

WCCUSD Expanded Learning Programs

Quarter 3

Downer Elementary

YMCA of the East Bay

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Program Attendance and Enrollment



121

Unduplicated Youth Served

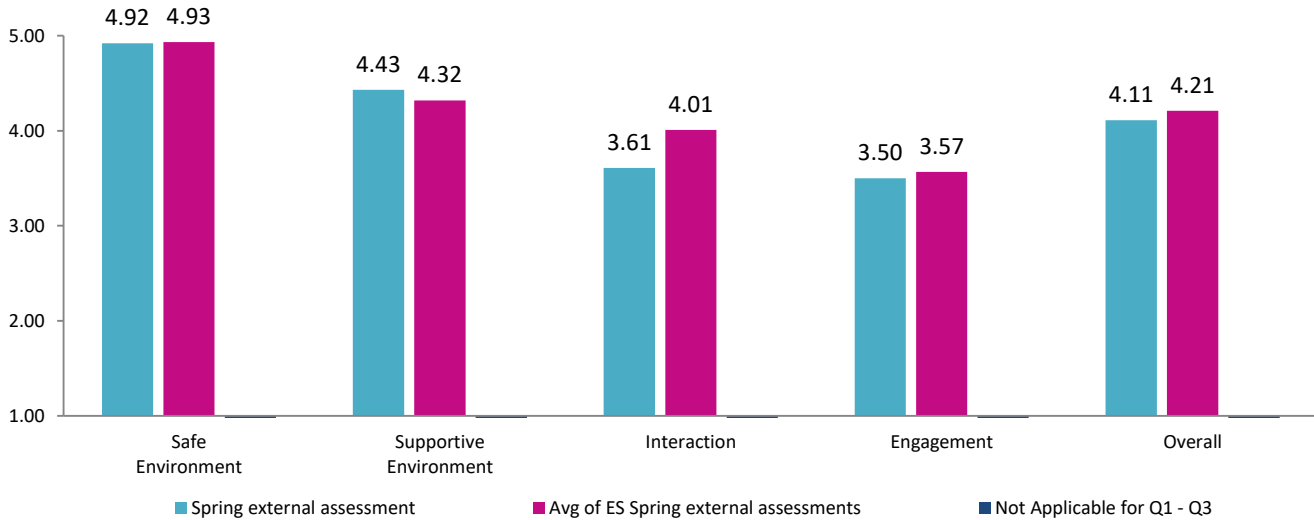


91%

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: 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. 1st grade students use Leap Pad at least 3 times a week.

Goal 2: Program participants engage in activities that support math concepts for 45 minutes 3 times a week. Academic activities such as classroom warmups incorporate school day math problems, math games and activities, and homework support. 6th grade students engaged in math lessons facilitated by a school day teacher 4 days a week for 50 minutes.

Goal 3: Program participants participate in community building activities on a weekly basis. The program provides ongoing social-emotional support to all students during conflict resolution and works with the school day Care Team to ensure students receive support services as needed.

Data review of progress towards primary goals.

Goal 1: 85% of 115 eligible students have taken the Star Reading assessment for quarter three. Star test results provided scores for 98 students. Star Reading score data shows that 38% in grades 1-6 showed a 1.0 or above growth.

Goal 2: 86% of 115 eligible students have taken the Star Math assessment for quarter three. Star test results provided scores for 99 students. Star Math score data shows 24% of students in grades 1-6 showed a 1.0 or above growth.

Goal 3: 48 students completed the Quarterly Climate Survey during quarter 3. 90% of participants surveyed said they feel safe in the program, 85% feel they have an adult in program that cares about them, and 81% feel like they belong in the program. No students have received referrals or been removed from program due to behavior.

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

Goal 1: 1st grade students will continue to use Leap Pad at least three times per week. Students in 2nd – 3rd grade will start using the Scholastic Reading Skills Set at least three times a week to practice reading comprehension and vocabulary building.

Goal 2: The lead teacher will start facilitating math activities that focus on basic math facts to all program groups; lead teacher will model facilitation skills for program staff. Students will continue to engage in these activities at least twice a week as facilitated by program staff.

Goal 3: Students will have opportunities to choose the enrichment activity they want to participate in three days a week during the last quarter. This will give students an opportunity to have voice and choice; this will increase their sense of belonging in program. Include more voice and choice opportunities for students so that they feel that the program