

# WCCUSD Expanded Learning Programs

## Quarter 4

### Ford Elementary

Love Learn Success

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#### Program Attendance and Enrollment



146

Unduplicated Youth Served

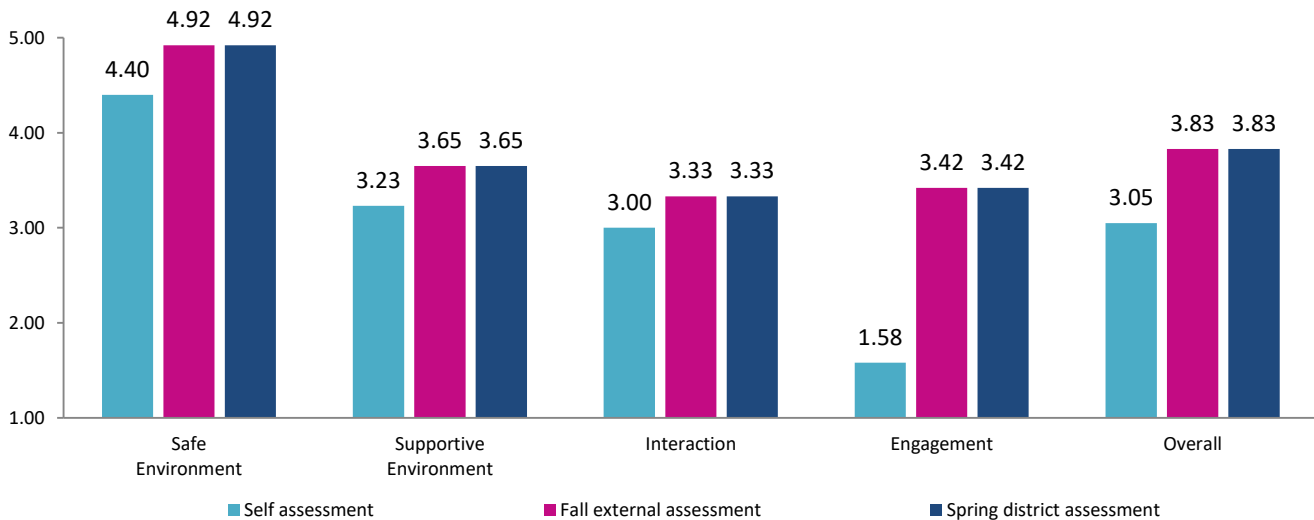


84%

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

### 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 involvement 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: LLS implemented exit ticket for the final session to gather student feedback. At the end of May, students were also able to showcase their projects and performances during the culminating event to present to parents what they had learned in their academic and enrichment classes.

Goal 2 – Family Engagement: During this quarter, ELP held 2 Parent Enrollment Meetings for next school year. There were a total of 30 applications submitted during the Morning Meeting and at total of 54 applications submitted during the Evening Meeting. Parents/Family members also had an opportunity to sign up for potluck and volunteering opportunities for the Final Culminating Event for ELP.

Goal 3 – School Day Partnership: The site director continued to attend weekly principal/admin meetings and monthly faculty meetings along with others that aid in student success. The site director and lead teacher continued to hold bi-weekly meetings to work together and communicate with teachers and staff about individual student academic needs. Day school staff reached out to site director to participate in end of year activities that include: Volunteer Appreciation Tea Party; Staff vs. Student Sports Events; and Multi-Cultural Night. Day school staff were also invited by ELP staff and students to the culminating event.

### 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 from students. In Session III, 91% of students reported that they "learned something new in their classes."

Goal 2- Family Engagement: A total of 84 student applications were received during the parent enrollment meetings that discussed program goals and policies for the 2019-2020 school year. Program instructors and staff supported 2 events sponsored by the PTA this quarter. A total of 8 parents volunteered for the final showcase potluck to help set up and clean up after the event. A total of 27 families donated food & supplies. 98.2% of parents stated that they were satisfied with the expanded learning program according to annual surveys.

Goal 3- School Day Partnership: Site director attended 3 COST meetings and two IEP meeting to address individual student needs. The site director also attended a Triage Meeting to plan for 2019-2020 school year. The site director attended 1 faculty meetings to share ELP classroom rotation schedule in April. Site director and lead teacher met a total of 3 times during quarter to check in about students' needs, program logistics and provided observation feedback for professional development and individual progress of program Instructors. The 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. A total of 3 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 to support the successful implementation of program structures and practices.

Goal 1- Student Engagement: LLS will utilize student feedback to plan for the 2019-2020 school year. LLS will implement class selection forms for students the first week of school so students have an opportunity to choose their Enrichment Classes in order for students to have higher engagement and increase their school day attendance.

Goal 2- Family Engagement: LLS will reach out to parents/families who submitted 2019-2020 ELP applications during the summer to remind parents to attend a mandatory welcome orientation the week before school begins in August. The site director will recruit 2-3 parents/families to help plan and coordinate volunteer opportunities and parent/family involvement in ELP. The site director will continue to coordinate and work with PTA to inform parents of school wide events.

Goal 3- School Day Partnership: The site director is communicating with administration on closing out the 2018-2019 school year as well as plan for 2019-2020 school year. The site director will work with current admin to reach out to staff about continued collaboration opportunities for the 2019-2020 school year. The site director and lead teacher will coordinate ways to continue their partnership for the next school year.