

WCCUSD Expanded Learning Programs

Quarter 3

Coronado Elementary
 YMCA of the East Bay
 Prepared by: Mayra Alvarado

Program Attendance and Enrollment



148

Unduplicated Youth Served

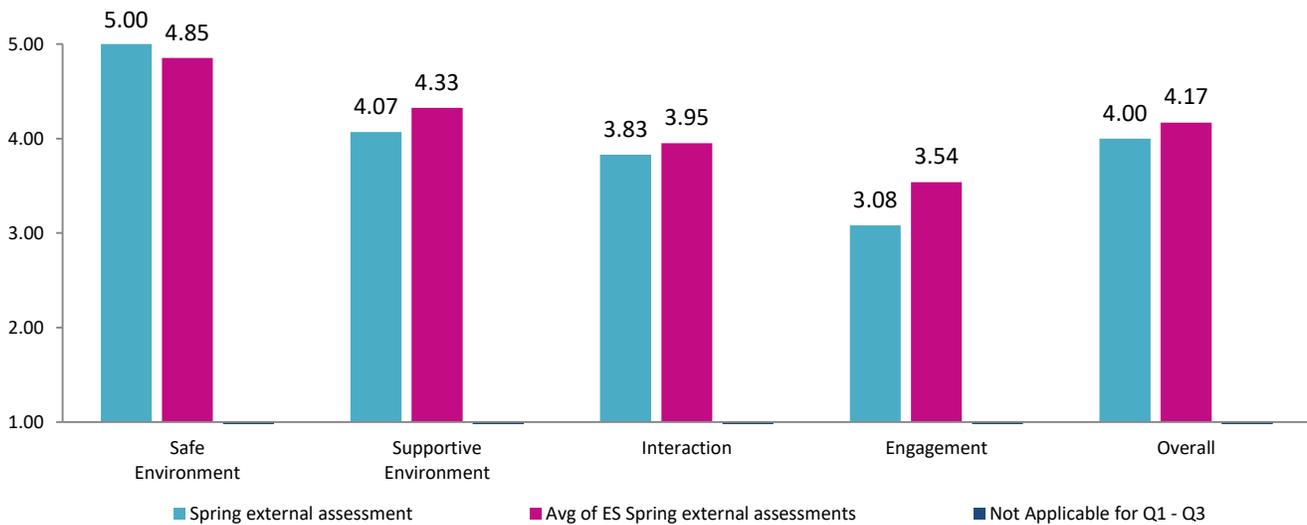


77%

Progress Toward Grant Goal

Source: Cityspan Attendance System.

Site Visit Summary



Observations used the Program Quality Assessment (PQA), a research-validated observation tool used in youth development programs around the country.

What the domains mean

- **Safe Environment** – Students experience both physical and emotional safety; the program environment is safe and sanitary; the social environment is safe.
- **Supportive Environment** – Adults support children to learn and grow; adults support children with opportunities for active learning, for skill building, and to develop healthy relationships.
- **Interaction** – There is a positive peer culture in the program. Children support each other and experience a sense of belonging, participate in small groups, and partner with adults.
- **Engagement** – Children experience positive challenges and pursue learning. Children plan, make choices, and learn from their experiences.

What the ratings mean

The ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed during the observation, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice was implemented relatively consistently across staff and activities, based on the observation.
- A rating of five (5) indicates that the practice was implemented consistently and well across staff and activities, based on the observation.

Source: Spring External Assessment PQA scores, 2018-19. Elementary schools used the School-Age PQA; middle and high schools used the Youth PQA. Grade level average was calculated by averaging domain level scores.

Expanded Learning Program Goals

What are the three primary goals for the 2018-19 Expanded Learning Program?

Goal 1: 95% or more ELP participants will identify that they feel safe, have a caring adult and feel a sense of belonging in program by June 2019 as determined by quarterly climate surveys.

Goal 2: 70% of 3rd-6th grade Students will show a .5pt growth by quarter 2 and a 1pt growth in Reading as measured by the STAR Reading Test by June 2019.

Goal 3: 75% of students show an increased interest in STEM subjects by June 2019 as measured by quarterly assessments. When asked if they feel confident in completing STEAM 95% of students will respond "Yes." 90% of students will respond "Yes," when asked if they learn how things and the world around them work during STEAM.

Provide an implementation update for each of the three primary goals.

Goal 1: In quarter 3, 2nd- 6th grade students continued to participate in community building games and lessons at least one day a week and engaged in community building activities through cooperative play, buddy reading, peer tutoring, and peer sports mentoring. K-1st grade students also participated in community building games and ice breakers at the start of every session. Staff engaged in coaching sessions and observations to maintain a positive classroom environment.

Goal 2: Students K- 3rd continued sight word practice through Academic games, weekly spelling bees, and additional practice time on activities tailored to teacher's sight word assignments for at least 30 minutes a day. 4th-6th grade students engaged in KidzLit curriculum with aligned academic lesson plans and games to build reading comprehension. Older and/or proficient readers were assigned groups of younger students for Buddy Reading time and would facilitate read a-louds to a group of students with a group leader supporting.

Goal 3: Students in all grade levels participated in STEM activities for more than an hour a week on Wednesdays (math happened 2x a week during academic hour). Science experiments were showcased and highlighted during special school events. Students were supported and encouraged to present science experiments they had done to their families. Students were given the opportunity to revisit past science experiments and demonstrate mastery by assisting in lower grade classrooms. Site Coordinator made connections for staff regarding curriculum and NGSS.

Data review of progress towards primary goals.

Goal 1: When asked if they feel safe in program 95% of students responded "Yes." When asked if they feel like they have a caring adult in the program 95% of students responded "Yes." When asked if students have a sense of belonging in program 85% of participants responded "Yes."

Goal 2: 57% of students 3rd - 6th grade have met the goal of a .5pt increase in their reading scores. 68% of students in program have shown a .3pt to 2.1pt increase in their scores.

Goal 3: When asked if STEAM is fun 90% of students responded "Yes." When asked if they feel confident in completing STEAM 92% of students responded "Yes." When asked if they learn how things and the world around them work during STEAM, 95% of students said "Yes."

Recommendations and next steps for each of the primary goals, informed by data.

Goal 1: In quarter 4, K through 6th grade students will participate in team building activities through cooperative play, buddy reading, peer tutoring, and peer sports mentoring. Emphasis on school age choice during the enrichment portion of program will help strengthen student autonomy and ownership of program to increase sense of belonging.

Goal 2: K-6 students have an academic focus on reading comprehension during the academic skill building section of the academic hour. Working closely with teachers on modified HW packets and identifying topics that need to be covered during the academic hour. Veteran group leaders will work closely with school day staff to create academic lesson plans and train newer staff.

Goal 3: Students 3rd- 6th will participate in science curriculum aligned to NGSS with a focus on plant science for grades 1st -2nd and earth science for grades 3rd - 6th. Students in grades 4th-6th will focus on STEAM topics through the use of the KidsCode curriculum and earth science lesson plans. Coordinator and Staff will be intentional about the links to science and KidsCode lessons. Kinder will participate in grade appropriate science activities twice a week.