WCCUSD Expanded Learning Programs

Quarter 1

Sheldon Elementary

YMCA of the East Bay

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Program Attendance and Enrollment
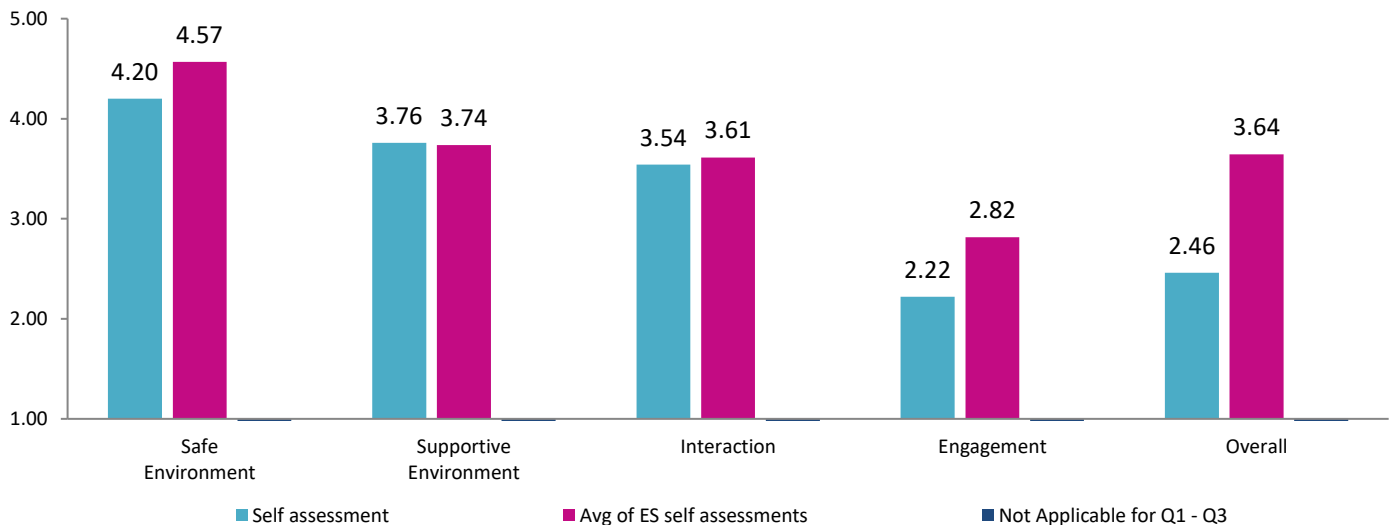
86

Unduplicated Youth Served

88%

Progress Toward Grant Goal

Source: Cityspan Attendance System.

Site Visit Summary

	Safe Environment	Supportive Environment	Interaction	Engagement	Overall
Self assessment	4.20	3.76	3.54	2.22	2.46
Avg of ES self assessments	4.57	3.74	3.61	2.82	3.64

■ Self assessment   ■ Avg of ES self 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: 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: 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.

Goal 2: 75% of 1st through 3rd grade participating in the Expanded Learning Program will make .5 pt. improvement towards grade level ELA standards using STAR Reading by quarter 2 and a 1 pt. improvement by June 2019.

Goal 3: 75% of 4th-6th grades enrolled in the Expanded Learning program will make .5 pt. improvement towards grade level Math standards using Dreambox testing by the end of quarter 2 and 1 pt. improvement by June 2019.

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

Goal 1: Each child in the after school program has a caring, responsible and energetic Group Leader who is willing to help with academics and socioemotional needs. Staff is working to provide a safe, caring, and inclusive environment based on self evaluations. Staff pay special attention to how they resolve conflicts and give directions to students so that they feel supported but are also held accountable to the behavior expectations. Students also engage in team building activities on a weekly basis.

Goal 2: Program engages in ELA activities 3 days a week. Activities include read-a-louds, popcorn reading, make your own book activities and site word practice.

Goal 3: Students in program have been engaging in basic math skills practice at least 3 times a week in preparation for the first Dreambox assessment (school no longer uses the STAR Math assessment). This effort is in collaboration school day staff who provide curriculum ideas and resources to our program staff. Activities include number sense and math games.

Data review of progress towards primary goals.

Goal 1: 100% of students surveyed report that they feel safe in program. 90% of students surveyed report that they have a feeling of belonging in program an 95% of students surveyed feel like they have a caring adult in program.

Goal 2: 100% of 1st-3rd grade participants have grown an average of 0.5 years in grade equivalency on STAR Reading, putting the program on track to meet or exceed its goal by the end of the year.

Goal 3: Dreambox assessments are set to take place in quarter 2.

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

Goal 1: Site Coordinator and Lead Teacher will pursue free and low-cost options for arts and performance programs that promote a positive atmosphere based on student interest areas.

Goal 2: Site Coordinator and Lead Teacher will meet at least once a month to search for and plan games and hands-on activities that support student's growth in ELA standards. Students will also begin using computer Lexia (ELA) to track individual progress in quarter 2.

Goal 3: Students will use Dreambox (math) in the school's computer lab 2-3 times a week to practice skills they are learning during the school day, as well as to fill in skill level gaps. We will also be reaching out to the nearby high school to engage volunteers to tutor in small groups created based on student data.