

WCCUSD Expanded Learning Programs

Quarter 2

Washington Elementary
 Bay Area Community Resources
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Program Attendance and Enrollment



90

Unduplicated Youth Served

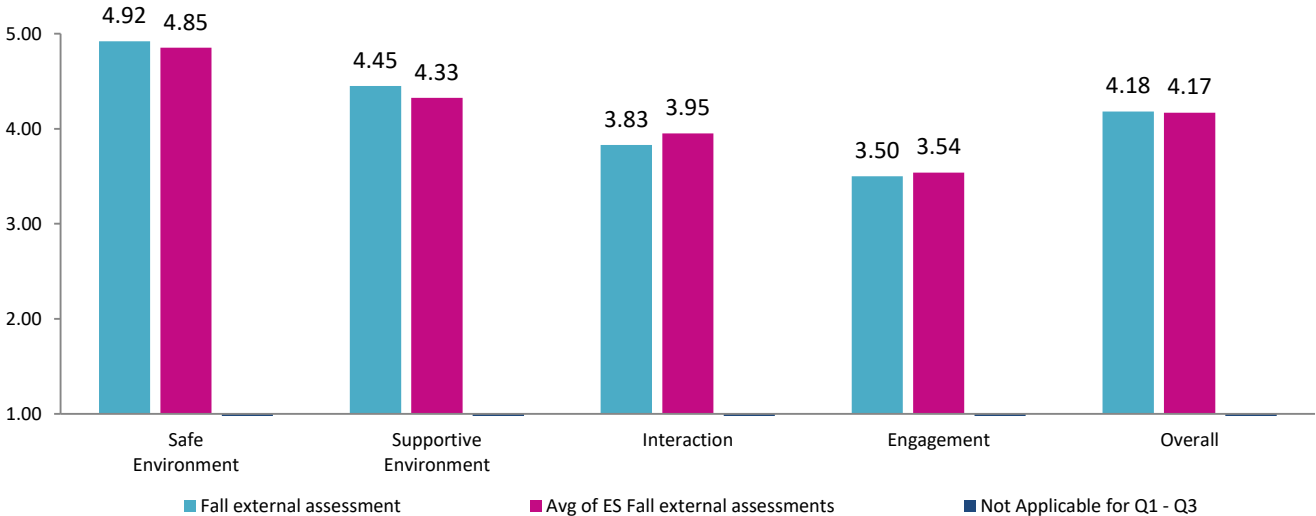


92%

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, 85% of the ELP 4th grade students will have mastered their multiplication 0-12's as measured by the ELP internal assessments.
GOAL 2: By May 2019, 85% of the ELP 3rd grade students will see an increase of 1.2 grade level equivalency measured by star testing.
GOAL 3: By May 2019, 85% of parents will have a better knowledge and connection of the school day because their child is in the afterschool program.

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

GOAL 1: 4th grade students practiced their math facts through academic games. Instructors have scaffold the games so that they meet the levels of all students. Students made flash cards to practice at home.
GOAL 2: 3rd grade instructor facilitated the Close Reading model 3 days a week through academic skill building for 30 minutes daily. Goal 2 has been revised to state "By May 2019, 85% of the ELP 3rd grade students will see an increase of 1.2 grade level equivalency as measured by STAR testing."
GOAL 3: Afterschool staff have continued to give weekly reminders and send home monthly newsletters to parents. Coordinator has sent weekly emails to parents to inform parents of upcoming events.

Data review of progress towards primary goals.

GOAL 1: Based on internal afterschool program assessments through bi-monthly flash card testing, 18% of ELP 4th grade students have mastered their math facts 1 to 12. 59% of ELP 4th grade students have mastered their multiplication math 1 to 5. 23% of ELP 4th grade students have mastered their multiplication math facts 1 to 6.
GOAL 2: Based on STAR test data available for 3rd grade students enrolled in the ELP, on average students have made 0.57 growth.
GOAL 3: Based on 2017-18 survey results 72% of parents in the afterschool felt that because their child was in the afterschool they know more about what goes on in the school day.

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

GOAL 1: 4th grade students will continue to practice their math facts through the academic games. Instructors will continue to scaffold the games so that they meet the levels of all students. Students will be encouraged to practice flash cards at home.
GOAL 2: 3rd grade instructor will continue to facilitate the Close Reading model 3 days a week through academic skill building for 30 minutes daily. Instructor will scaffold the Close Reading model by creating journal questions to check for reading comprehension.
GOAL 3: Afterschool staff will continue to give weekly reminders and send home monthly newsletters to parents. Coordinator will continue to send weekly emails to parents to inform them of upcoming events. Coordinator will also post a suggestion box for parents to contribute ways they think would be helpful to connect them to day school staff.