

# WCCUSD Expanded Learning Programs

## Quarter 3

### Ford Elementary

Love Learn Success

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#### Program Attendance and Enrollment



149

**Unduplicated Youth Served**

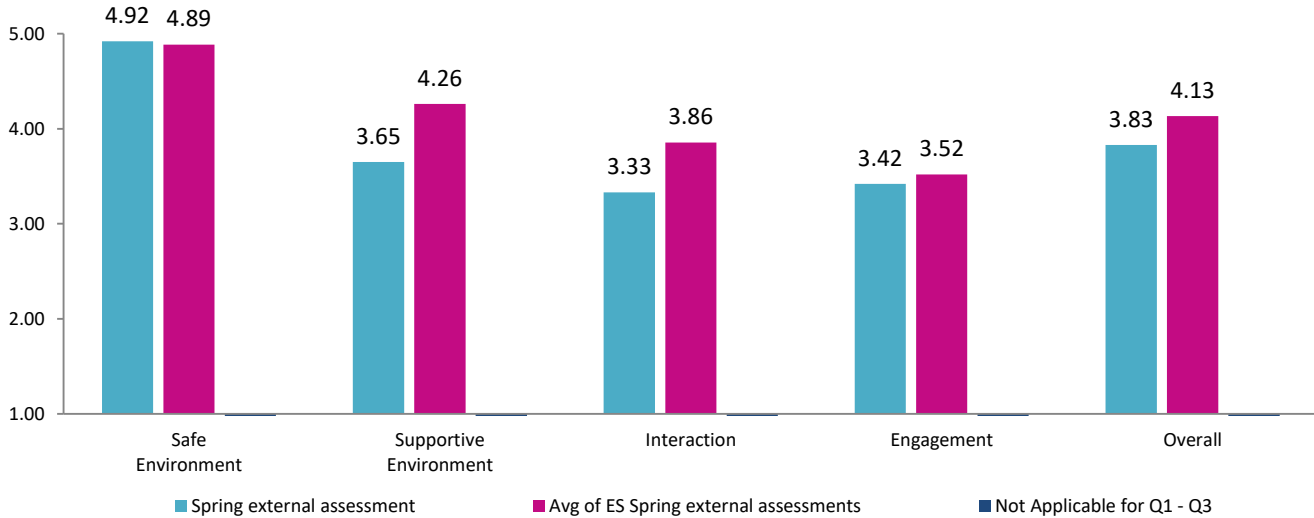


90%

**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- Student Engagement: LLS will continue to support after school staff in designing academic and enrichment classes that are meaningful, active and fun for students. Student will have an opportunity to select enrichment classes that will impact participating students with higher engagement and an increase in school day attendance. 90% of students will state, "This program helps me enjoy learning." 90% of students will state, "In this program, I learned how to do something new."

Goal 2- Family Engagement: Families will be asked to attend student showcases three times a year to view the program activities and celebrate the work the students have accomplished. All families will be invited to contribute donations both monetary/food to increase parent involve in the event. Family Advisory Board (FAB): LLS will continue to build their Family Advisory Board in order to increase participation and build community. We will use this forum to inform after school families about events and information coming from the day school and the PTA. 80% of parents/families will Strongly Agree or Agree that, "There are opportunities for parent participation in this program."

Goal 3- School Day Partnership: LLS will continue to engage school day teachers and staff to build a stronger collaboration within the school community. LLS will also continue to regularly meet with school administrators to plan for program logistics such as classroom share space, enrollment, or resolve issues related to program and student needs. LLS will continue to develop partnerships in order to create a positive and safe environment where students are eager and excited to learn! 75% of school day staff will state that, "After school program staff reach out to teachers to identify student needs".

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

Goal 1 – Student Engagement: At the end of March, LLS implemented Exit Ticket Survey to all students participating in program. Session III class selection forms were distributed to all students to complete. Program instructors reviewed and revised Session III lesson plans according to student feedback from Exit Tickets. Students are scheduled to begin new classes after Spring Break. LLS will continue to offer 14 different enrichment activities at Ford Elementary that varies from sports, visual arts and performance arts.

Goal 2 – Family Engagement: This quarter 3, newsletters were distributed to communicate with families about events and ELP policies. Parents were also notified of the district wide survey that was implemented in mid-March. The survey was administered by program instructors during sign out process, utilizing ELP tablets. Family members signed up for pot luck and volunteering during the Spring Showcase in March.

Goal 3 – School Day Partnership: Site director and school administration continued to meet every Wednesday to discuss program logistics and update issues related to our program and student needs. Site director attended monthly faculty meetings to communicate about student progress and to share expanded learning data and information. Site director also attend regular Monthly COST and IEP meetings for students in the ELP. Site director also reached out to day school staff to complete district survey in mid-March. Site director shared with day school staff the new classroom rotation schedule for the next session. Day school staff were also personally invited by students in ELP to attend the Spring Showcase held in March.

### 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: LLS collected exit ticket surveys and class selection forms from students participating in expanded learning program. 85.7% of students reported that they "learned something new in their classes." Students enrolled in ELP completed class selection forms in order to start new classes scheduled to begin after spring break.

Goal 2- Family Engagement: All new families (100%) enrolled in the ELP attended an orientation meeting discussing program goals and policies. Program instructors and staff supported 2 events sponsored by the PTA. There was a total of 3 newsletter distributed in January, February, and March to inform parents of attendance and behavior policies as well as upcoming events. A total of 10 parents volunteered during the Spring Showcase at the end of March to help set up and clean up after the event. A total of 30 families donated supplies for the Spring Showcase.

Goal 3- School Day Partnership: Site director attended 3 COST meetings and two IEP meeting to address individual student needs. The site director attended 2 faculty meetings to share ELP successes through Data Profile provided by district staff and inform day school staff of district wide survey implementation. Site director and lead teacher met a total of 4 times during quarter to check in about students' needs, program logistics and provided observation feedback for professional development and individual progress of Program Instructors. Site director and program instructors continued to collect homework logs to communicate with teachers and identify specific students struggling with homework. Weekly/Monthly meeting agendas from principal meeting and monthly COST meetings are collected to review progress. Five day school staff attended the showcase to show their support of students and ELP.

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

After reviewing the progress towards achieving the stated goals, LLS will take the following steps in order support the successful implementation of program structures and practices.

Goal 1- Student Engagement: LLS will implement Exit Ticket Surveys to students in June to gather feedback on Session III classes. LLS will utilize student feedback to plan for the next school year.

Goal 2- Family Engagement: LLS will continue to distribute newsletter on a monthly basis to communicate with families about events and ELP policies. Site director will recruit 2-3 parents/families to help plan and coordinate final showcase scheduled at the end of May. Site director will continue to coordinate and work with PTA to inform parents of school wide events. Parent orientation will be held in May to recruit and enroll students for the 2019-2020 school year.

Goal 3- School Day Partnership: The site director will continue to attend weekly principal/admin meetings and monthly faculty meetings along with others that aid in student success. The site director and lead teacher will continue to hold bi-weekly meetings to work together and communicate with teachers and staff about individual student academic needs. Day school staff will be invited to final showcase at the end of May. ELP will coordinate with day school staff about Open House and how students and families can support the event after program.