WCCUSD Expanded Learning Programs

Quarter 2

Riverside Elementary

Bay Area Community Resources

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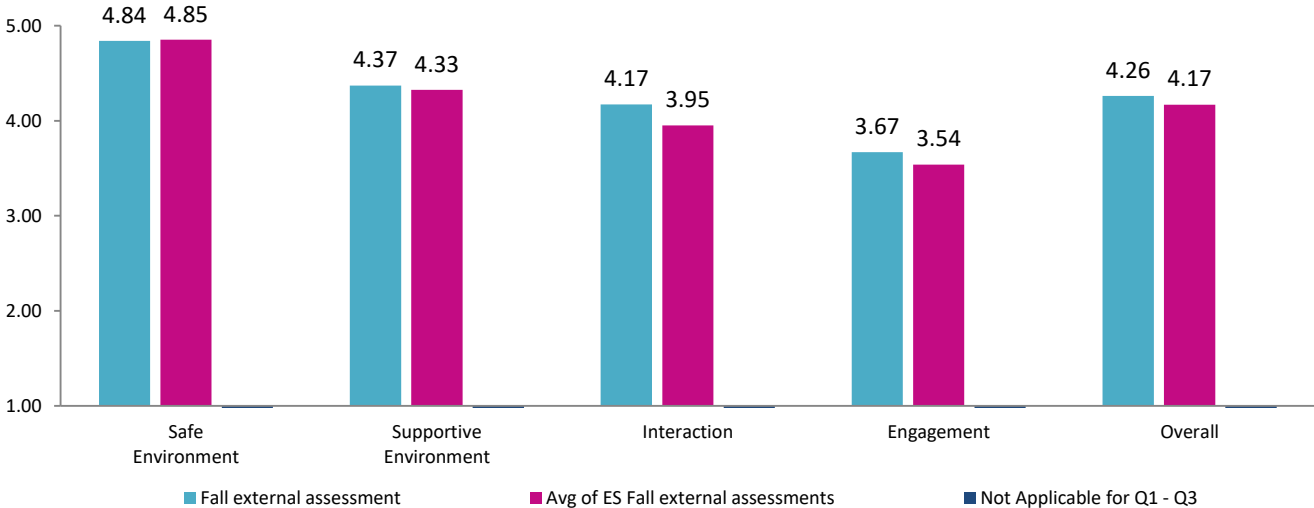## Program Attendance and Enrollment

77

Unduplicated Youth Served

73%

Progress Toward Grant Goal

Source: Cityspan Attendance System.

Site Visit Summary

Legend:
- Fall external assessment
- Avg of ES Fall external assessments
- Not Applicable for Q1 - Q3

Domain	Fall external assessment	Avg of ES Fall external assessments
Safe Environment	4.84	4.85
Supportive Environment	4.37	4.33
Interaction	4.17	3.95
Engagement	3.67	3.54
Overall	4.26	4.17

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 grade students will see an increase of "one year growth" on their reading fluency.
Goal 2: By May 2019, 80% of ELP 2nd-6th grade students will see an increase of at least two levels.
Goal 3: By May 2019, 80% ELP parents will have the opportunity to participate in students lead activity fairs and showcases.

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

GOAL 1: Group Leaders give 1st grade students practice fluency readings. Group Leaders used the "I, we, you read" method to monitor reading fluency progress.
GOAL 2: Group Leaders used a variety of reading materials for 2nd-6th grade students to practice reading fluency. Group Leaders used the "Partner Think, Pair, and Share" method to monitor fluency progress.
GOAL 3: 5th and 6th grade students facilitated lessons within their classes, received feedback from their instructors on areas of improvements to prepare for their student led activities fair.

Data review of progress towards primary goals.

Goal 1: STAR Reading data for 1st grade students was not available during quarter 2.
Goal 2: Based on STAR Reading data, 0% of students have met the goal. On average 2nd – 6th grade students have made a 0.50 increase in reading level.
Goal 3: Based on data collected from sign in sheets 64% of parents attended the student led activities fair.

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

Goal 1: Students will read decodable books as well sight word reading passages to help with their reading fluency.
Goal 2: Students will read current event topics and articles based on their interest. The lead teacher will work with group leaders on how to help students improve reading fluency.
Goal 3: Students will create activities based on their interest to facilitate to lower grade classes.