

# WCCUSD Expanded Learning Programs

## Quarter 2

### Kennedy High School

YMCA of the East Bay

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#### Program Attendance and Enrollment



136

Unduplicated Youth Served

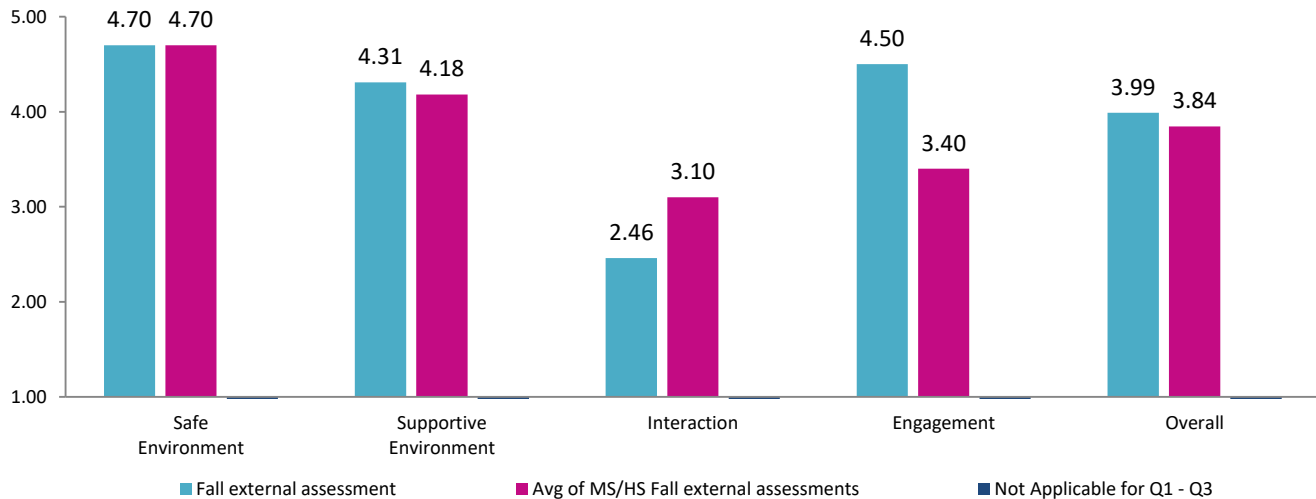


19%

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

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### What are the three primary goals for the 2018-19 Expanded Learning Program?

Goal 1: The YMCA ELP Program will support long term ELD students and new comers in their goal to reclassify as English Proficient and navigate A-G requirements. A dedicated YMCA staff will use an academic case management style system in conjunction with current ELD support systems at KHS. Progress toward this goal will be measured through participant ELPAC scores and reclassification data.

Goal 2: The YMCA will support the increase of freshmen students passing Algebra with a C or above by the end of June 2019. A dedicated YMCA staff will provide various weekly math tutoring and academic skill building activities. YMCA staff will provide support in identifying 9th grade students who need algebra support and create a tutoring schedule for them with school day math teachers.

Goal 3: The YMCA will support KHS in creating a college going culture, educating families and students on the college going process and requirements. More students and families will be aware of A-G requirements as well as graduation requirements. Pre and post surveys for parents and students will be used to measure program impact as well as tracking FAFSA completion rates by March 2019.

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

Goal 1: Students receive 45-minute tutoring sessions facilitated through collaboration between YMCA staff and School Day teachers. ELD Students levels 1-2 practice listening and speaking two days per week. Additional tutoring provided two days per week for ELD 1 students in sentence building. Students ELD level 3-5 practice comprehension and writing. Students receive workshop support prior to ELPAC Assessment.

Goal 2: Students in 9th grade Algebra receive tutoring two days per week on mathematical concepts. Two additional days students receive homework help to allow the students to receive insight from the tutor as the work is completed. These sessions occur 4 days per week for 45 minutes.

Goal 3: YMCA Staff identifies students' interests which proceed to conversations around college readiness. Students are referred to College and Career center located on campus.

### Data review of progress towards primary goals.

Goal 1: The program enrolls 56 ELD students. 25 new students were enrolled during Quarter 2. 13 students enrolled in level 1 ELD falling within level one of ELPAC scores. 12 Students currently enrolled in level 2 ELD falling within level 2 of ELPAC scores. 8 students enrolled in level 3 ELD falling within level 3 of ELPAC scores. 8 Students enrolled in level 4 ELD falling within level 3 ELPAC scores. 15 students enrolled in ELD level 5. Student are taking their ELPAC Assessment in quarter 3, data will be presented in Quarter 3 Report.

Goal 2: ELP saw an increase of 9 freshmen students during quarter 2, now serving 24 freshmen students. 50% of students enrolled in program are currently passing algebra 1 with a C or above.

Goal 3: 10 Students are currently receiving college readiness assistance through the college career center. No additional data available for quarter 2. No additional data available.

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

Goal 1: Students will continue to receive tutoring 4 days a week. Additional assistance will be available to students through online programs for quarter 3. Additional programs will be offered during quarter 3 to assist students on course to reclassify.

Goal 2: Additional student recruitment will continue in quarter to assist students find resources offered thru the ELP. Participating students will continue to receive assistance via tutoring through YMCA staff and school staff.

Goal 3: Program will begin to provide presentations and assistance to parents of seniors in preparation for college, in collaboration with the College and Career Center on Campus. Program will begin recruiting Juniors and Sophomores interested in SAT/ACT readiness workshops.