

WCCUSD Expanded Learning Programs

Quarter 2

Chavez Elementary

Bay Area Community Resources

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Program Attendance and Enrollment



82

Unduplicated Youth Served

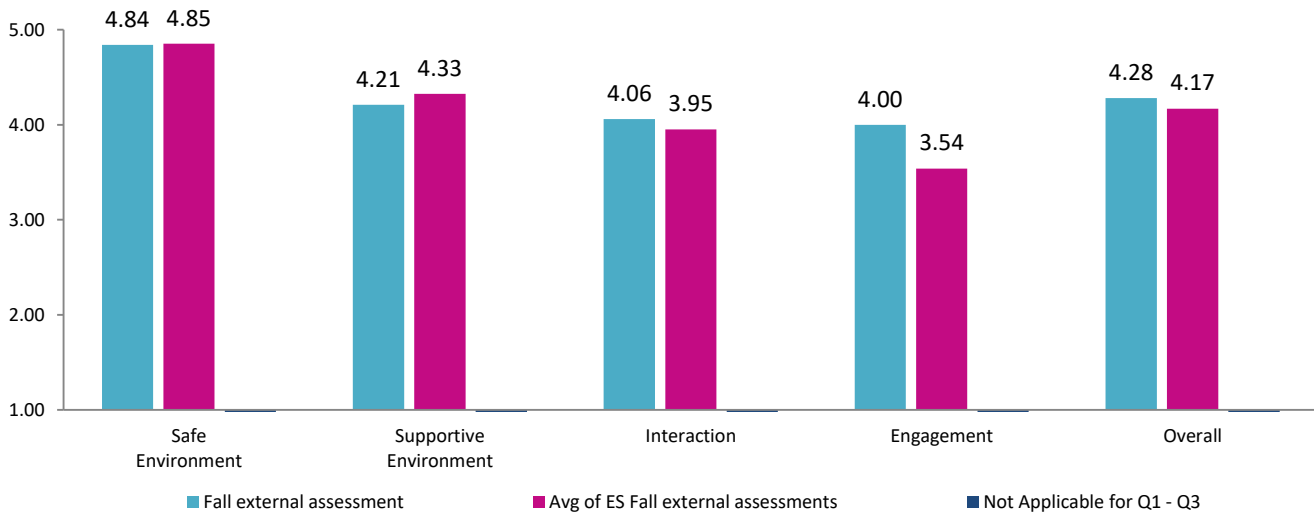


81%

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: By May 2019, 90% of ELP 2nd grade students will see a 15% increase in their reading fluency as measured by the STAR assessment and the BPST test.
GOAL 2: By May 2019, 90% of ELP 3rd grade students will see an increase of at least two levels as measured by STAR assessment. Progress checks will be conducted using RL assessments.
GOAL 3: By May 2019, the ELP will see an increase in the amount of parent participation during family engagement activities as measured by sign in sheets from events

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

GOAL 1: Students in 2nd grade practiced their reading fluency daily by reading individually, small leveled guided group reading, and class discussions, making sure to scaffold, during academic skill building games time.
GOAL 2: Students in 3rd grade practiced their reading fluency daily by reading individually, small leveled guided group reading, and class discussions, making sure to scaffold as needed.
GOAL 3: The ELP collaborated with the school day to promote and host Back to School Night and Family Night events. The ELP program sent out reminders, talked with parents individually to encourage them to attend and shared the importance of being a part of the school community. In addition, the ELP program hosted a family event and invited day school.

Data review of progress towards primary goals.

GOAL 1: 2nd grade students were not assessed this quarter using the STAR assessment. They have been assessed using the BPST testing. Those results will be available for the 3rd quarter.
GOAL 2: 3rd grade students were not assessed this quarter using the STAR assessment. Students were assessed using the RL Testing. 0% of students met the goal of an increase in two reading levels. On average, 3rd grade students have made a .53 increase in reading level.
GOAL 3: The ELP hosted a Family Event where 35 families showed up to support their students.

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

GOAL 1: Students will continue to practice their reading fluency every day through individual reading, group reading, and class discussions. Students will also continue to participate and facilitate in small groups academic skill building games that will help support student's reading fluency such as Go Fish and Mix and Match. Students will begin to use BookNook curriculum.
GOAL 2: Students will continue to practice their reading every day through individual reading, group reading, and class discussions. They will continue to take the RL test to assess the student's comprehension of the books they are reading and they will continue to participate in academic skill building games to support student's reading.
GOAL 3: The ELP will continue to support day school with family events through raffles and ELP-Day Time collaboration. Parents will continue to be encouraged to attend through incentives for the students and parents. The Coordinator will meet bi-monthly with Community School Worker to plan and help support any upcoming events.