

WCCUSD Expanded Learning Programs

Quarter 1

Downer Elementary

YMCA of the East Bay

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Program Attendance and Enrollment



110

Unduplicated Youth Served

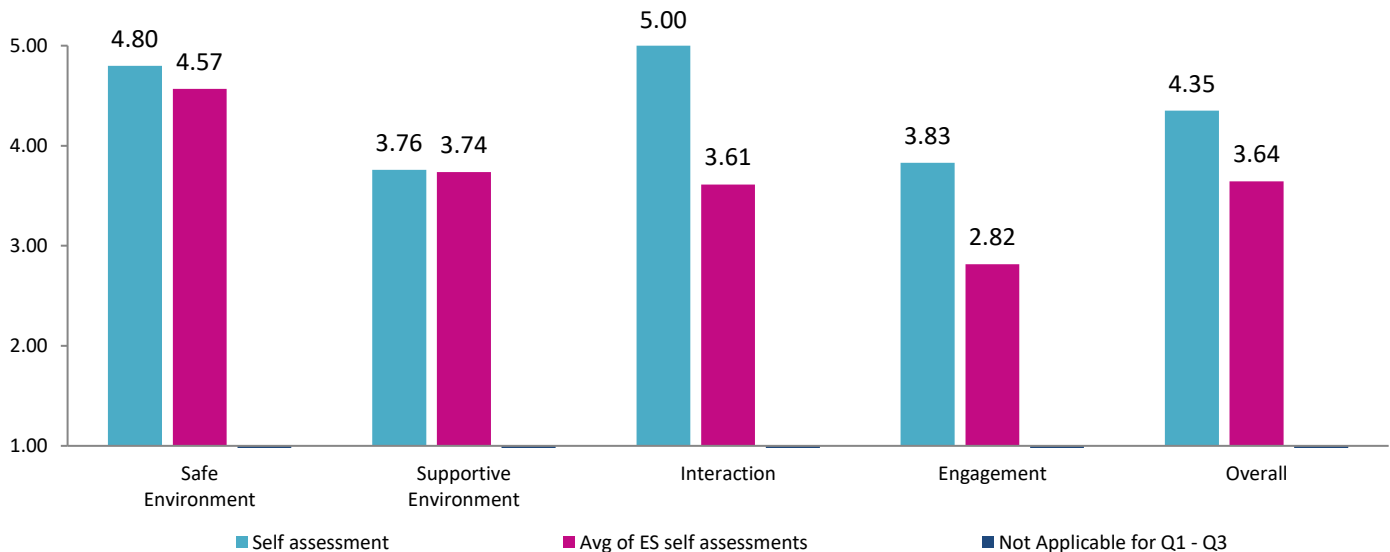


81%

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: Self-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 students in the Expanded Learning Program will show a 0.6 growth midyear and 1.2 growth at the end of 2018 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 2: 75% of students in the Expanded Learning Program will show a 0.6 growth midyear and 1.2 growth at the end of 2018 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 Math.

Goal 3: 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. Participants enrolled in the Expanded Learning Program will show a decrease of referrals to the office during the school day and less than 5% of students enrolled in the Expanded Learning Program will be dismissed from the program due to behavior.

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

Goal 1: Program participants engage in ELA academic support activities during the academic component of program for 45 minutes, 3 times a week. Academic activities include class warmups with open-ended writing prompts, collaborative classroom reading and silent reading with comprehension questions, literacy games and homework support.

Goal 1: Program participants engage in mathematic academic support activities during the academic component program consisting of 45 minutes daily 3 times a week. Academic activities such as classroom warmups incorporate school day math problems, math games and activities, and homework support. In addition to this, our upper grade students get a specific math lesson 4 days a week for 60 minutes led by a school day teacher.

Goal 1: Program participants participate in community building activities on a weekly basis. Staff strive to establish and maintain positive relationships with students within each interaction. The program provides ongoing social-emotion support to all students during conflict resolution and works with the school day Care Team to ensure students get necessary counseling services.

Data review of progress towards primary goals.

Goal 1: 100% of eligible students have taken the Star Reading assessment. Star Reading scores will be reviewed and analyzed in quarter 2 and then shared with after school staff in order to create an intentional plan for student achievement.

Goal 1: 100% of eligible students have taken the Star Math assessment. Star Math scores will be reviewed and analyzed in quarter 2 and then shared with after school staff in order to create an intentional plan for student achievement.

Goal 3: 100% of participants surveyed feel safe in our program, 97% feel they have an adult in program that cares about them, and 86% feel like they belong in program.

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

Goal 1: We will continue current efforts and well review STAR testing data in quarter 2. Based on that data the program coordinator and lead teacher will offer additional support to specific groups of students.

Goal 2: We will continue current efforts and well review STAR testing data in quarter 2. Based on that data the program coordinator and lead teacher will offer additional support to specific groups of students.

Goal 3: In quarter 2, program will create more opportunities for students to have a sense of belonging in program. This may include more voice and choice opportunities for students so that they feel that the program is for them, by them.