

WCCUSD Expanded Learning Programs

Quarter 2

Lincoln Elementary
 Bay Area Community Resources
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Program Attendance and Enrollment



94

Unduplicated Youth Served

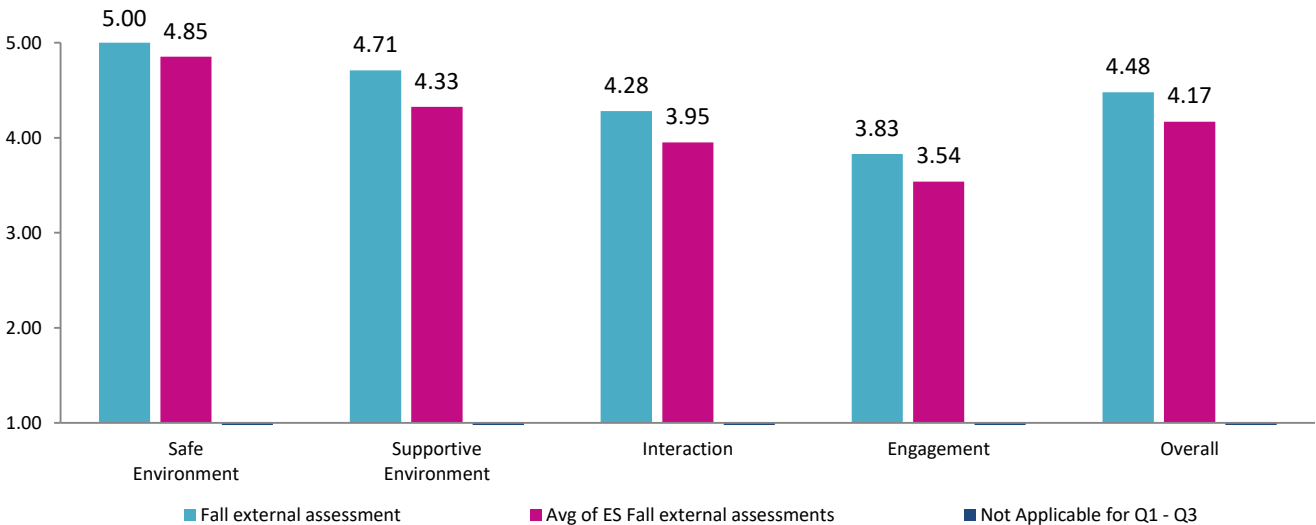


90%

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 the end of May 2019, 90% of ELP 1st grade students will know 100 sight words (25 per quarter) as measured by day school assessments.
Goal 2: By the end of May 2019, 85% of ELP 3rd grade students will see an increase of at least two reading levels as measured by STAR assessments.
Goal 3: By the end of May 2019, 90% of ELP students will report that they feel "proud to be a Lincoln Lion" and feel a part of the school community as self-reported on student surveys.

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

Goal 1: Students practice sight words every Monday, Wednesday, and Friday through the facilitation of academic games. In addition, 1st grade instructor has used the "sight words tracking" data and incorporated both individual and small group leveled activities. The students whom did not master their first 25 sight words had the opportunity to create flash cards of the words that they did not master. This provided the students' the opportunity to continue practicing their words while reviewing and learning new ones.
Goal 2: Students have the opportunity to work on their reading skills every Monday, Wednesday, and Friday through the facilitation of various reading activities. In addition, the instructor facilitated activities that included vocabulary building skills and reading comprehension.
Goal 3: Students participating in the Expanded Learning Program have been exposed to the Lincoln "P.R.I.D.E" core values. All Expanded Learning Program staff utilize the core values language on a daily basis to familiarize students with these values. In addition, Expanded Learning Program facilitated mini lessons regarding the "P.R.I.D.E" core values provided by the school administration.

Data review of progress towards primary goals.

Goal 1: 1st grade students were assessed on 50 sight words (previous 25 and 25 new ones). 83% of students mastered the 50 sight words.
Goal 2: 3rd grade students were assessed using the STAR Assessments. 0% have met the goal. 54% of students have shown growth of 1 reading level. 46% of students have shown growth an average of .5 reading level.
Goal 3: Students in the Expanded Learning Program at Lincoln participated in a 2018 Fall survey. Based on the results of this survey, 60% of students in program feel part of the school community.

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

Goal 1: 1st grade students in the Expanded Learning Program will continue to participate in sight word activities on Monday, Wednesdays, and Fridays. In addition, instructors will continue to provide various academic games to support students' learning. Students whom did not master their 50 sight words will create flashcards to practice the words he or she did not master. In addition, Site Supervisor will provide a copy of the sight words that each student did not master and give these words to families so that the families can also help support the student by practicing the sight words at home.
Goal 2: 3rd grade students in the Expanded Learning Program will continue to participate in activities that support reading on Mondays, Wednesdays, and Fridays. Instructors will continue to provide both vocabulary skill building and comprehension activities. In addition, Site Supervisor will check in with all 3rd grade teachers' to obtain suggestions on strategies that teachers' use in their classrooms to help students with their reading comprehension.
Goal 3: The Expanded Learning Program staff will continue to incorporate the Lincoln "P.R.I.D.E" core values when interacting with students and will use these when redirecting behavior. In addition, at the beginning of each day, the instructors will facilitate lessons around the core values that are outlined by the school administration. Furthermore, based on student feedback from the fall survey, Site Supervisor and Instructors' will create opportunities for students to feel more as a part of the school community. Site Supervisor will also survey students to gather data around what would help them feel more part of the school community.