OAKLAND UNIFIED SCHOOL DISTRICT

Afterschool Programs
2022-2023 Final Report

AFTER SCHOOL & SUMMER
expanded
LEARNING
programs
OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

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SCHOOL DISTRICT
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OUSD EXPANDED LEARNING PROGRAM

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Bay Area Community Resources	Oakland Kids First
East Bay Agency for Children	Oakland Leaf
East Bay Asian Youth Center	Safe Passages
The Envisioneers	Student Program for Academic & Athletic
Girls Inc. of Alameda County	Training
Higher Ground Neighborhood	Ujimma Foundation
Development Corp.	YMCA of The East Bay
Jewish Community Center of The East Bay	Youth Together
Love. Learn. Success.	

PUBLIC PROFIT

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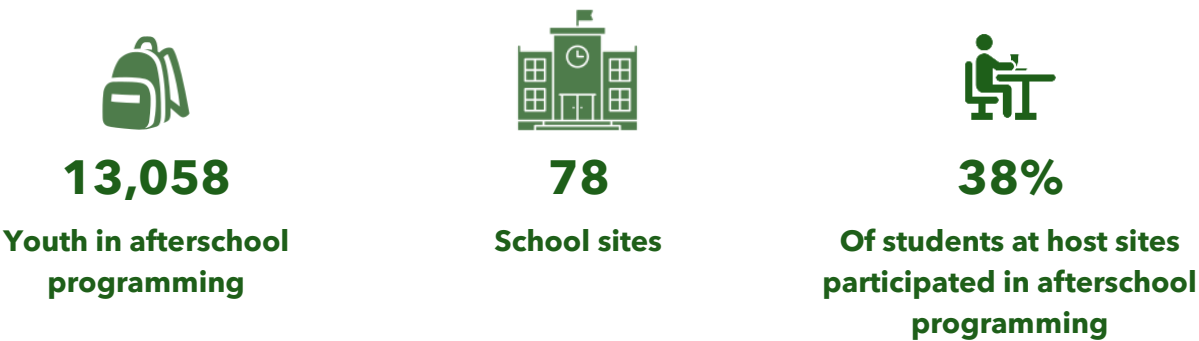
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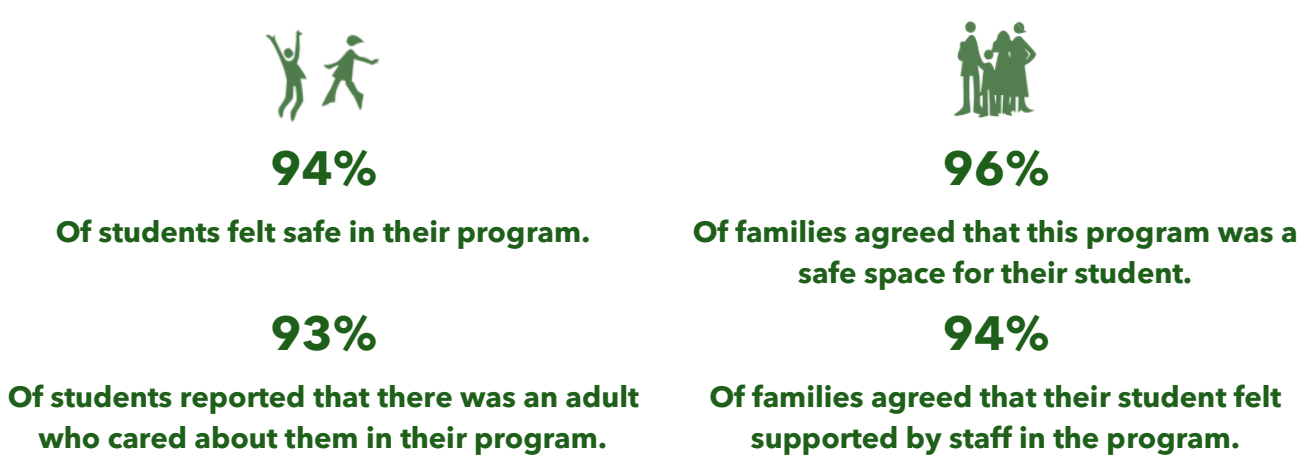**Corey Newhouse**, Founder & Principal

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

13,058
Youth in afterschool programming

78
School sites

38%
Of students at host sites participated in afterschool programming

OUSD AFTERSCHOOL HIGH-QUALITY SERVICES AND PROGRAMMING

94%
Of students felt safe in their program.

96%
Of families agreed that this program was a safe space for their student.

93%
Of students reported that there was an adult who cared about them in their program.

94%
Of families agreed that their student felt supported by staff in the program.

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."

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[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.)
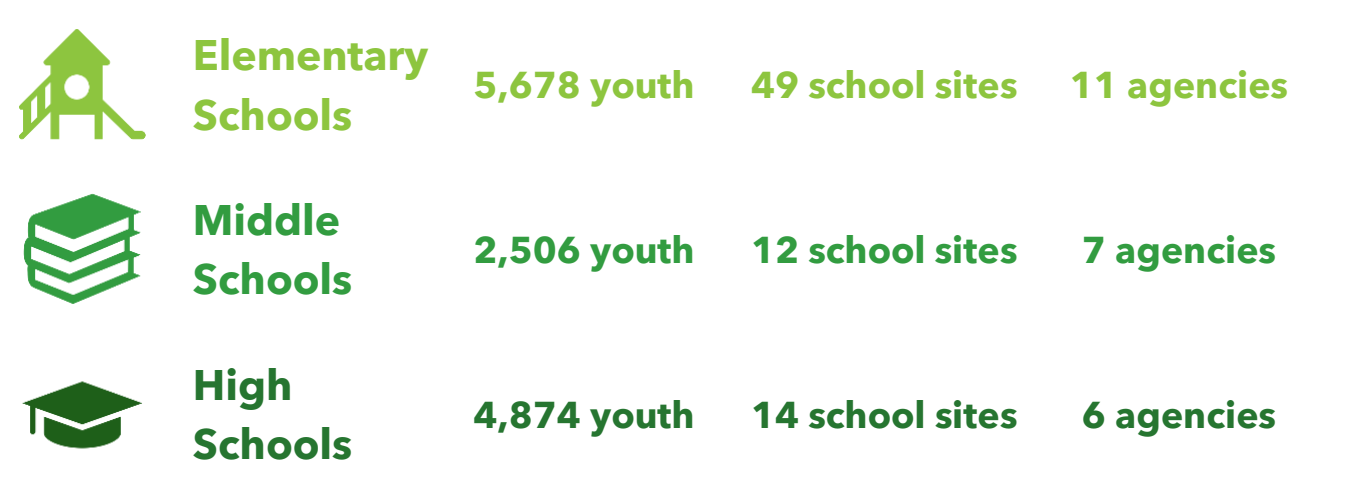
TABLE 1. NUMBER OF SITES BY AGENCY

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

Elementary Schools	**5,678 youth**	**49 school sites**	**11 agencies**
Middle Schools	**2,506 youth**	**12 school sites**	**7 agencies**
High Schools	**4,874 youth**	**14 school sites**	**6 agencies**

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.
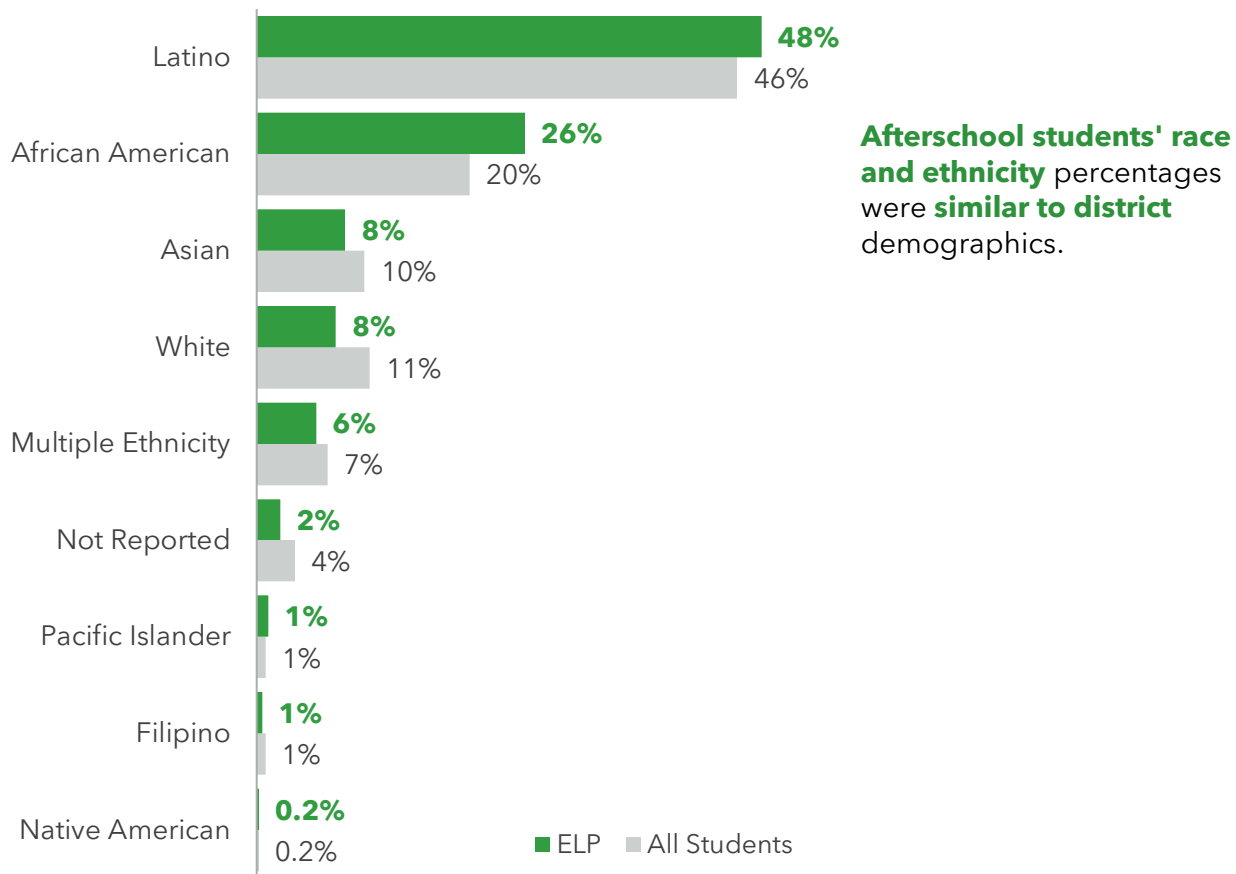
Adults at OUSD afterschool sites prioritized working collaboratively and delivering culturally responsive and social justice-centered programming and services. Throughout the school year, afterschool lead agencies, site coordinators, and school-day principals regularly met to discuss on-site programs, 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.

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[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

Afterschool students' race and ethnicity percentages were **similar to district** demographics.

Latino — 48% / 46%
African American — 26% / 20%
Asian — 8% / 10%
White — 8% / 11%
Multiple Ethnicity — 6% / 7%
Not Reported — 2% / 4%
Pacific Islander — 1% / 1%
Filipino — 1% / 1%
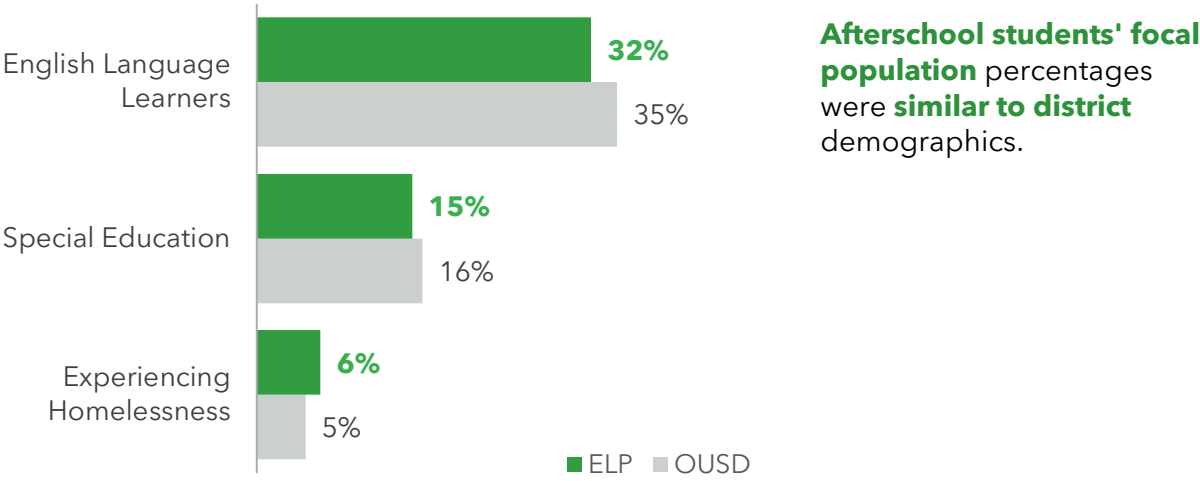Native American — 0.2% / 0.2%

■ ELP ■ All Students

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%, 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

Afterschool students' focal population percentages were **similar to district** demographics.

- English Language Learners: ELP 32%, OUSD 35%
- Special Education: ELP 15%, OUSD 16%
- Experiencing Homelessness: ELP 6%, OUSD 5%

■ ELP　■ OUSD

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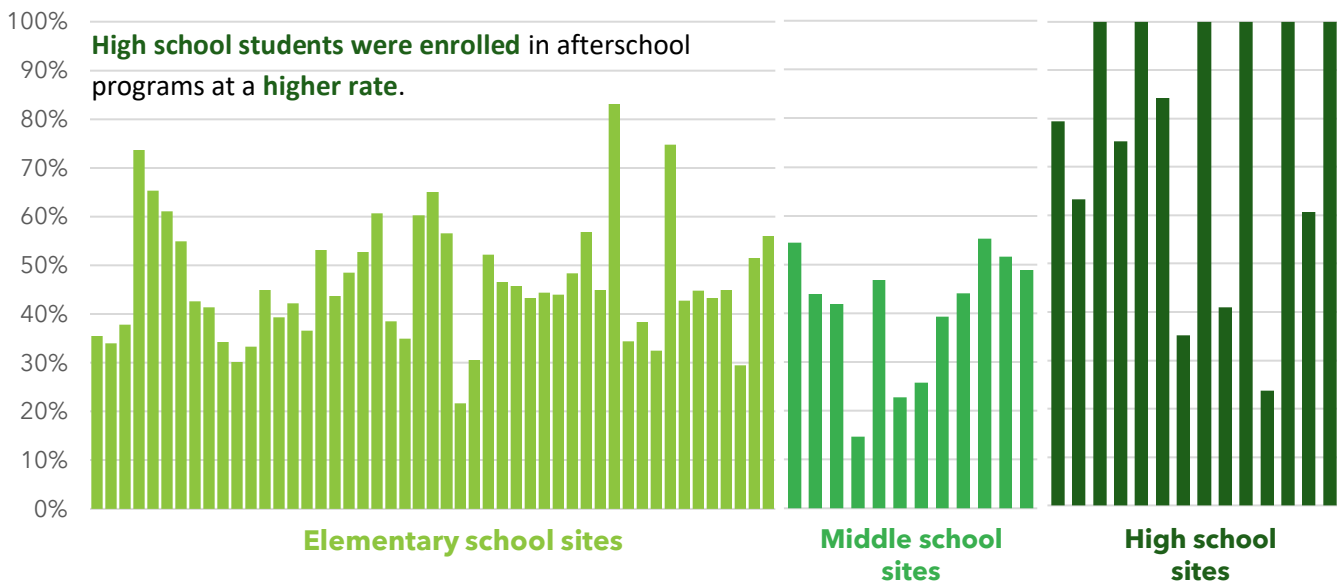
Source: OUSD Expanded Learning Program data, Elementary School Sites n = 49, Middle School Sites n = 14, High School Sites n = 17. Each bar represents a school site. Note: Schools with more than 100% afterschool student enrollment were capped at 100%.

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.

FIGURE 5. PERCENTAGE OF AFTERSCHOOL STUDENT ATTENDANCE PER SCHOOL SITE

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

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]

Across all sites, students in OUSD afterschool programs consistently had higher school day attendance rates than their non-afterschool peers.

[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/.

[5] https://www.cde.ca.gov/ls/ex/elopinfo.asp

FIGURE 6. SCHOOL DAY ATTENDANCE RATES FOR **AFTERSCHOOL PROGRAM STUDENTS** AND **ALL OUSD STUDENTS** FOR EACH SCHOOL SITE
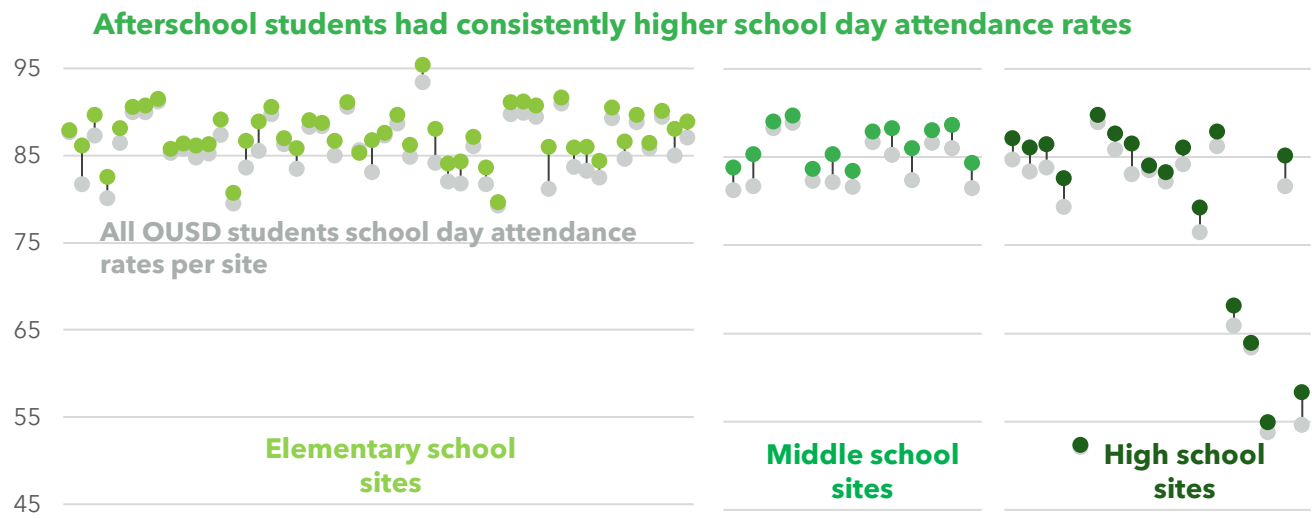
Afterschool students had consistently higher school day attendance rates

All OUSD students school day attendance rates per site

Elementary school sites　　**Middle school sites**　　**High school sites**

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.

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[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

The staff members in this program listen to me when I have a question or comment. **95%** 1%

It was easy to register my student for this program. **92%** 4%

I receive consistent communication from this program. **91%** 5%

I know what my child is doing and learning in this program. **81%** **15%**

This program helps me learn about other resources in the district and community. **78%** **7%**

Agreed   **Not Sure**   **Disagreed**

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."*

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[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

	Agreed	Not Sure	Disagreed
This program is a safe place for my student.	96%		1%
In this program, my student has opportunities to try new things.	95%		2%
My student tells me good things about this program.	95%		2%
My student feels supported by staff in this program.	94%		2%
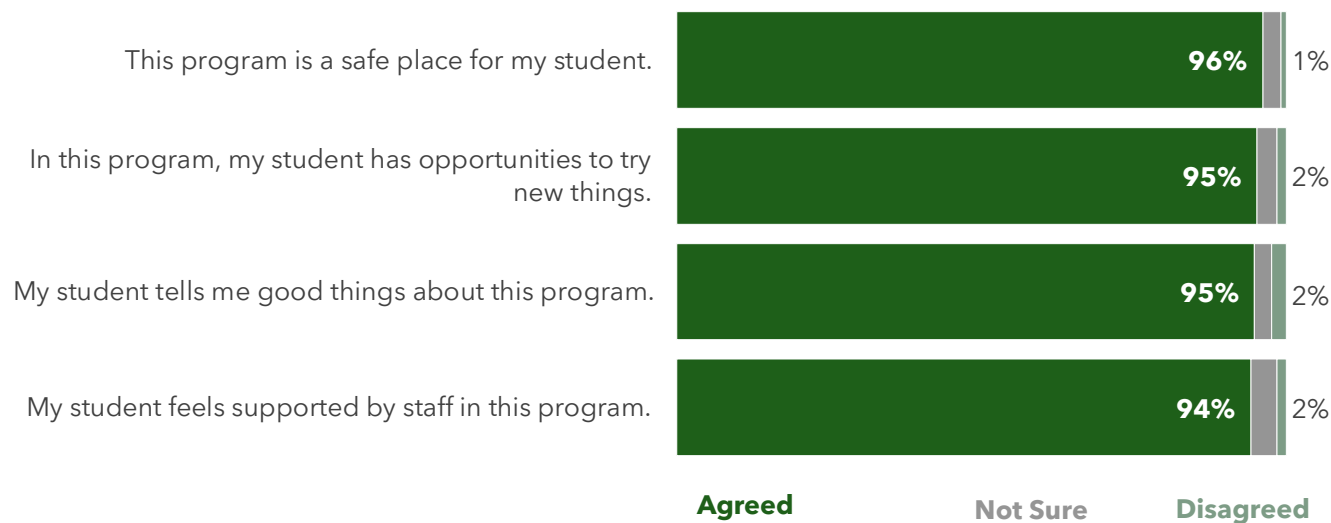
Source: OUSD ELP 2022-2023 School Year Family Survey, N = 807. Note: Participants responded either "Strongly Disagree, Disagree, Not Sure, Agree, or Strongly Agree." Due to rounding the sum may not equal to 100%.

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

	Agreed	Not Sure	Disagreed
This program provides activities that meet my student's interests and talents, such as sports and arts.	94%		2%
I would recommend this program to other families in my community.	92%		2%
This program teaches skills that help my child in school.	85%		3%
Since coming to this program, my student's feelings about school has improved.	80%		4%
[If your student has special needs.] This program has accommodations so that my child can participate in activities.	76%		8%

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]
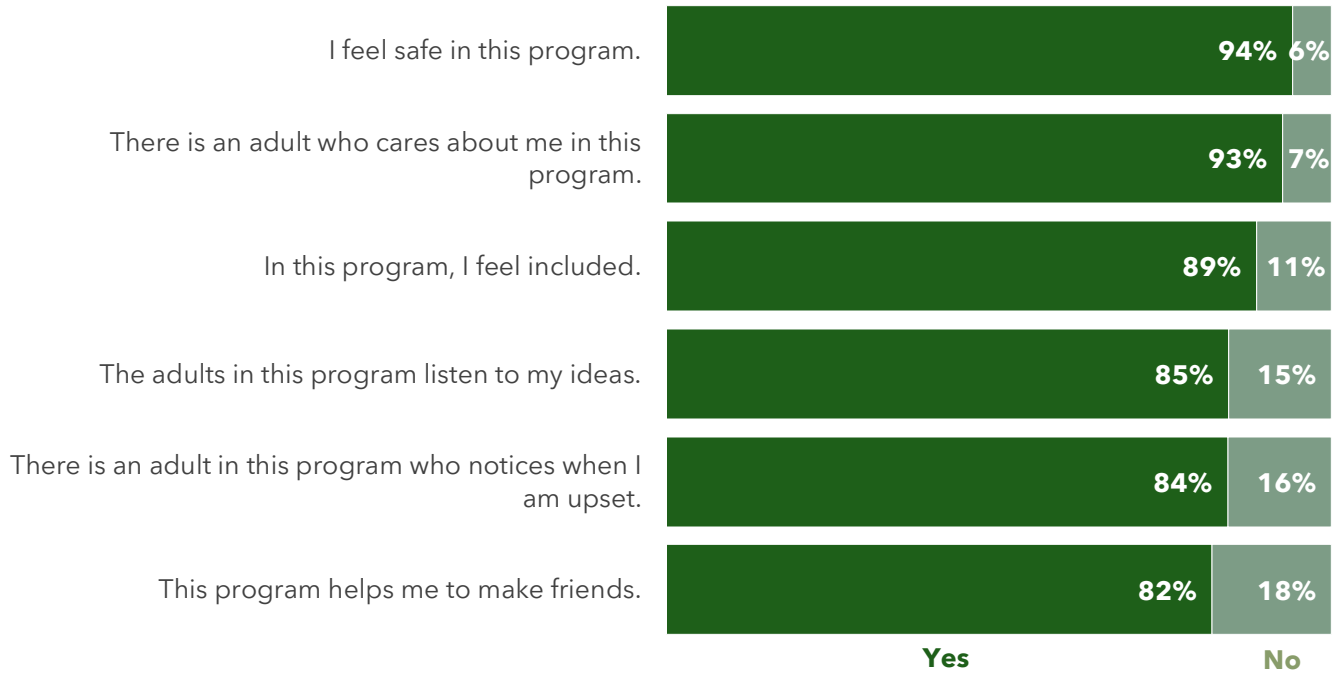

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[9] OUSD's Four Pillars at https://www.ousd.org/

[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

	Yes	No
I feel safe in this program.	94%	6%
There is an adult who cares about me in this program.	93%	7%
In this program, I feel included.	89%	11%
The adults in this program listen to my ideas.	85%	15%
There is an adult in this program who notices when I am upset.	84%	16%
This program helps me to make friends.	82%	18%

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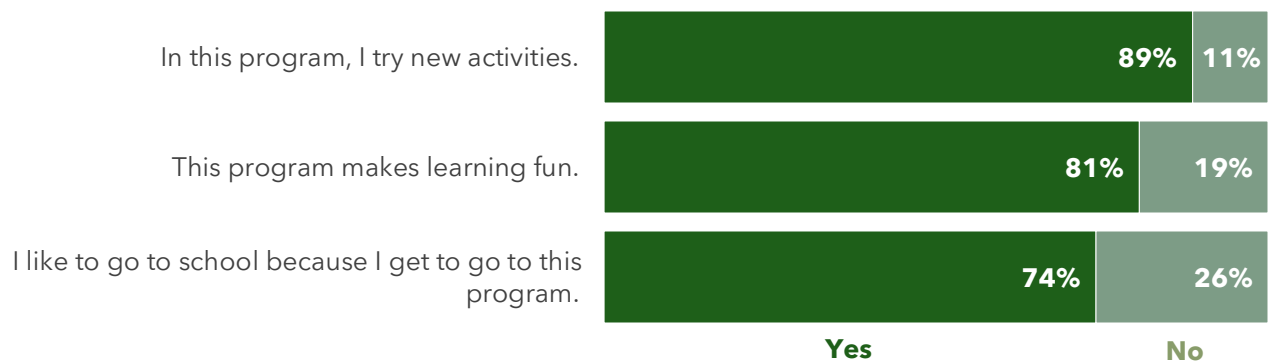
"I like best that we are actually heard and seen. Even if we come from rough backgrounds, people are always there for you."

"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%).
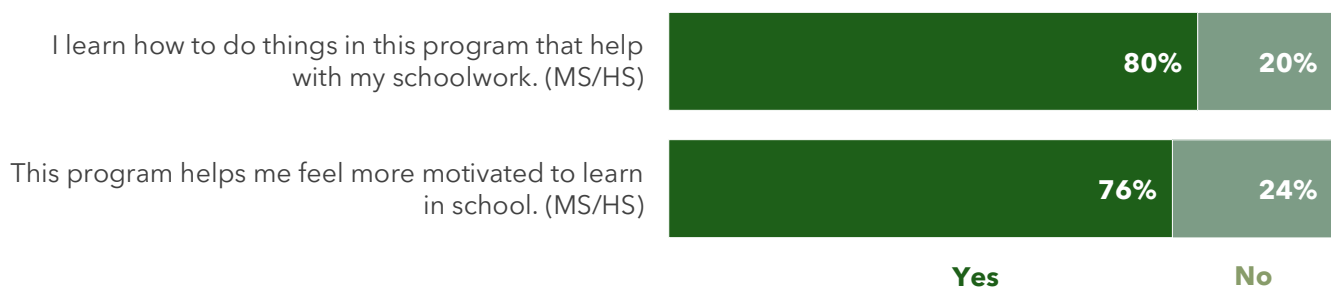
FIGURE 11. YOUTH RESPONDENTS ENGAGED IN LIFELONG LEARNING

	Yes	No
In this program, I try new activities.	89%	11%
This program makes learning fun.	81%	19%
I like to go to school because I get to go to this program.	74%	26%

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

	Yes	No
I learn how to do things in this program that help with my schoolwork. (MS/HS)	80%	20%
This program helps me feel more motivated to learn in school. (MS/HS)	76%	24%

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%.

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[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

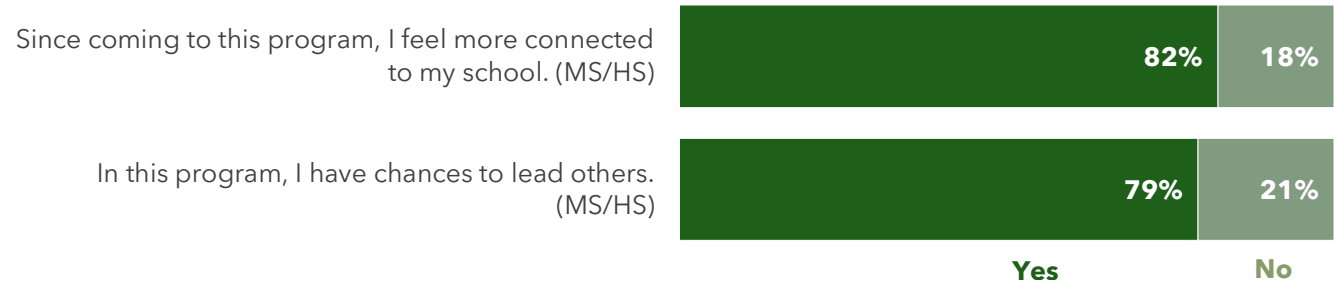|	Yes	No
The adults in this program encourage me to try harder.	87%	13%
Since coming to this program, I feel like I can try new things, even if I think they might be hard.	82%	18%

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.

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[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

	Yes	No
Since coming to this program, I feel more connected to my school. (MS/HS)	82%	18%
In this program, I have chances to lead others. (MS/HS)	79%	21%

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.

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[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	Ujimaa 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&agglevel=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&agglevel=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**
This quality component focuses on the extent to which program and agency structures, processes, and culture support transformational management of programs and staff.	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.	This quality component focuses on the extent to which program practices help to support youth's academic engagement and cultivation of a growth mindset.	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.	This quality component focuses on the extent to which programs promote youth agency, self-actualization, leadership, and liberation.	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
Quality indicators include:	*Quality indicators include:*	*Quality indicators include:*	*Quality indicators include:*	*Quality indicators include:*	*Quality indicators include:*
Programs and agencies are purpose- and values-driven

Programmatic and administrative practices are consistent and reliable

Programs engage in ongoing CQI processes to ensure transparency of expectations and foster a culture of accountability, compliance, and assessment

Programs have adequate budget and staffing to meet student needs

Staff receive consistent PD support and are treated as respected and trusted professionals

Staff feel empowered to influence change and raise issues | Programs offer differentiated services to meet individual student and family needs

Programs regularly engage families and communities in shared decision-making

Programs provide services that are inclusive, responsive, and culturally relevant

Where relevant, program practices are trauma-informed

Programs demonstrate capacity to adapt to shifting physical, environmental, and social contexts

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 engage in activities focused on nurturing fundamental habits for lifelong learning

Youth demonstrate greater academic engagement, confidence, resilience and joy of learning

Youth participate in diverse enrichment programming that reflect student interests and that promote joy, skill-building, and hands-on experience

Youth participate in activities that promote mindfulness, movement, and healthy eating habits | Programs thoroughly integrate SEL and restorative practices into program activities

Programs establish strong relationships and trust between staff, students, and families

Programs clearly articulate values and group agreements

Programs practice safety procedures

Youth feel safe and supported to be their whole selves

Youth feel a sense of belonging

Youth feel valued, seen, acknowledged and celebrated | Programs provide opportunities for youth to own and share their stories and speak their own "truth"

Programs celebrate youth interests, passions, and culture

Programs provide opportunities for youth to lead and develop projects

Programs encourage youth to consider multiple perspectives

Youth are able to identify their strengths

Youth engage regularly in reflection and goal setting to determine their paths for growth | Programs establish and maintain clear, open and regular lines of communication

Programs establish and maintain clear, shared values around supporting and honoring youth

Programs seek and respond to feedback and engage in active listening, and shared decision-making and planning processes

Programs and partners celebrate one another and the unique role each plays in supporting youth |