

WCCUSD Expanded Learning Programs

Quarter 1

Stege Elementary

YMCA of the East Bay

Prepared by: Christen Gray

Program Attendance and Enrollment



84

Unduplicated Youth Served

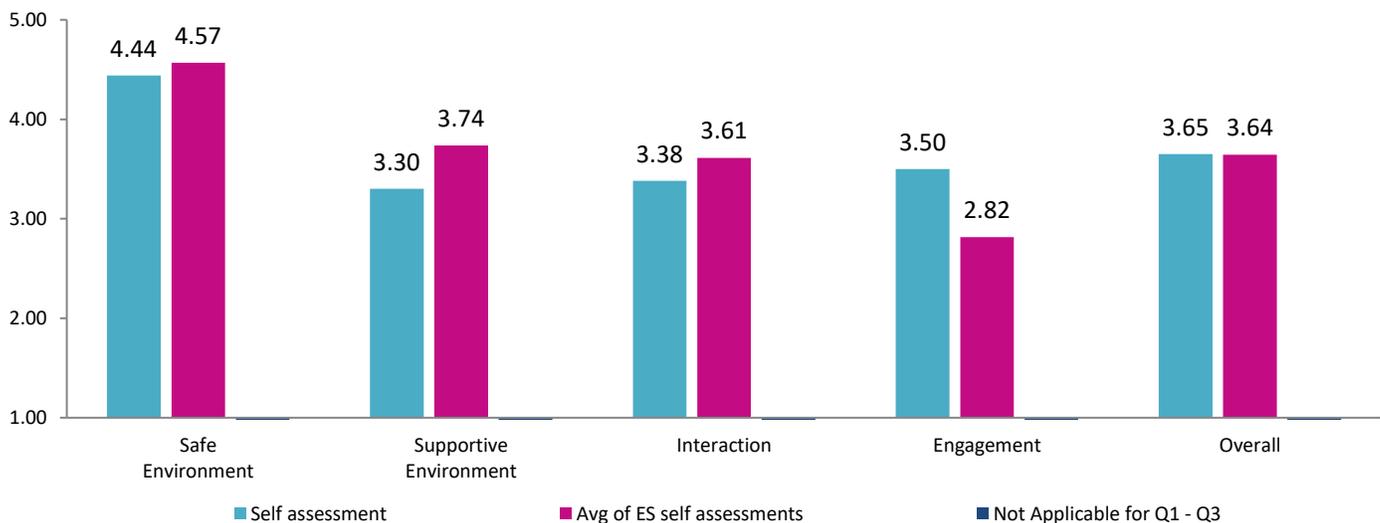


60%

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: 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% or more of Kindergarten-3rd grade ELP participants will reach their Accelerated Reader goal by June 2019.

Goal 3: 70% of ELP participants 4th-5th will show a .5pt improvement in the math skills by the end of quarter 2 and a 1pt. Improvement by June 2019 as determined by STAR Math Testing.

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

Goal 1: During the first month of school, all students participated in a curriculum called Building Intentional Communities. We continue to have students go through activities once a week on Friday's in order to build a positive environment. We have also begun reading as a class during academic skill building and students have the opportunity to participate in dance class as a group once a week.

Goal 2: We use the Close Reading Model for K-6 grade, 3 days a week for 1.5 hours a day.

Goal 3: We implement homework help and play math skill games during our academic skill building time at least 2x a week for all students.

Data review of progress towards primary goals.

Goal 1: 95% of students surveyed feel safe in program, 90 % of students surveyed feel they have a caring adult in program and 84% of students surveyed feel a sense of belonging in program.

Goal 2: The average reading grade equivalence for Stege students in grades 2nd-3rd is 1.8. 2nd-3rd grade program participants average a grade level equivalence of 1.4.

Goal 3: The average math grade equivalence for Stege students in grades 4th-6th is 2.7. 4th-6th grade program participants average a grade level equivalence of 2.4.

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

Goal 1: Students will engage in more team building activities during the week after Thanksgiving break. This will help remind students of behavior expectations. In quarter 2, we will be implementing a positive reinforcement reward system to encourage positive behavior. Staff will have opportunities for training on program quality indicators that have to do with creating a positive program. They will have weekly observations and coaching sessions to monitor progress.

Goal 2: Students will continue to participate in reading academic skill builders. Enrichment activities will include more disguised learning around ELA standards to reinforce grade level skills.

Goal 3: Students will continue to participate in math academic skill builders. Enrichment activities will include more disguised learning around Math standards to reinforce grade level skills.