

WCCUSD Expanded Learning Programs

Quarter 2

Juan Crespi Middle School

YMCA of the East Bay

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Program Attendance and Enrollment



83

Unduplicated Youth Served

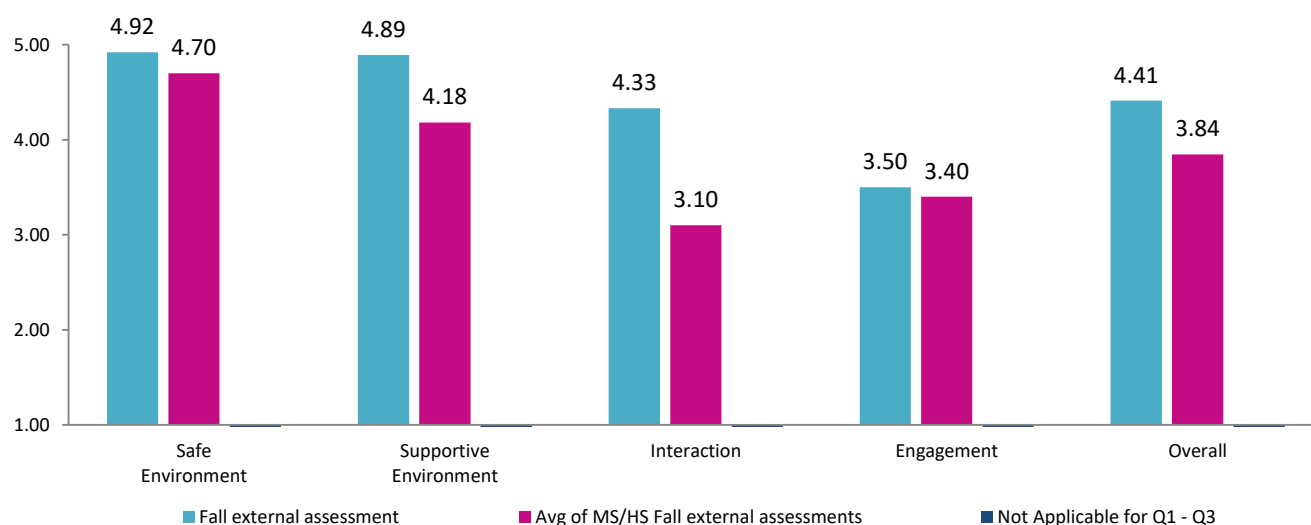


83%

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: Fall 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: We finalize the appropriate number sense tool to assess the 7th grade students. Versions have been submitted for approval to school day staff but none have been a good fit for the students since the material covers concepts they haven't learned yet. We are considering changing to a 6th grade math assessment to reinforce skills needed to excel in 7th grade concepts not yet taught or using a current unit test from a school day teacher. Decisions will be finalized at the beginning of quarter 3 with the support of our grad tutor

GOAL 2: ELP participants are encouraged to engage in accelerated reader activities as required by their ELA school day teacher by providing small group activities.

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.

Data review of progress towards primary goals.

GOAL 1: Tool for properly asses 7th graders progress in mathematics have not been found yet. Data will be available for quarter 3.

GOAL 2: Data is not available for measuring students' progress on accelerated reader. Staff is working on identifying tool to measure progress for quarter 3.

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: In quarter 3, new site staff will work in tandem with school day staff to compile a possible math assessment. The results of this assessment will be available in quarter 3

GOAL 2: In quarter 3, we will re-evaluate how we encourage our students to read in class. Staff will also provide word problems that encourage the use of reading comprehension. Increase collaboration with school administration to ensure that all students have access to accelerated reader.

GOAL 3: Program staff will begin every class session with scenarios that encourage inclusion. Students will engage with community day staff and ELP staff to create a space of dialogue once a week. These dialogue circles will create a space in which students can discuss school day situations in a healthy positive environment. ELP staff will also coordinate with administrative counselors.