- United for Success Academy – SAFE PASSAGES
- Urban Promise Academy – East Bay Asian Youth Center
- West Oakland Middle – Young Men's Christian Association of The East Bay
- Westlake Middle – Citizen Schools, Inc.

High Schools/6-12 Schools

- Castlemont High – Oakland Kids First
- Coliseum College Prep – SAFE PASSAGES
- Dewey Academy – East Bay Asian Youth Center

- LIFE Academy – Bay Area Community Resources
- Madison Park Academy – Bay Area Community Resources
- McClymonds High – Health Initiatives for Youth
- MetWest High – East Bay Asian Youth Center
- Oakland High – East Bay Asian Youth Center
- Oakland International High – East Bay Asian Youth Center
- Oakland Technical High – Bay Area Community Resources
- Ralph J Bunche High – Bay Area Community Resources
- Rudsdale Continuation – Bay Area Community Resources

Summary of Community Partners:

Community Partner	Number of Programs				
	Elementary	K-8	Middle	High	All
Bay Area Community Resources	18		4	6	28
Citizen Schools, Inc.			2		2
East Bay Agency for Children	3				3
East Bay Asian Youth Center	7		4	4	15
Girls Incorporated of Alameda County	5	1			6
Health Initiatives for Youth				1	1
Higher Ground Neighborhood Development Corp.	2	1			3
Love. Learn. Success.		1			1
Oakland Kids First				1	1
Oakland Leaf Foundation	3		1		4
Safe Passages	1		2	1	4
Ujimaa Foundation	1				1
Young Men's Christian Association (YMCA) of The East Bay	2		1		3
Youth Together				1	1
Total	42	3	14	14	73

Appendix B: Participant Survey Results

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Total Agree or Strongly Agree
Program Quality Bellwethers						
There is an adult who cares about me at this program.	1%	1%	12%	44%	41%	85%
At this program, I feel comfortable talking with staff about my culture or background.	2%	3%	16%	47%	32%	79%
I am interested in what we do at this program.	1%	3%	12%	51%	33%	84%
I feel safe in this program.	1%	1%	7%	45%	46%	91%
Development and mastery of skills						
At this program, I get the opportunity to talk about what I have learned.	1%	2%	13%	53%	31%	84%
In this program, I learned new information about a topic that interests me.	1%	3%	16%	51%	28%	80%
Greater connections with adults						
The adults in this program tell me what I am doing well.	1%	1%	11%	52%	35%	87%
There is an adult at this program who cares about me.	1%	1%	12%	44%	41%	85%
There is an adult in this program who notices when I am upset about something.	2%	3%	31%	43%	20%	63%
Improved activity levels, fitness and physical wellness						
This program helps me be more active.	1%	5%	17%	49%	27%	76%
This program helps me to learn how to be healthy.	1%	4%	24%	47%	24%	71%
Improved goal setting						
In this program, I learned how to set goals and meet them.	1%	3%	16%	54%	27%	81%
Increased academic preparedness and engagement						
This program helps me feel more motivated to learn in school.	2%	4%	15%	52%	28%	80%
Because of this program, I participate in more class discussions and activities at school.	2%	4%	19%	48%	27%	74%
I learned how to do things in this program that help with my schoolwork.	1%	3%	14%	49%	32%	82%
Increased confidence and self-esteem						

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Total Agree or Strongly Agree
Since coming to this program, I feel more comfortable sharing my opinion.	1%	3%	17%	51%	28%	79%
Increased persistence and resilience						
In this program, I have a chance to learn from my mistakes.	1%	1%	15%	55%	28%	83%
Increased school connectedness						
This program helps me feel happy to be at this school.	2%	2%	15%	48%	33%	81%
This program helps me to feel like a part of my school.	1%	3%	11%	49%	37%	85%
Increased sense of belonging and emotional wellness						
I feel like I belong at this program.	1%	2%	17%	47%	33%	80%
I feel supported and respected at this program.	1%	1%	10%	51%	38%	88%
This program helps me to get along with other people my age.	1%	3%	15%	49%	32%	81%
This program helps me to talk about my feelings.	3%	5%	22%	45%	25%	70%

Appendix C: Principal Survey Findings

This memo provides a brief overview of survey results from the 2021 Principal and Community School Manager Survey. In April 2021, Social Policy Research Associates (SPR) administered a brief survey to all principals and community school managers at schools at Oakland Unified School District schools (OUSD) that receive OUSD funding for comprehensive afterschool programs. Appendix A includes a copy of the survey tool. The survey asked respondents to check which supports programs provided to their school site, to rate their agreement with seven statements related to their satisfaction with various components of the program, and to share what they appreciate about the program and how the program can be improved. The response rate was significantly lower than the previous year. In total, we received 38 responses from 27 OUSD-funded programs. We should note that, because of the low response rate, the responses reported in this memo may not be representative of all school leaders at schools with an OFCY-funded program. See Appendix B for a complete list of respondents.

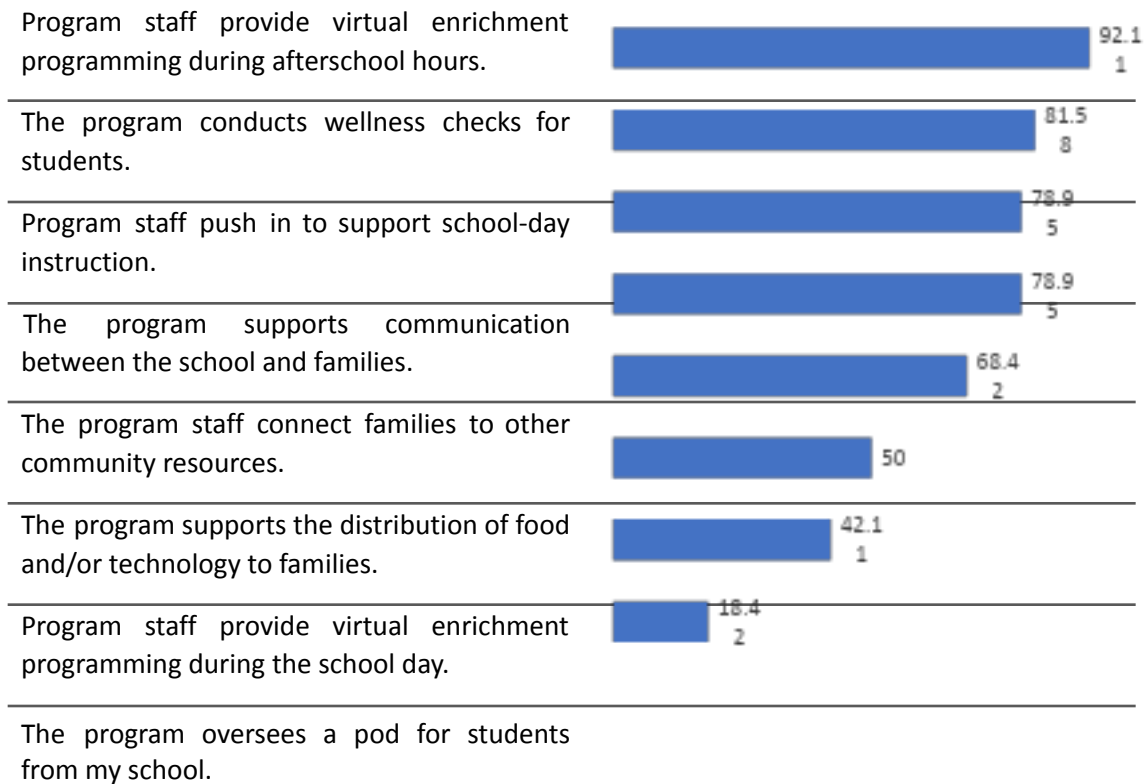
Summary of Survey Results

The survey asked respondents to identify the different types of services that their programs provided during FY2020–2021.⁸ The responses, displayed on the following page, demonstrate that *as of April 2021*, when the survey was administered, programs were most likely to support their school sites with afterschool enrichment programming, wellness checks, school-day instruction, communication, and connecting families with community resources. Less than half of respondents indicated that programs provide virtual enrichment during the school day or oversee a pod for students in their school sites.

Survey Responses
Total Responses: 38
● Principals: 24
● Community school managers: 4
● Other: 10
Number of programs: 27
● Elementary: 16
● Middle: 5
● High: 5 (<i>Elementary includes schools serving grades K–8 and middle includes schools serving grades 6–12.</i>)

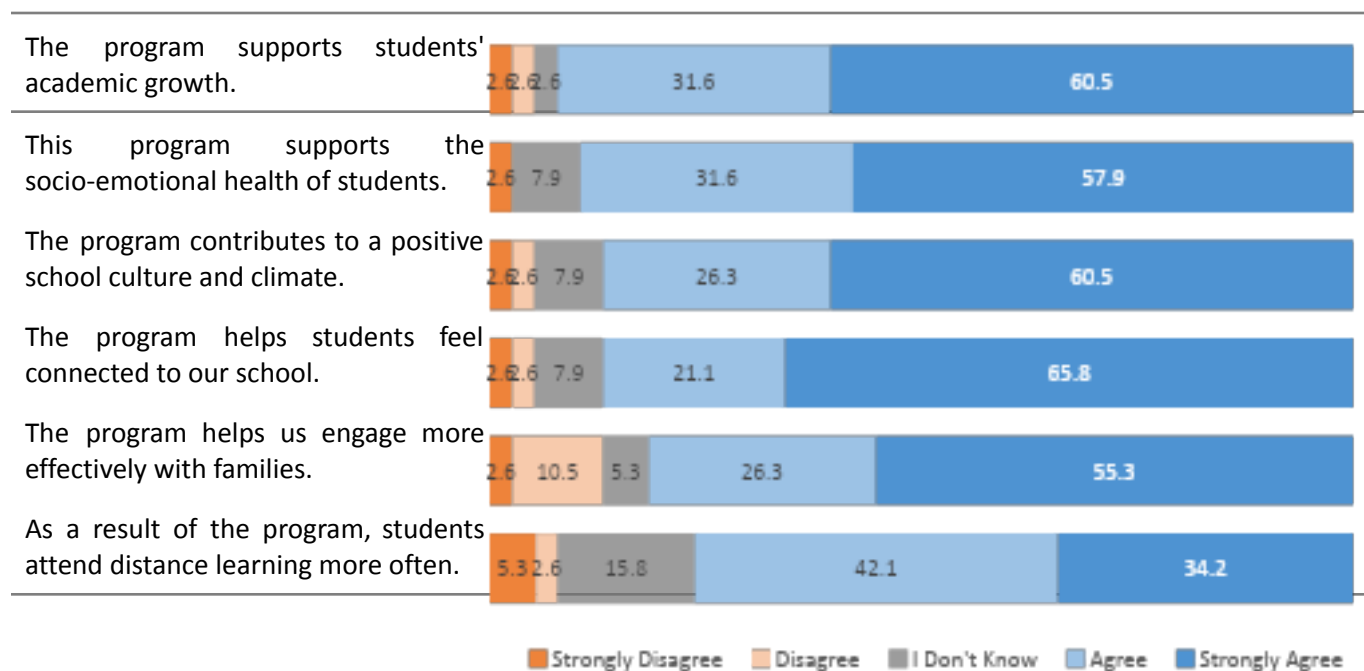
⁸ SPR worked in collaboration with OFCY and Oakland Unified School District to create a comprehensive list of services that afterschool programs may have provided. Respondents selected the supports that their program provided from this list.

Expanded Learning Services Reported by OUSD School Leaders

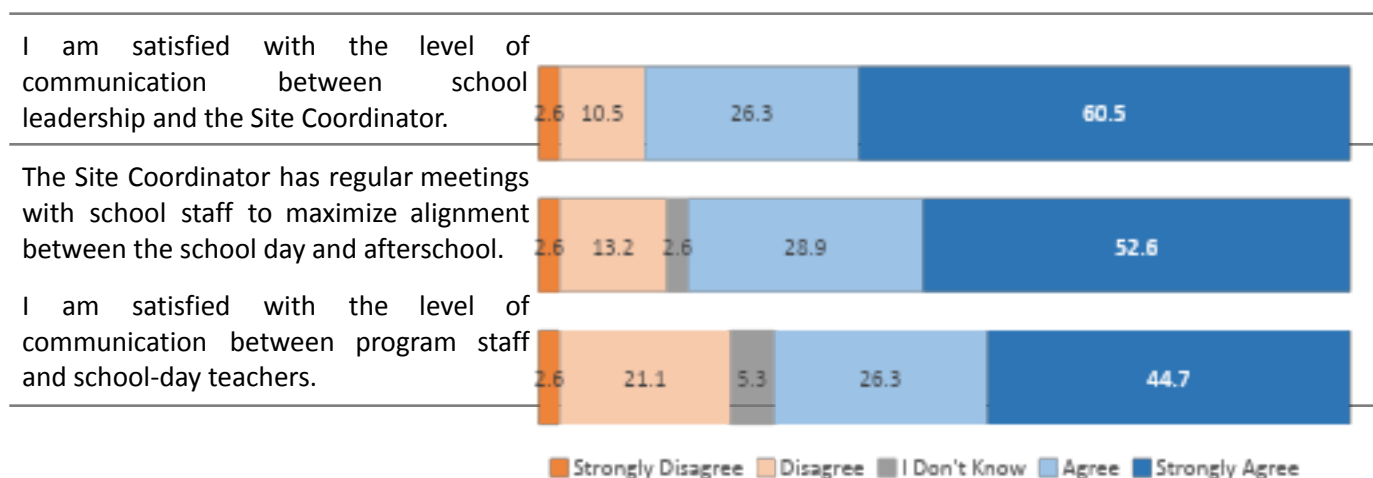


The survey also asked respondents to assess if programs support students' academic growth, socio-emotional health, and school connection; family engagement; and a positive school climate. The responses to these questions, displayed on the next page, indicate that the **school leaders were very likely to agree that afterschool programs support their students and school community**. In particular, school leaders agreed that they receive program support for academic growth and communication between school leadership and site coordinators. **The responses indicate that communication between program staff and school-day teachers is the area where programs have the most room for improvement.**

Program Contributions



Program Communication



We identified some differences in these ratings between elementary, middle, and high schools:

- Middle school leaders were more likely to report that students attended distance learning more often as a result of the program.
- Elementary school leaders were less likely to report satisfaction with the level of communication between program staff and school-day teachers than leaders from middle or high schools.
- Middle school leaders were somewhat less likely to report that programs support their students' social-emotional health.

Responses to open-ended survey questions demonstrated that most school leaders were very satisfied with the services offered by expanded learning partners. Specifically, the survey invited principals and community school managers to identify what they value most about programs and provide feedback for how the program can best support the school community through

open-ended questions. School leaders were most likely to express their appreciation for their programs' **alignment and partnership with the school day** (14 respondents), the **academic support** provided to students (7 respondents), and the staff's **flexibility and responsiveness** in adjusting to best meet the student needs (6 respondents). School leaders also brought up the strong relationships that coordinators build with school staff and families, the quality of program staff, and the diverse enrichment experiences that programs bring to the school. We've included some illustrative quotes below.

What do you most appreciate about the program that you would like to see continue?	Alignment/ partnership with school day	Academic support	Flexibility
I most appreciate the continued partnership that exists despite the current situation. I appreciate the program's willingness and ability to make a shift that is in the best interest of our scholars. I also appreciate their flexibility in changing a particular strategy if it is not yielding the desired results. – <i>Principal, Westlake Middle School</i>			
I love that the After School Coordinator and her team have the same values of instruction that the school has. We all believe in supporting students and families. I appreciate the coordinator for being open and receptive to new ideas. – <i>Principal, MLK Jr. Elementary</i>			
The ability for support staff to be in classes with teachers during the day and then run support sessions for students has been going really well. This alignment makes it easier for all and makes it feel more meaningful for students. – <i>Teacher on special assignment, Coliseum College Prep Academy</i>			
I appreciate the collaboration and communication between day staff and the ASP. The ASP supports students with individual goals and supports core content instruction taught during the school day. – <i>Principal, Garfield Elementary</i>			
We have a shared vision and values around how to create positive student experiences and support student learning, many of our ASP staff are alumni and they provide high quality supports to students and families.– <i>Principal, Urban Promise Academy</i>			

Underscoring the importance of school-day alignment, **school leaders were most likely to recommend increased alignment and communication between expanded learning programs and school-day instruction to enhance student support** (9 respondents).