



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.

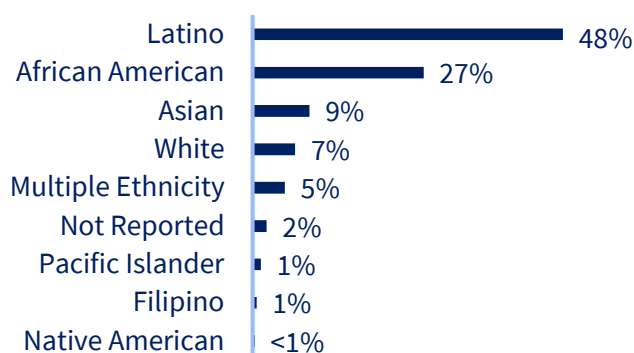
"It's more of supporting kids so that they can succeed in school. My goal is to have them be able to refresh all the material that they learn in school, so that's the academic portion. And then the other portion is introducing them to subjects or classes that they might not [otherwise] be able to participate 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

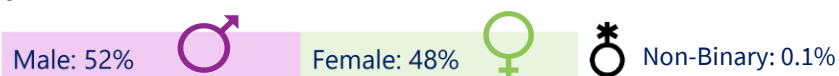
75% of participants identified as Latino or African American.

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.

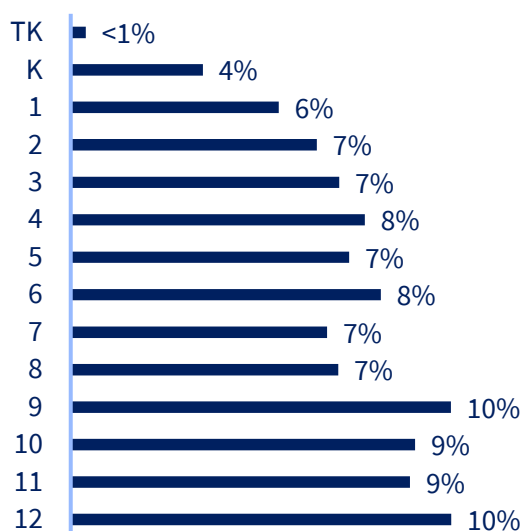
Ethnicity of Participants



Gender



Grade

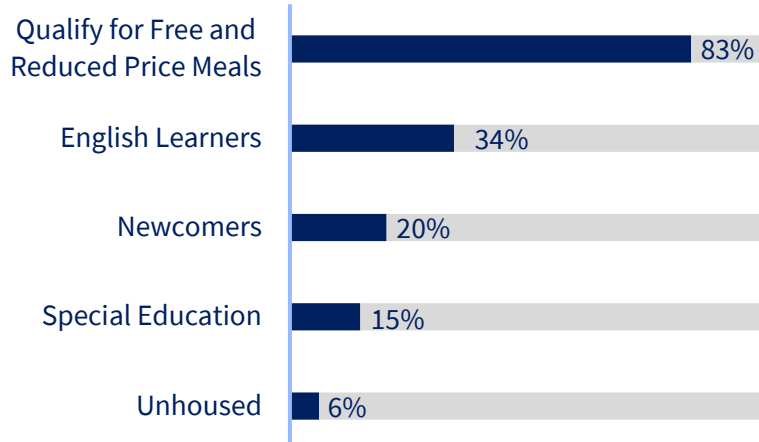


High school students comprised slightly more participants than elementary or middle school students.

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.

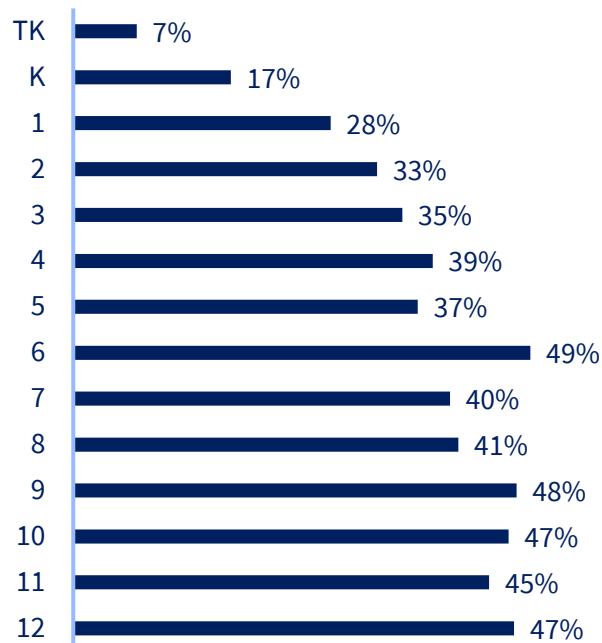
⁸ Recorded attendance was inaccurate for both the middle and high school programs at Coliseum College Prep Academy. This report uses data from the Oakland Fund for Children and Youth's Cityspan database for Coliseum College Prep Academy's middle school program. The high school program, which is not part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

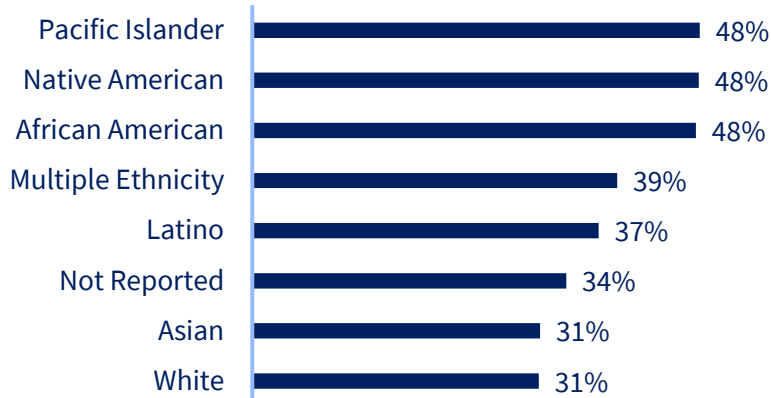
Percent of Host School Students that Attended Afterschool Programs, by Grade



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%

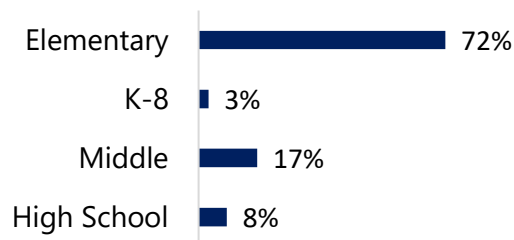
Domain	Survey Item	Grades 1-5	Grades 6-8	Grades 9-12	Unknown
Increased persistence and resiliency	Because of this program, I am better able to handle problems and challenges that arise.		57%	78%	73%
	In this program, I have a chance to learn from my mistakes.	81%	73%	87%	76%
	Since coming to this program, 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

