

WCCUSD Expanded Learning Programs

Quarter 2

Mira Vista School

Bay Area Community Resources

Prepared by: Samia Little

Program Attendance and Enrollment



95

Unduplicated Youth Served

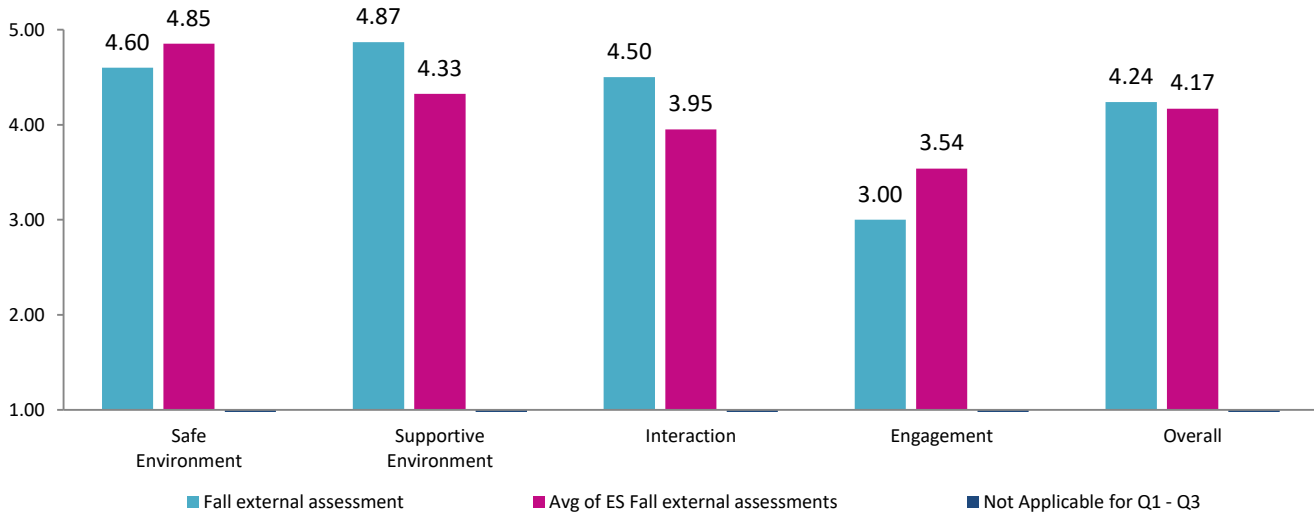


102%

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, 80% of ELP 1st-3rd grade students will see a 75% increase in their reading fluency as measured by the Winter Fast Bridge Assessment (1st grade) and STAR Reading Assessment (2nd-3rd grade).

Goal 2: By May 2019, 80% of ELP 4th-5th grade students will see an increase of at 1.2 grade levels as measured by the STAR Reading Assessment.

Goal 3: By May 2019, 75% of students will participate in at least one Visual or Performance Art Class.

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

Goal 1: Three days per week 1st - 3rd grade Group Leaders facilitated whole group reading activities with HFW books for 10 minutes followed by partner reading for 20 minutes. Group Leaders also provided activities to help students with vocabulary skill building for 15 minutes.

Goal 2: Three days per week 4th & 5th grade Group Leaders had students read two articles and complete accompanying comprehension quizzes and writing activities using writing prompts. In addition students used tablets to work on designated reading and language skill building websites on Newsela.com, Epic, Raz-Kids and Brainpop Jr. The Lead Teacher collected data from these websites to plan for next steps, targeting struggling students.

Goal 3: The Richmond Art Center provided classes one day a week for 4th & 5th grade students.

Data review of progress towards primary goals.

Goal 1: No data is available for the 1st grade student participants since the Winter Fast Bridge Assessment has not been administered. 2nd and 3rd grade students were assessed using the STAR Assessment. 17% have met the goal of 75% increase in fluency. 79% showed an increase in reading fluency of an average of 53%; 4% showed no increase in reading fluency.

Goal 2: Students were assessed using the STAR Assessment. 4% of participants achieved an increase of two reading levels, surpassing the goal; On average, remaining students showed an increase of .65 in reading level.

Goal 3: 30% of students have participated in an Art class conducted through Richmond Art Center as measured by sign in and out sheets.

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

Goal 1: Lead Teacher will observe 1st – 3rd grade group leaders during the reading component and to provide support and strategies for struggling students.

Goal 2: Lead Teacher will provide support for 4th & 5th Group Leaders to help in the implementation of Newsela.com, Epic, Raz-Kids and Brainpop Jr. Lead Teacher will also review data with the Site Coordinator and the Group Leader to provide targeted instruction for the students who are struggling the most.

Goal 3: Site Coordinator will continue to work on a rotating schedule to ensure students who have not participated in an art class, will have the opportunity to.