WCCUSD Expanded Learning Programs
Quarter 3
Richmond High School
YMCA of the East Bay

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Program Attendance and Enrollment
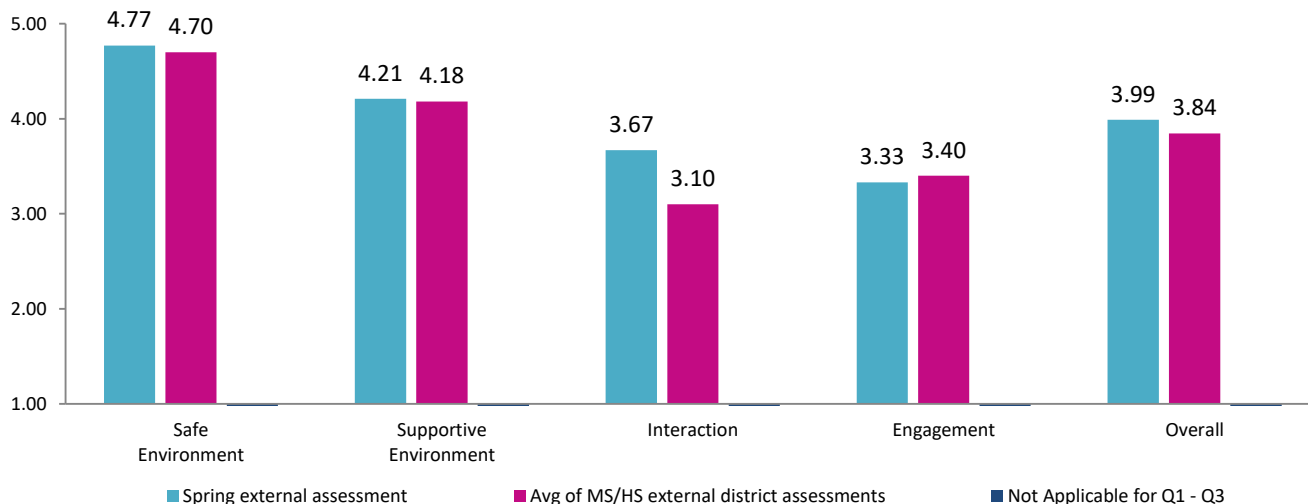
426
Unduplicated Youth Served

48%
Progress Toward Grant Goal

Source: Cityspan Attendance System.

Site Visit Summary

Legend: ■ Spring external assessment ■ Avg of MS/HS external district assessments ■ Not Applicable for Q1 - Q3

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: Review 1st semester grades to identify EL students in ELD 3 and ELD 4, who received a D or F semester grade in their ELD class. Collaborate with grad tutors, teachers and administration to identify activities to support ELD students to receive a passing grade for quarter 3. A Grammar and Writing Class for ELD students will start taking place on Tuesdays and Thursdays after school, and an Advance Writing Class on Fridays.

GOAL 2: Review 1st semester grades to identify 9th graders, who received a D or F semester grade in their Math class. ELP staff will have an information table with tutoring schedule and registration forms during Freshmen Report Card Night to speak with parents and enroll those students with a failing grade.

GOAL 3: At least one special event will be conducted in which participants from all different ELP activities will have an opportunity to come together as a larger group. This event will provide students with opportunities to interact with participants from other activities. Staff will ensure that they provide a positive and safe environment to students by providing a warm welcome, encouraging students to try new skills, acknowledging students' effort and facilitating community building activities daily.

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

GOAL 1: Graduate tutors, who work with ELD students during the school day, provide tutoring sessions for an average of 1.5 hour 4 days a week. Tutors provide academic support for students, who need additional support in reviewing, completing assignments and preparing for exams for ELD and English classes as well as Social Science classes. Teachers and graduate tutors from the Internationals Academy, which is composed of newcomers, provide tutoring sessions for students in the that academy three days a week for 1.5 hour. Students in the Internationals Academy with a failing grade during quarter 1 were identified, parents were contacted and tutoring was offered.

GOAL 2: 9th graders are enrolled in Geometry at RHS and Algebra is not offered. Graduate tutors and teachers provide tutoring sessions three days a week for 1.5 hours as part of the ELP. Tutoring sessions are available for the following Math areas: Algebra 2, Geometry, Pre-Calculus and Calculus. Students in the Internationals Academy with a failing grade were identified, parents were contacted and tutoring was offered. Graduate tutors are available to provide EL students with academic support in Spanish.

GOAL 3: Enrichment activities were created to engage students in positive activities during the after school program hours. Activities currently being offered are Ballet Foklorico, Robotics, Music Club, Muralist Class, and Fitness Club. The Robotics team participated in two regional competitions, in which students have the opportunity to practice teamwork, communication and leadership skills.

Data review of progress towards primary goals.

GOAL 1: 41 students are currently enrolled in ELD 4. 77% of those students received a grade of C- or better in Quarter 3.

GOAL 2: 81% of 9th graders received a grade of C- or better for Quarter 3 in their Geometry Class.

GOAL 3: 100% of students surveyed said that they have an adult in program that cares about them. 85% of students surveyed said that they learn new things in the program. 90% of students feel a sense of belonging in the program.

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

GOAL 1: Identify EL students in ELD 3 and ELD 4, who are currently receiving a D or F grade in their ELD class. Collaborate with grad tutors, teachers and administration to identify activities to support ELD students to receive a passing grade for quarter 4. A Grammar and Writing Class for ELD students will start taking place on Tuesdays and Thursdays after school, and an Advance Writing Class on Fridays.

GOAL 2: Identify 9th graders, who are currently receiving a D or F grade in their Math class. ELP staff will meet individually with those students to encourage them to sign up for tutoring after school. Site coordinator will meet with lead academy teachers to identify other tutoring resources after school, and share that information with all students and families.

GOAL 3: Staff will ensure that they provide a positive and safe environment to students by providing a warm welcome, encouraging students to try new skills, acknowledging students' effort and facilitating community building activities daily.