

# WCCUSD Expanded Learning Programs

## Quarter 4

**Riverside Elementary**  
 Bay Area Community Resources  
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### Program Attendance and Enrollment



80

**Unduplicated Youth Served**

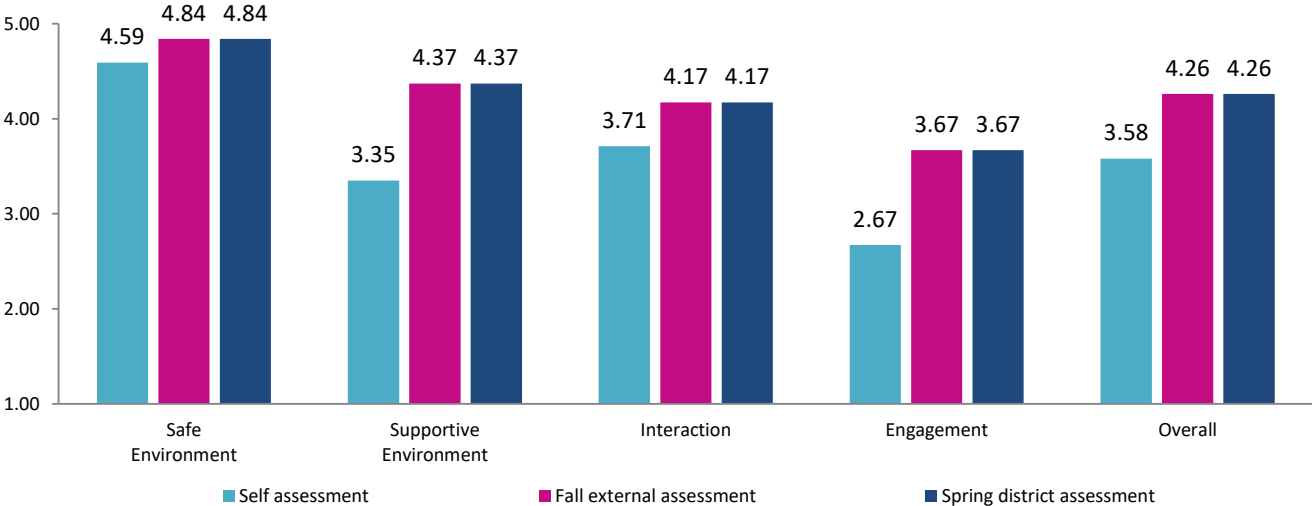


84%

**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.

Sources: Self-Assessment, Fall and Spring External Assessments 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

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### 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" 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: Educators give 1st grade students practice fluency readings. Educators are continuing to utilize the "I, we, you read" method to monitor reading fluency progress.
- GOAL 2: Educators utilize various readings for 2nd-6th grade students to practice fluency readings. Educators are continuing to utilize the "Partner Think, Pair, and Share" method to monitor fluency progress.
- GOAL 3: 1st through 6th grade students work on interest based activities that accompanies, communication, creativity and problem solving.

### Data review of progress towards primary goals.

- Goal 1: Based on available Star Reading data, only 3 students were tested and the growth rate averaged out to 0.7
- Goal 2: Based on available Star Reading data, Second grade students average growth rate is 0.7 growth, 3rd grade students average growth rate is 0.55, 4th grade students average growth rate is 0.9, 5th grade average growth rate is 0.48, and 6th grade average growth rate is -0.4
- Goal 3: 18% of parents attended the activities fair

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

- Goal 1: The Site Coordinator will work closely with the primary teachers to identify the areas students need support in and create specific lessons around those areas.
- Goal 2: The Site Coordinator will work closely with the lead teacher as well as the principal to identify student's needs and areas of support
- Goal 3: The Site Coordinator will distribute adequate notice to parents, utilize the display board for promoting and send out newsletters to remind parents of upcoming