

# WCCUSD Expanded Learning Programs

## Quarter 2

### LoVonya DeJean Middle School

YMCA of the East Bay

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#### Program Attendance and Enrollment



78

Unduplicated Youth Served

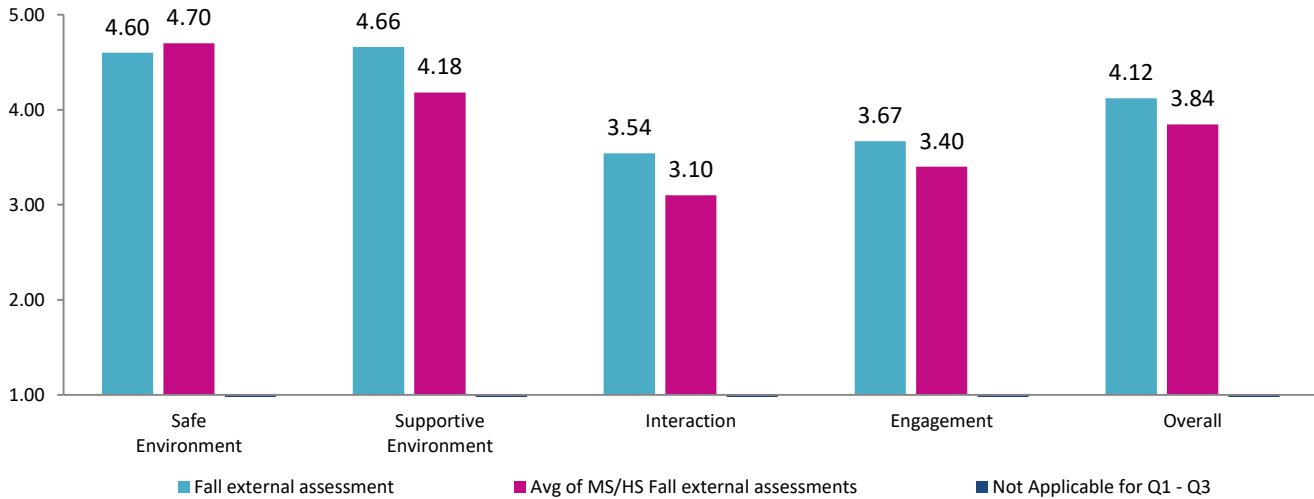


87%

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: 75% of ELP participants will increase their basic math skills through structured math practice opportunities by June 2019. This will be measured through curriculum-based assessments and school day testing in Math 7, Math 8, Algebra and Geometry.

Goal 2: 75% of students in the Expanded Learning Program will show a 0.6 growth midyear and 1.2 growth at the end of the school year on Grade Level Equivalence (GE), in comparison to a 0.5 growth midyear and 1.0 at the end of the school year made by students who do not participate in the Expanded Learning Program, as measured by STAR Reading.

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: Students engaged in math-based skill builders 4 days a week during our Academic Skills Sessions. Program staff collaborates with school day staff to identify and create new program activities that support specific math concepts.

Goal 2: Students engaged in reading comprehension lessons 3 days a week during our academic skill building sessions. Program staff works with school day staff to identify ways to integrate reading comprehension strategies during our enrichment activities.

Goal 3: Program staff worked with the YMCA restorative justice coordinator to develop meaningful ways to decrease school wide conflicts using project-based learning. Participants had the opportunity to engage in our Winter and Spring semester sports programs, which emphasize teamwork, good sportsmanship and positive character building. In addition, students were able to engage in other program offerings such as, mural art, cooking, dance and academic support each within a physically/emotionally safe environment

### Data review of progress towards primary goals.

Goal 1: Math assessments were not administered during quarter 2. Assessments will take place during quarter 3, and data will be available then.

Goal 2: Based on the most recent school wide STAR Test scores, 90% of students enrolled in the Expanded Learning program read below grade level.

Goal 3: 13 students enrolled in our Basketball program. There are 8 students pre-registered for the Spring Soccer program. 7 students graduated from the Cooking Matters program which focused on introducing healthy food options to students who may not have access to them daily.

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

Goal 1: Students will continue to engage in math-based skill builders 4 days a week during our Academic Skills Sessions. We will work with school day staff to see how we can tailor our skill builders or create other program components around specific math concepts that will help students in their individual areas of need during quarter 3.

Goal 2: Students will now engage in reading comprehension lessons 4 days a week during our academic skill building sessions. We will continue to work with school day staff to see if we can integrate reading comprehension strategies during our enrichment activities using disguised learning techniques.

Goal 3: In quarter 3, we will continue working with the YMCA restorative justice coordinator to develop meaningful ways to decrease school wide conflicts using project-based learning. We will also be rolling out our Winter semester sport basketball, as well as our Spring semester soccer program which will emphasize teamwork, good sportsmanship and positive character building. Along with our sports programming, students will be able to engage in other program offerings such as, mural art, cooking, dance, music production and academic support each within a physically/emotionally safe environment.