

WCCUSD Expanded Learning Programs

Quarter 3

Wilson Elementary
 Bay Area Community Resources
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Program Attendance and Enrollment



77

Unduplicated Youth Served

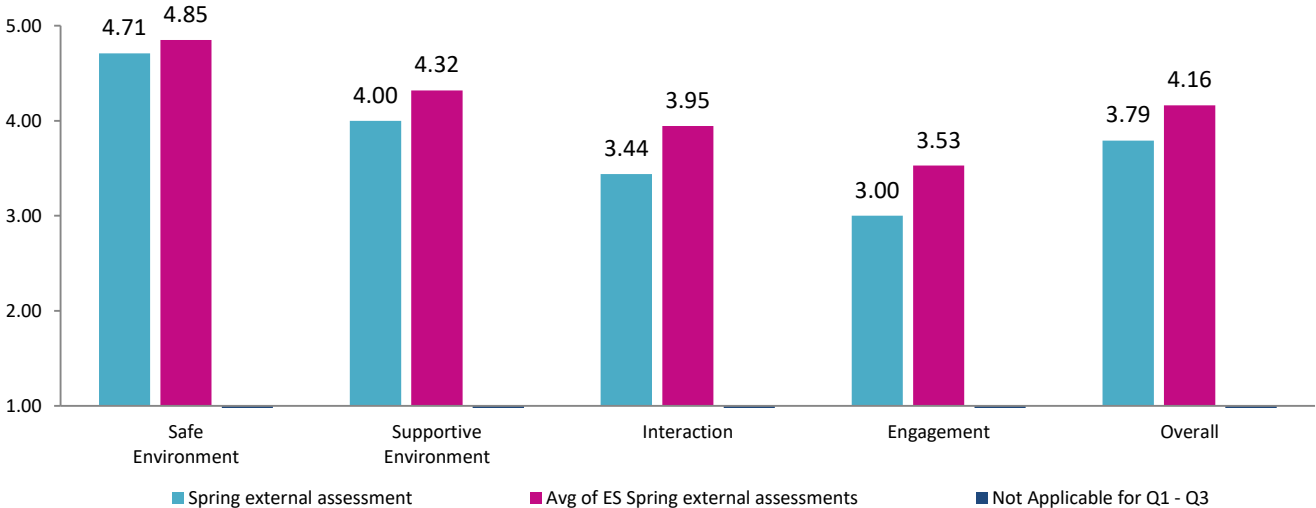


75%

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, 90% of ELP 2nd will show an increase in their reading comprehension of at least 1.5 reading level as measured by Accelerated Reader.

Goal 2: By May 2019, 90% of ELP 4th-6th graders will have mastered the basic math facts in the times tables as measured by XTRAMath reports.

Goal 3: By May 2019, 100% 1st to 3rd of ELP students will have participated in activities in the ELP program that promote a growth mindset in day to day activities.

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

Goal 1: 2nd grade instructor continued to facilitate skill building activities as well as group leveled reading. 2nd grade instructor began to incorporate reading into enrichment to provide additional practice.

Goal 2: 4th-6th grade instructor transitioned out. ELP Site Coordinator took over facilitating skill building activities around basic math facts, including multiplication BINGO. Students continued to use their flashcards.

Goal 3: Staff continued to implement and practice SEL and Growth Mindset language. The new instructor attended the training introduction of SEL practices. The 4th-6th grade instructor transitioned out so the ELP Site Coordinator took over incorporating growth mindset into activities.

Data review of progress towards primary goals.

Goal 1: 2nd grade students were assessment using the Accelerated Reader program. 0% have met the goal. 97% of students have made growth towards improving their reading comprehension. On average there has been an increase of .84 reading level.

Goal 2: 4th-6th grade students were assessed using XTRAMath. 15% have mastered all of their basic math facts. 85% of students have made progress towards meeting this goal. On average, students know 87% of their basic math facts.

Goal 3: 100% of students in the 1st-3rd grade have been introduced to the concepts of growth mindset and SEL practices as demonstrated by sign in sheets. 100% of 4th-6th grade have been introduced to the concepts of growth mindset and SEL practices as demonstrated by sign in sheets.

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

Goal 1: 2nd grade instructor will continue to facilitate skill building activities as well as group leveled reading. Instructor will continue to incorporate reading into enrichment activities.

Goal 2: 4th-6th grade instructor will continue to facilitate skill building activities as well as have students use their flashcards.

Goal 3: Staff will continue to implement and practice SEL and Growth Mindset language.