WCCUSD Expanded Learning Programs
Quarter 4

Mira Vista School
Bay Area Community Resources
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Program Attendance and Enrollment
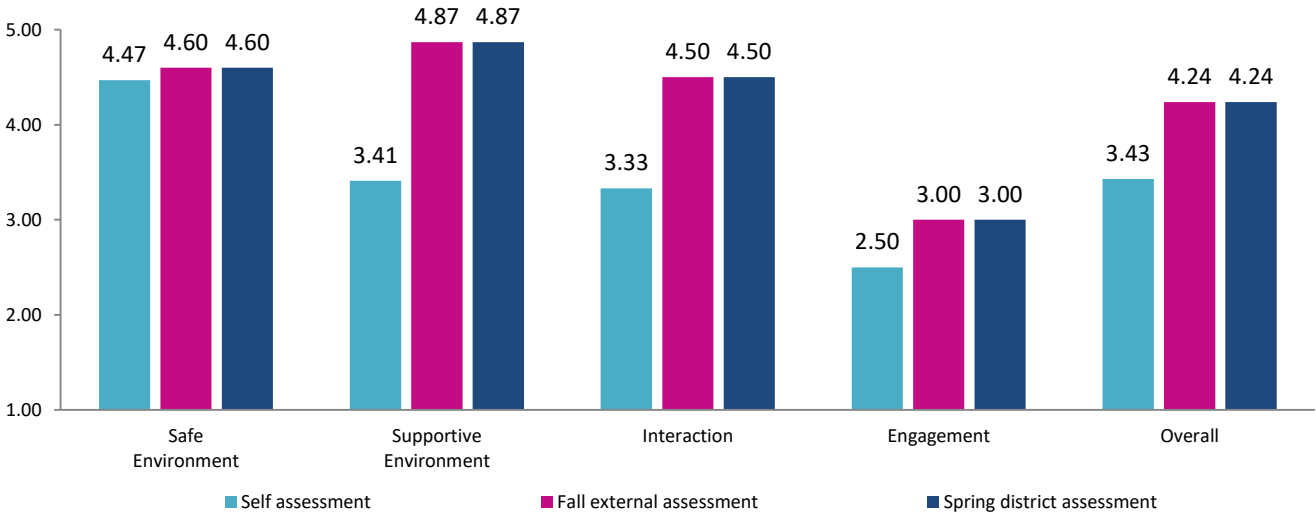
95
Unduplicated Youth Served

102%
Progress Toward Grant Goal

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	What the ratings mean
• **Safe Environment –** Students experience both physical and emotional safety; the program environment is safe and sanitary; the social environment is safe.	The ratings indicate the following levels of performance:
• **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.	• 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.
• **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.	• A rating of three (3) indicates that the practice was implemented relatively consistently across staff and activities, based on the observation.
• **Engagement** – Children experience positive challenges and pursue learning. Children plan, make choices, and learn from their experiences.	• A rating of five (5) indicates that the practice was implemented consistently and well across staff and activities, based on the observation.

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 1 st -3 rd grade students will see a 75% increase in their reading fluency as measured by internal assessments. This will promote early literacy, confidence in reading skills and align with District wide 2022 Initiative.
Goal 2: By May 2019, 80% of ELP 4 th -5 th grade students will see an increase of at least 1.2 grade levels as measured by ELP internal assessments.
Goal 3: By May 2019, 75% of students will enrolled in the Expanded Learning Program will participate in at least one Visual or Performance Art Class. 50% of students in grades 1 st , 4 th , & 5 th will receive exposure to the arts through participation in classes conducted by Richmond Art Center.

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

Goal 1: Lead teacher observed 1-3 grade Group Leaders during the reading component. Classroom management support was given to help in managing behaviors and classroom procedures. Suggestions were given to help implement partner reading activities as well as leveled book resources.
Goal 2: Lead teacher provided support for 4-5 Group Leaders to help implement reading activities on the websites Newsela.com, ReadWorks, and Raz-Kids.
Goal 3: ELP Site Coordinator worked with the Richmond Art Center to provide participants with at least one Visual or Performance Art Class once a week. Grades 1st will had an opportunity to participate Mid-February.

Data review of progress towards primary goals.

Goal 1: First grade students were assessed using the FastBridge Assessment. 20% showed an increase of at least 50%. 45% showed no increase.
Second and third grade students were assessed using the STAR Assessment. 17% have met the goal of a 75% increase in reading fluency. 30% showed an increase of at least 50% in reading fluency; 39% showed no increase in reading fluency.
Goal 2: Students were assessed using the STAR Assessment. 30% of participants achieved an increase of two reading levels, surpassing the goal. 19% of participants increased by one reading level; 52% of participants tested showed no increase in reading fluency.
Goal 3: 75% of students are participating in Art class conducted through Richmond Art Center.

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

Goal 1: Lead Teacher observed 1st-3rd grade Group Leaders during the reading component to provide support and strategies for struggling students. Resources may include Reader's Theater, GetEpic.com, Raz-Kids.com, and leveled books for Sustained Silent Reading (SSR), Choral Reading, and Partner Reading. Teacher reviewed data with the Site Coordinator and the Group Leader to identify students who are struggling the most.
Goal 2: Lead Teacher supported the 4th-5th grade Group Leader to provide extra support and strategies for the struggling students. Resources may include Freckle, BrainPop, Sustained Silent Reading, and Raz-Kids.com. Lead Teacher will review data with the Site Coordinator and the Group Leader to identify students who are struggling the most.
Goal 3: Site Coordinator continued to work on a rotating schedule to ensure students who have not participated in an art class will have the opportunity to.