

# WCCUSD Expanded Learning Programs

## Quarter 3

### Stege Elementary

YMCA of the East Bay

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#### Program Attendance and Enrollment



82

Unduplicated Youth Served

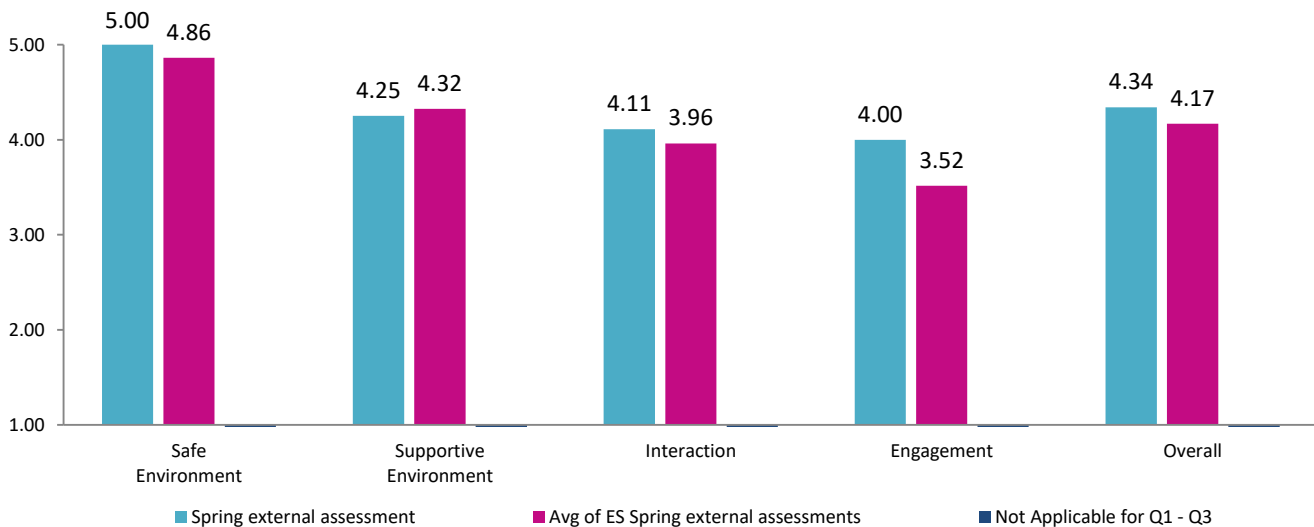


75%

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: 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: 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. New enrichment activities were added to meet all students' interest; these activities are basketball, Spanish, and Comic Book Club. These activities will encourage school age choice, teamwork, empathy, and community building. In addition, staff facilitates lesson plans from the Building Intentional Community on Fridays.

Goal 2: Students in K – 3rd grade engage in the Close Reading Model, 4 days a week for 1 ½ hours a day as part of the academic component. Students who are falling behind in reading participate in the Comic Book Club as part of their enrichment to receive additional support in vocabulary building and reading comprehension.

Goal 3: All students are provided with time to work towards homework completion daily. Students are encouraged to work on their math assignments to be able to receive support from their group leaders if that is the area in which they need more support.

### Data review of progress towards primary goals.

Goal 1: 96% of surveyed students responded that they feel safe, 95% of students expressed that they feel they have a caring adult, and 89% responded that they feel a sense of belonging in program.

Goal 2: 10% of program participants in 1st – 3rd grade have reached their AR goal.

Goal 3: 33% of ELP participants in grades 4th-5th grade show a growth of more than .5 in grade equivalence as determined by STAR Math assessment.

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

Goal 1: Group leaders will start leading icebreakers, and community building activities that focus on inclusion, teamwork, and mutual respect to promote a safe, and positive environment for all. Coordinator will provide group leaders with positive strategies to manage conflict.

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. On May 3rd, the program will hold their Black Inventors Curriculum culminating event, in which students will showcase their ELA and STEAM activities that they worked on during the previous quarter. During this event, families and students will be able to meet and talk to guest speakers that have supported ELA and STEAM activities in the program.

Goal 3: Program staff will identify activities for students who finish homework early or do not have homework. Group leaders will facilitate math games that reinforce basic math concepts twice a week for 20 minutes.