

WCCUSD Expanded Learning Programs

Quarter 3

Mira Vista School
 Bay Area Community Resources
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Program Attendance and Enrollment



96

Unduplicated Youth Served

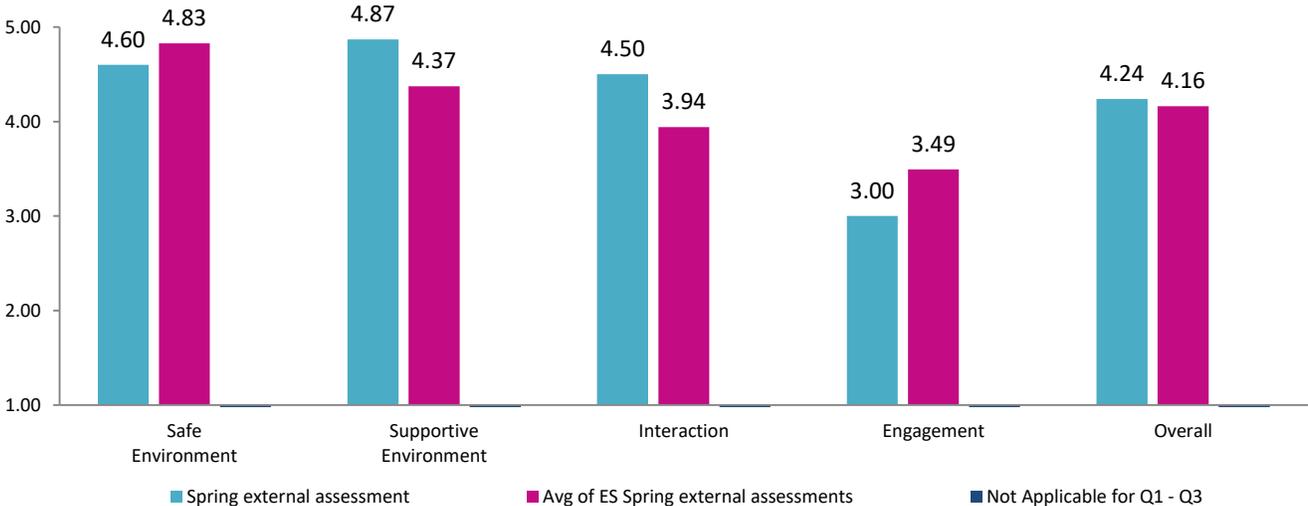


105%

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

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 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 4th-5th 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 1st, 4th, & 5th 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 1st – 3rd grade Group Leaders during the reading component. Classroom management support was given to help with 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 4th – 5th group leaders to help implement reading activities on the websites Newsela.com, ReadWorks, and Raz-Kids.

Goal 3: ELP Site Coordinator will work with the Richmond Art Center to provide participants with at least one Visual or Performance Art Class once a week. Grades 1st – 3rd had an opportunity to participate in 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 took 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 will observe 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 will review data with the Site Coordinator and the Group Leader to identify students who are struggling the most.

Goal 2: Lead Teacher will support 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 will continue to work on a rotating schedule to ensure all students have the opportunity to experience the art class.