

WCCUSD Expanded Learning Programs

Quarter 1

Grant Elementary

Love Learn Success

Prepared by: David Becerra

Program Attendance and Enrollment



152

Unduplicated Youth Served

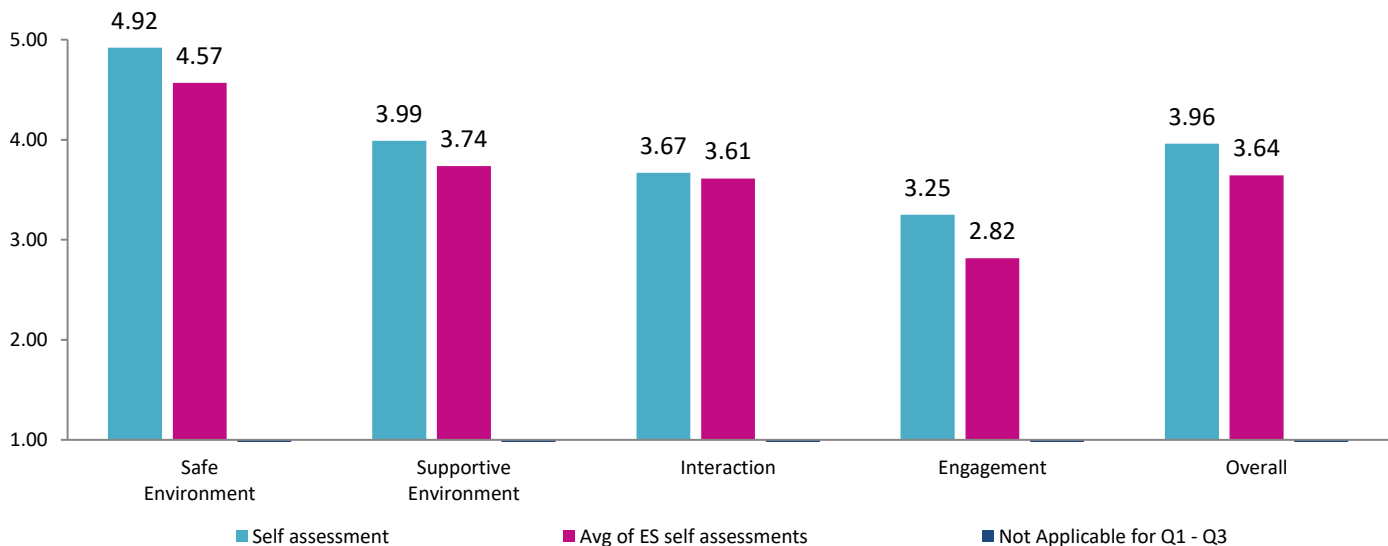


59%

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: Self-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?

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. LLS has defined specific goals within three areas of focus:

Goal 1- Student Engagement: All students will have the opportunity to select two enrichment classes up to three times this school year. Staff will use daily lesson plans for all classes so that all activities are meaningful, active, supports mastery, and fun for students. 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: All parents will contribute by donating food, supplies, or money to support the Winter Showcase and Community Potluck. Grant ELP will identify 5-10 parents that are interested in volunteering to support these program events as the Family Advisory Board (FAB). 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- Program Instructors 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.

In this quarter, LLS has taken steps towards implementing program structures and practices in order to make progress towards accomplishing the stated goals.

Goal 1 – Student Engagement: During the first week, program expectations were presented and reviewed. Students completed the "LLS Class Selection Form" in order to select preferred enrichment classes for Session One. Classes began in the second week. All program instructors are using LLS Daily Lesson Plans to implement Academic and Enrichment classes.

Goal 2 – Family Engagement: Parent Orientations were held at the beginning of the school year. All parents attended an orientation and received information about the program offerings, schedule, and policies. An interim Site Director supported program while the previous Site Director was out on leave. The interim Site Director maintained communication with parents regarding program policies and student needs.

Goal 3 – School Day Partnership: At the beginning of the year, the Site Director attended Grant Faculty meetings to meet with returning and new staff members. The Site Director meets weekly with the School Principal. A Lead Teacher has been identified and has met with the Site Director. In this quarter, the Lead Teacher participated in the program self-assessment process to support Grant ELP Program Quality Improvement Process. Classroom checklists are used to communicate the condition of the shared classrooms daily with day school teachers.

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% of staff uses LLS Unit Plans and Daily Lesson Plans. Students participate in a variety of classes and activities as part of their weekly schedule: 3 Enrichment Classes held 2 times per week for 1 hour each class for a total of 6 hours per week, 4 Academic Hour Classes held 4 times per week for 1 hour each class for a total of 4 hours per week, 30 minutes of structured recreation daily, and a Daily Meal/Supper. There are 18 different enrichment classes offered at Grant ELP. 100% of students completed an LLS Class Selection forms identifying their preferred enrichment class.

Goal 2- Family Engagement: 100% of families attended a parent orientation where they were informed about the opportunity to participate in the Grant ELP Family Advisory Board.

Goal 3- School Day Partnership: Weekly Meetings are held between the Site Director and School Principal for 30 minutes. 100% of teachers who share their classrooms for ELP are communicated with using classroom checklists and in-person with the Site Director. The Site Director has participated in at least one faculty meeting.

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: In December, students will have the second opportunity this year to complete the LLS Class Selection Form in order to select their preferred enrichment classes for Session Two. Program Instructors will reflect on Session One Lesson Plans in order to revise and improve lesson plans for Session Two. Students will complete LLS Exit Tickets to provide feedback on classes offered.

Goal 2- Family Engagement: The Site Director will schedule and facilitate a FAB meeting to determine goals and schedule future meeting dates for this year. The FAB will support with requesting, tracking and collection of donations for the Student showcase in December.

Goal 3- School Day Partnership: The Site Director will continue to meet weekly with the School Principal and bi-weekly with the Lead Teacher. The Site Director will attend Grant Faculty meetings and update teachers and staff with program updates and plans for Session Two. An invitation to the Student Showcase in December will be distributed to all Grant school day teachers and staff members.