WCCUSD Expanded Learning Programs
Quarter 2

Stege Elementary
YMCA of the East Bay

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Program Attendance and Enrollment
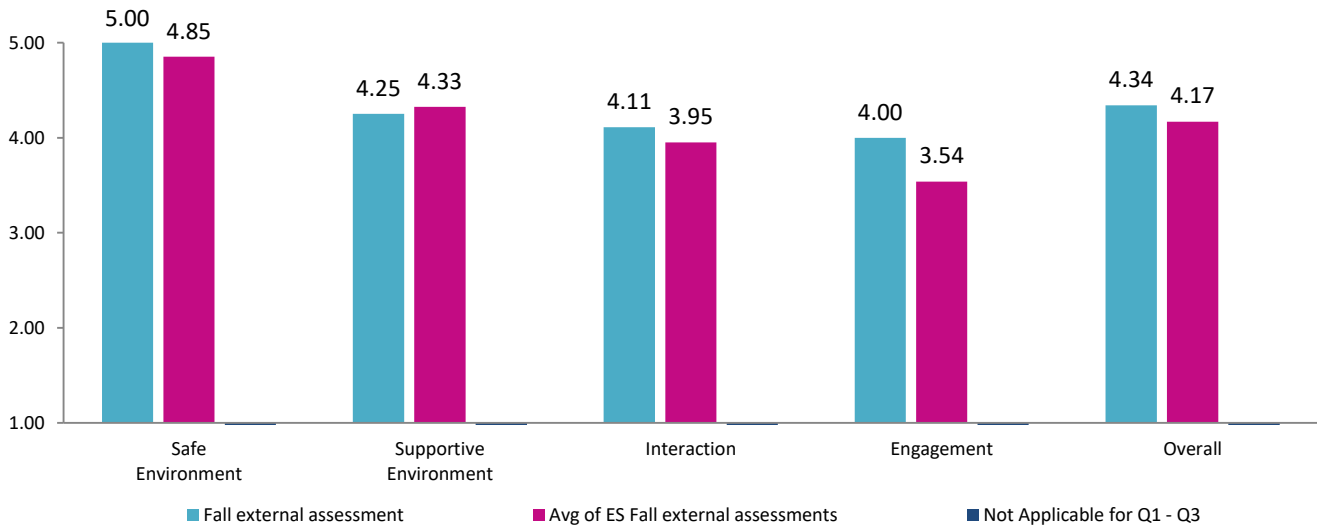
85
Unduplicated Youth Served

73%
Progress Toward Grant Goal

Source: Cityspan Attendance System.

Site Visit Summary

	Safe Environment	Supportive Environment	Interaction	Engagement	Overall
Fall external assessment	5.00	4.25	4.11	4.00	4.34
Avg of ES Fall external assessments	4.85	4.33	3.95	3.54	4.17

■ Fall external assessment ■ Avg of ES Fall external 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: 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

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: Students were assigned to an enrichment activity of their choice. Activities include dance, art, and sports. Students participate in these activities 3 days a week for 1 hour each day.

Goal 2: Students in K – 3rd grade engage in the Close Reading Model, 3 days a week for 1 ½ hours a day as part of the academic component.

Goal 3: All students participate in math games that reinforce basic math facts. Participants are provided with time and support to work towards homework completion every day.

Data review of progress towards primary goals.

Goal 1: 95.5% of surveyed students responded that they feel safe, 90 % of students expressed that they feel they have a caring adult, and 84% responded that they feel a sense of belonging in program.

Goal 2: AR Data is not available for quarter 2. Data will be provided for quarter 3.

Goal 3: The average math grade equivalence for program participants, 4-5th grade for quarter 2 was 2.6

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

Goal 1: Opportunities for professional development on PQA, and Youth Work Methods will be offered to program staff. Coordinator will engage in weekly observations and coaching with group leaders to improve program quality.

Goal 2: Students will continue to engage in Close Reading model. Site coordinator will collaborate with program director to identify new curriculum and activities that support ELA. Students in grades K-3rd will start using AR during program hours at least twice a week.

Goal 3: Program staff will identify activities for students who finish homework early or do not have homework. Site coordinator will collaborate with program director to identify new math games that are engaging and reinforce what is being taught in the regular school day.