

# WCCUSD Expanded Learning Programs

## Quarter 4

### Fairmont Elementary

Love Learn Success

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#### Program Attendance and Enrollment



94

Unduplicated Youth Served

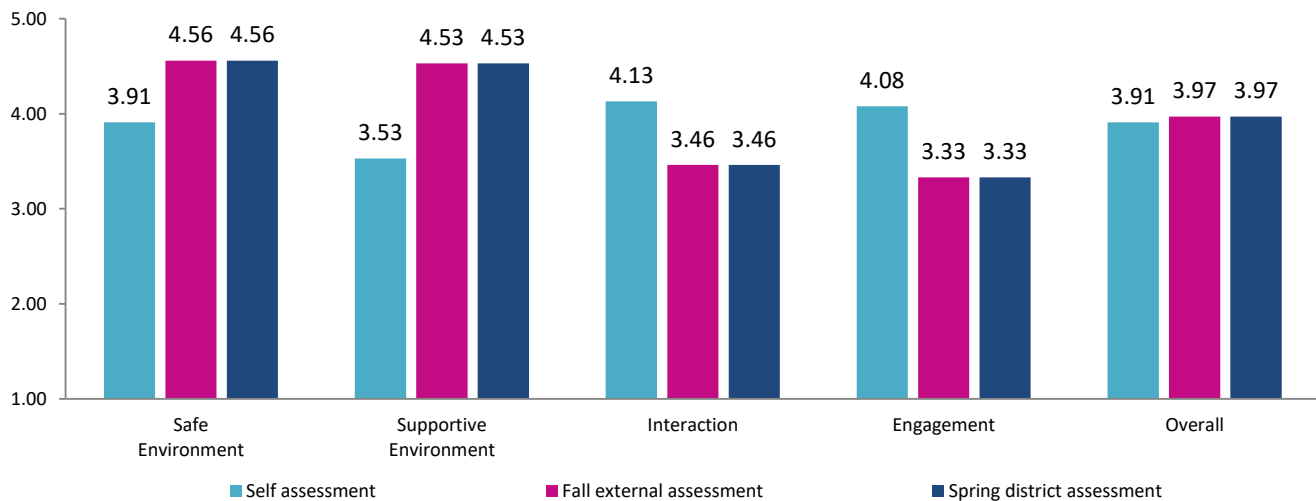


93%

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

### What are the three primary goals for the 2018-19 Expanded Learning Program?

Love. Learn. Success. (LLS) programs are designed to encourage safe, positive and educationally enriching alternatives for students in the after-school hours. The variety of high quality academic, enrichment, and recreation classes give students opportunities to enhance vital reading and math abilities, develop 21st Century and social-emotional skills that will nurture students' interests, talents, and the love for learning.

Goal 1- Student Engagement: All Staff will use daily lesson plans for all classes so that all activities are meaningful, collaborative, supports mastery, active and fun for students. Students will have the opportunity to choose their preferred enrichment classes three times this year. Staff will participate in regular coaching and training to improve the quality of instruction. 90% of students will state that they learned a lot of new things in classes each session. (Exit Tickets)

Goal 2- Family Engagement: LLS will continue to build the Family Advisory Board (FAB) in order to increase family and community participation at Fairmont Elementary. All parents will attend an orientation before enrollment in order to receive program information and policies. Newsletters will be distributed regularly so that parents are informed about program updates and events. 90% of parents will state that they are satisfied with the Expanded Learning Program. (Annual Surveys)

Goal 3- School Day Partnership: LLS will continue to work closely with Fairmont's key staff members to align our quality improvement goals. Staff will use Academic Hour Logs to track student progress. Classroom checklists will be used in all shared classrooms. Site Director will attend faculty meetings throughout the year. 75% of school day staff will state that "After School program staff reach out to teachers to identify student needs". (Annual Surveys)

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

After reviewing the progress towards achieving the stated goals, LLS took the following steps in order to support the successful implementation of program structures and practices:

Goal 1- Student Engagement: In May, students planned and participated in their third showcase of the school year. Program instructors reflected on Session II lesson plans in order to revise and improve them for Session III. Students had the opportunity to choose their preferred enrichment classes for Session III. Students completed LLS Exit Tickets to provide feedback on classes that they took in Session II. Staff continues to participate in regular coaching and training weekly.

Goal 2- Family Engagement: In May, families attended the culminating event for the showcase and participated by bringing food donations and overseeing the potluck portion of the program. One parent oversaw the potluck sign up and event. The site director distributed flyers to communicate with families about the showcase for Session III. Family members of potential new students attended an information meeting before applying to the program. The site director utilized the rob call system and distributed flyers to inform interested families about information meeting opportunities for the upcoming school year.

Goal 3- School Day Partnership: Program instructors continued to fill out homework logs and classroom checklists. The site director continued to check in with both the principal and the lead teacher. The site director met with the principal when she was available and the principal approached the site director informally to communicate information. The site director distributed showcase invitations to the day school staff.

### Data review of progress towards primary goals.

LLS participates in a cycle of continuous program quality improvement in order to monitor progress towards accomplishing the stated goals.

Goal 1- Student Engagement: 100% Students had the opportunity to fill out an Exit Ticket for each class they participated in to provide feedback about their classes. 80.2% of students stated that they learned a lot of new things. Students were also able to participate in the public profit survey: 79.07% of students stated that they felt safe in the program.

Goal 2- Family Engagement: The site director distributed four (4) newsletters, and a flyer to the ELP families to communicate information about the student showcase for Session III, and enrollment for next year. Families were able to take a survey evaluating the program and 97.37% of families that took the survey stated that they are satisfied with the program.

Goal 3- School Day Partnership: The site director communicated with the principal and lead teacher through email and check ins. The site director met with the lead teacher three times. The site director communicated with the principal about classroom availability and check ins about student behavior. The site director met with the school counselor 4 times to discuss how to approach the students that she was working with. The site director communicated with day school office and asked for help with the robo call to inform parents of enrollment. He provided them with application information. Currently, 80 students are enrolled for next fall

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

Goal 1- Student Engagement: Next school year we will continue using class selection forms so students can identify their preferred enrichment classes each session. We will also use exit tickets to gauge response to the classes and find ways to improve or make changes.

Goal 2- Family Engagement: Next school year we will re-establish the Family Advisory Board (FAB) with the goal to encourage family participation in the ELP and grow community. Our initial meeting will be advertised and scheduled within the first two weeks of program where we will gather ideas and make plans.

Goal 3- School Day Partnership: Next year, the site director will attend the first staff meeting to introduce himself and talk about the ELP with the goal of increasing participation and support of our program and student after school. The site director will set up a weekly in-person check in with the principal and bi-weekly meeting with the lead teacher. In continuation, program instructors will use the classroom checklist and the site director will check in with classroom day teachers to help ensure a smooth sharing of space.