

WCCUSD Expanded Learning Programs

Quarter 3

Juan Crespi Middle School

YMCA of the East Bay

Prepared by: Mayra Alvarado

Program Attendance and Enrollment



65

Unduplicated Youth Served

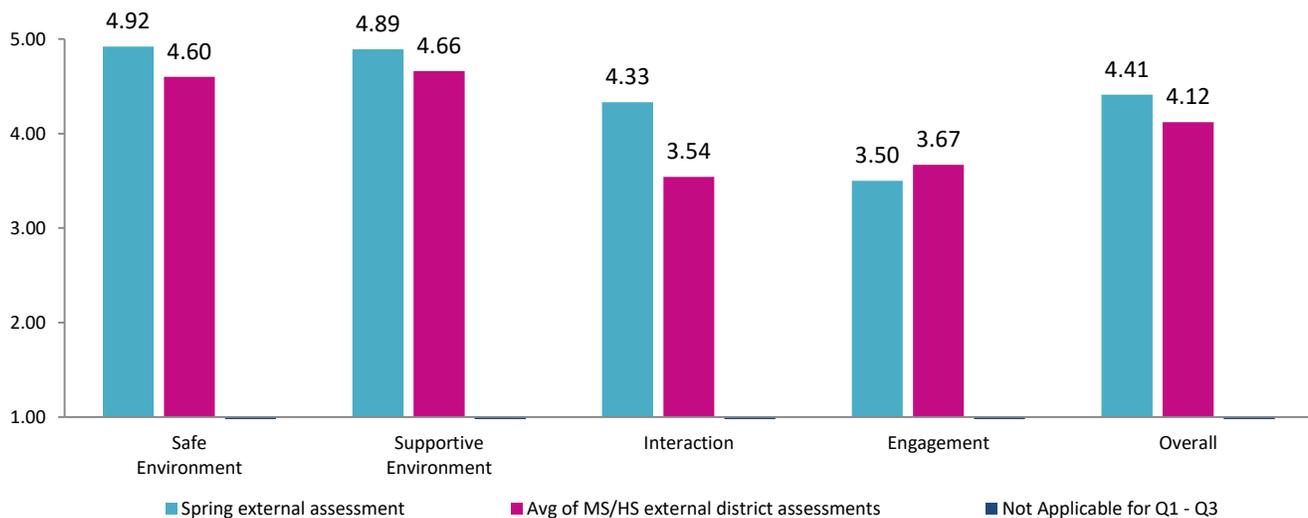


75%

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: The YMCA ELP Program will support the school wide goal of 25% of 7th graders testing at grade level in math, specifically in integers and fractions by June 2019. 25% of 7th grade ELP participants will pass quarterly assessments in integers and fractions with a score of 80% or better. Assessments will be developed by Crespi Math teachers and scored by YMCA Instructors.

Goal 2: The Expanded Learning Program will support the school-wide goal of having 55% of 8th graders scoring in the categories of approaching, meeting, or exceeding benchmark on the Accelerated Reader (AR) platform. The ELP program will provide time for students to read their AR books and take the AR quizzes during academic time. 55% of participating 8th grade students will meet their AR goal by June of 2019.

Goal 3: The Expanded Learning Program will support the school-wide goal of decreasing its suspension rate in the 2018 – 2019 school year by developing enrichment and youth leadership opportunities that support a positive environment. 85% of participants surveyed will say that they have developed a sense of belonging, their leadership skills, their critical thinking skills, and conflict resolution skills during program offerings.

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

GOAL 1: Group leaders provide homework assistance to students in an effort to support their math development. Homework assistance is provided every day for 40 minutes.

GOAL 2: ELP participants are encouraged to engage in accelerated reader activities as required by their ELA school day teacher during the academic component of program. Prior to homework assistance, students respond to a prompt provided by the group leader daily; this supports critical thinking, vocabulary building, and writing.

GOAL 3: Students participate in a welcoming circle. During this time, students are presented with a problem, then they work out the problem through classroom debate and discussion. This will teach students critical thinking and problem solving skills. During quarter 3, students completed a Student Interest Form, in which they identify enrichment activities that they want to be implemented in the program. In this way, the program provides an opportunity for youth voice.

Data review of progress towards primary goals.

GOAL 1: Coordinator is working closely with school administration and staff to identify a school wide tool to track 7th grade students' progress towards reaching grade level in math.

GOAL 2: Coordinator is working closely with school administration and staff to identify a way to track student's program toward meeting their AR goal. Coordinator will work with Lead Teacher to gain access to this data during quarter 4.

GOAL 3: 90% of students surveyed say they feel safe in program. 73% said they feel like they belong in program and 45% of students said the program helps them solve their own problems.

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

GOAL 1: Coordinator will work with Program Director to identify activities that reinforce math concepts in alignment with the district's curriculum paced guide for 7th graders. Group leaders will facilitate lesson plans that support math concepts at least 3 times a week.

GOAL 2: Coordinator will work with school administration and lead teacher to gain access to the AR program, so students can engage in AR activities during program hours at least three times a week. Group Leaders will lead ELA activities that support reading comprehension during the academic component of program.

GOAL 3: Enrichment activities provided in program will be based on the results from the Student Interest Form distributed in the previous quarter. This will emphasize school age choice and belonging in the program. Students will also participate in community building activities daily to increase their sense of belonging, teamwork, and encourage a positive environment for all participants.