

WCCUSD Expanded Learning Programs

Quarter 2

Tara Hills Elementary
 YMCA of the East Bay
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Program Attendance and Enrollment



90

Unduplicated Youth Served

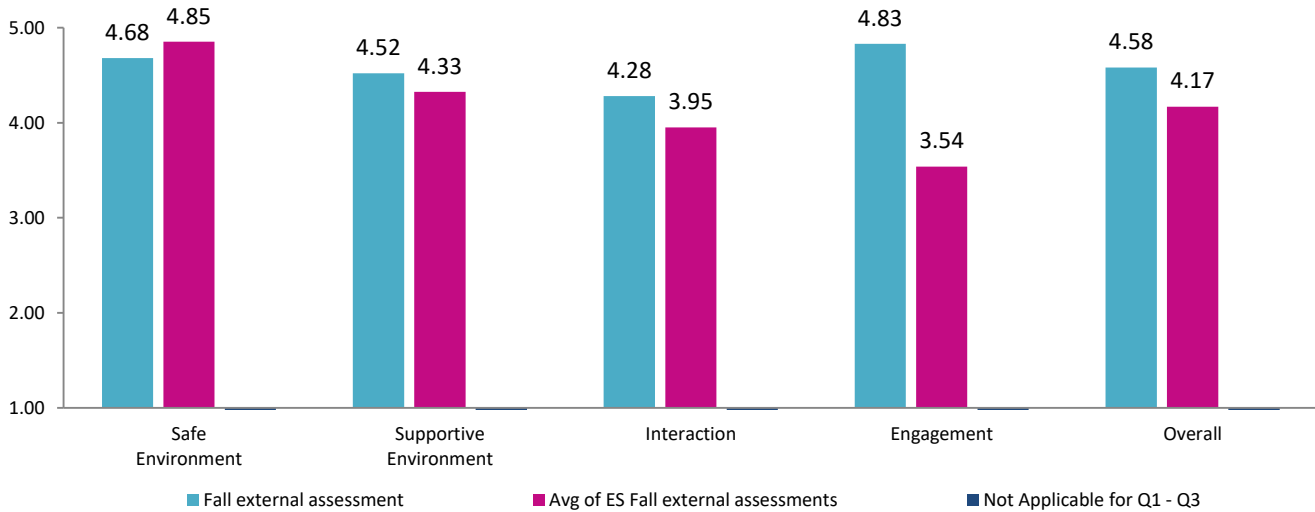


92%

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: 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 1st-3rd grade ELP participants will show a .5pt improvement in the math skills by the middle of quarter 3 and a 1pt. improvement by June 2019 as determined by IAB Math Testing.

Goal 3: 70% or more of 4th-6th grade ELP participants will reach their Accelerated Reader goal by June 2019

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

Goal 1: Every Friday all students in program participate in Wellness Fridays where group leaders facilitate community building activities, with 5th & 6th grade students beginning to facilitate their own community building activities. In addition, site supervisor has teamed up with SCOW to provide kindness-based icebreakers for program.

Goal 2: Math based lesson plans are implemented by group leaders at least three times a week. In addition to this all students use Khan Academy once a week to improve their math skills, and by the end of January all students in program will also be able to incorporate IXL to help them improve their math skills.

Goal 3: All students in grades 3-6 participate in literacy and comprehension lessons twice a week for 40 minutes.

Data review of progress towards primary goals.

Goal 1: 92% of program participants surveyed say they feel safe in program, 88% of students feel a sense of belonging in program and 90% feel that there's an adult that cares about them in program.

Goal 2: 79% of all 3-6 grade students met their learning targets for Khan academy in quarter one. 86% of 1st and 2nd grade students have also met their learning targets on Khan Academy. 90% of all Kindergarten students can count and identify numbers to 30. Students will take their math IAB test the first week of March. Results from their IAB will be included in quarter 3 report.

Goal 3: 85% of all students in grades 3rd-6th grade have attempted at least two Accelerated Reader quizzes with 20% of all students passing by their second attempt.

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

Goal 1: By the end of quarter two 80% of all students in grades 3-6 will have facilitated at least one community building activity with their group. In a continued partnership with Playworks, program Jr.Coaches will also help facilitate structured play at least twice a week.

Goal 2: Students will use Khan Academy, IXL, and participate in math-based lesson plans three times a week. In partnership with the lead teacher group leaders will create quarter 3 benchmarks. Students who continue to struggle will continue to see the grad tutor and learning center for additional support. Students in grades 2-6 will take the IAB test during the first week of March. Included in the quarter 3 report will be their growth based on their results.

Goal 3: All students will continue to participate literacy and comprehension lessons twice a week for 40 minutes, going forward all group leaders will also incorporate Raz Kids to their lessons. Group leaders will also track and log all book students are reading. Students are required to summarize their reading of the day in their journals as part of their lesson.

By the end of quarter 3, 80% of all 3rd-6th grade students will have attempted and passed 3 Accelerated Reader quizzes.