

# WCCUSD Expanded Learning Programs

## Quarter 3

**Chavez Elementary**  
 Bay Area Community Resources  
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### Program Attendance and Enrollment



79

**Unduplicated Youth Served**

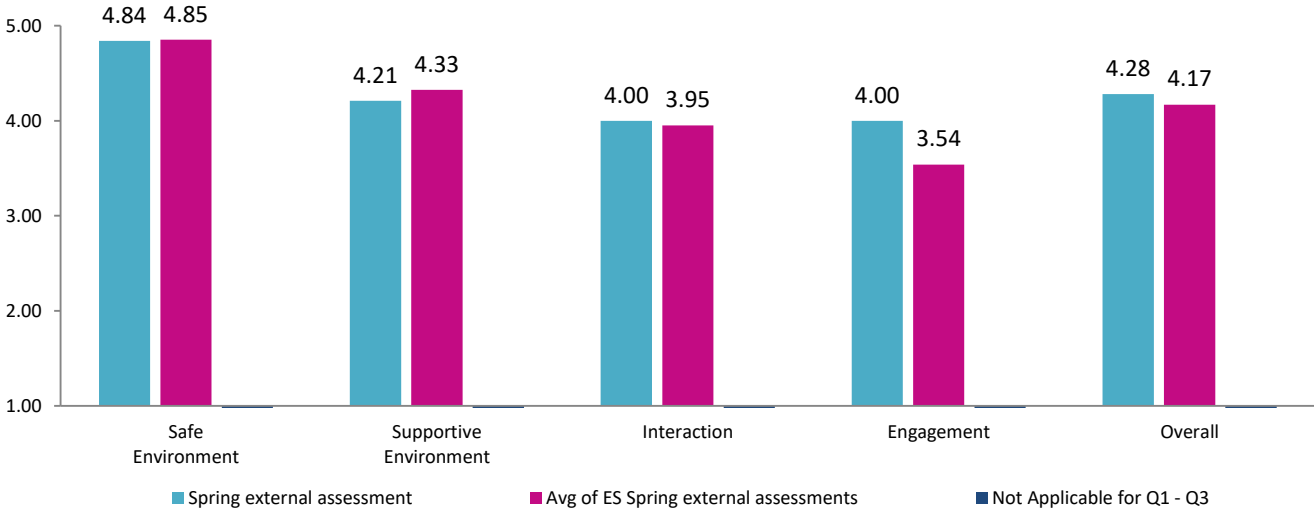


80%

**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

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### 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 continued to practice their reading fluency every day through individual reading, group reading, and class discussions. Students continued to participate in small groups academic skill building games that helped support student's reading fluency such as Go Fish and Mix and Match. Students began to use BookNook curriculum.

GOAL 2: Students continued to practice their reading every day through individual reading, group reading, and class discussions. They continued to take the RL test to assess the student's comprehension of the books they are reading and they continued to participate in academic skill building games to support student's reading.

GOAL 3: The ELP Coordinator met with the Community School worker. Due to a transition in the Site Coordinator, the after school program and day school did not collaborate on any events.

### Data review of progress towards primary goals.

GOAL 1: 2nd grade students were assessed using the STAR assessment. 42% of students met the goal of 15% increase. 68% of students have made growth towards meeting this goal with an average of 9% increase.

GOAL 2: 3rd grade students were assessed this quarter using the STAR assessment. 0% of students met the goal of an increase in two reading levels. On average, 3rd grade students have made a .82 increase in reading level.

GOAL 3: Due to a transition in the Site Coordinator, the after school program and day school did not collaborate on any events.

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

GOAL 1: Students will continue to practice their reading fluency. Instructor will model proper pace when reading aloud to students. Students will continue to use Booknook.

GOAL 2: Students will continue to practice their reading every day through individual reading, group reading, and class discussions. Instructor will begin to incorporate reading during enrichment activities to provide more opportunities for reading.

GOAL 3: The ELP Coordinator will meet with the Community School worker to discuss end of the year events and find out how the ELP can support.