# WCCUSD Expanded Learning Programs

## Quarter 2

## Highland Elementary
Bay Area Community Resources
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## Program Attendance and Enrollment
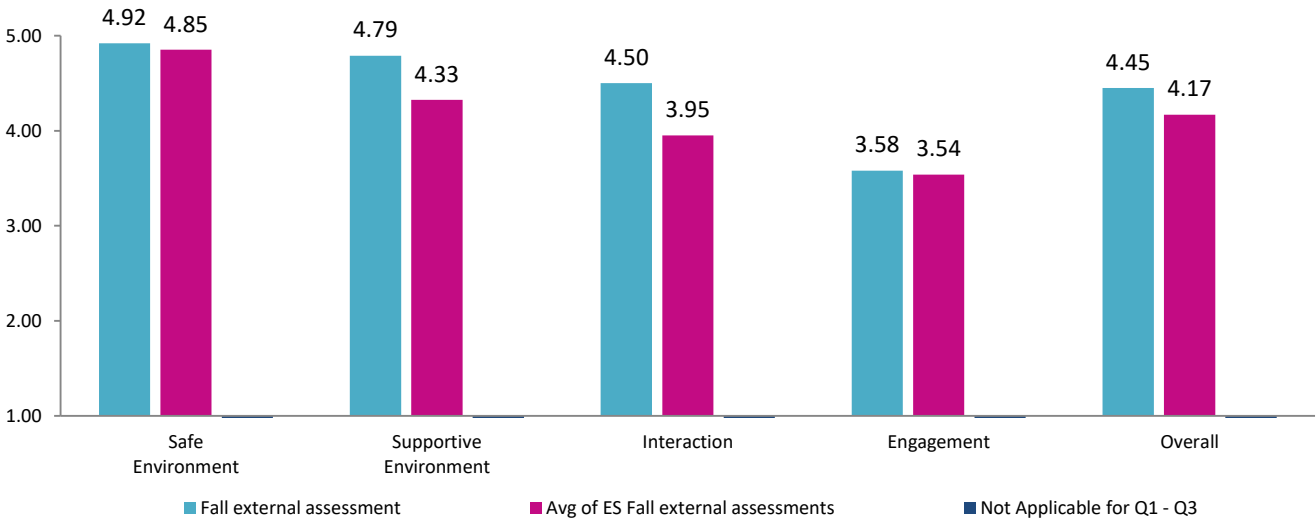
**89**
**Unduplicated Youth Served**

**84%**
**Progress Toward Grant Goal**

Source: Cityspan Attendance System.

## Site Visit Summary



| | Safe Environment | Supportive Environment | Interaction | Engagement | Overall |
|---|---|---|---|---|---|
| Fall external assessment | 4.92 | 4.79 | 4.50 | 3.58 | 4.45 |
| 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: By May 2019, 80% of ELP 1st and 2nd grade students will master the sight words for their grade level measured by internal assessments.
Goal 2: By May 2019, 80% of ELP 3rd and 4th graders students will see an increase of two reading levels as measured by Lexia Core5 assessments.
Goal 3: By May 2019, 90% of ELP students will report this program helps me feel a part of my school community as measured by PQA youth surveys.

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

Goal 1: Two days per week, 1st and 2nd grade group leaders facilitated small group word games for 30 minutes. Site Coordinator and lead teacher observed the groups and provided feedback and support when needed.
Goal 2: Two days per week, 3rd and 4th grader students worked on Lexia Core5 during skill building time.
Goal 3: Group Leaders provided structured opportunities for students to get to know each other at the beginning of the afternoon in program. Every Friday group leaders facilitated character trait activities that aligned with the day school character trait of the month.

### Data review of progress towards primary goals.

Goal 1: 1st grade students were assessed on 100 sight words presented. 33% of students achieved the goal. 77% of 1st grade students have made growth towards mastery of 100 words.
2nd grade students were assessed on 300 sight words presented. 58% have achieved the goal. 42% of students have made growth towards mastering the 300 sight words.
Goal 2: 3rd grade students were assessed using Lexia Core5. 0% have achieved the goal. On average, students have shown an increase of .87 in reading levels. 4th grade students were assessed using Lexia Core 5. 0% have met the goal. On average, students have shown an increase of .65 reading level.
Goal 3: Data from the PQA youth survey results show that 71% of Expanded Learning Program participants feel this program helps them feel like a part of the school.

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

Goal 1: 1st and 2nd grade group leaders will continue to facilitate small group sight words activities based on students levels. Students who have progressed in their reading levels will be placed in new reading groups. Site Coordinator and lead teacher will observe and offer feedback when needed.
Goal 2: 3rd and 4th graders will continue to work in the computer lab two days a week for 30 minutes.
Goal 3: At the beginning of the month the Site Coordinator will announce during supper the character trait of the month. ELP participants will continue community building activities throughout the week with an ice breaker at the beginning of the day every Friday. 3rd and 4th grader students will make posters promoting the character trait of the month. On Fridays during supper time students will have an opportunity to recognize each others who are upholding the character trait of the month.