

WCCUSD Expanded Learning Programs

Quarter 4

Grant Elementary

Love Learn Success

Prepared by: David Becerra

Program Attendance and Enrollment



146

Unduplicated Youth Served

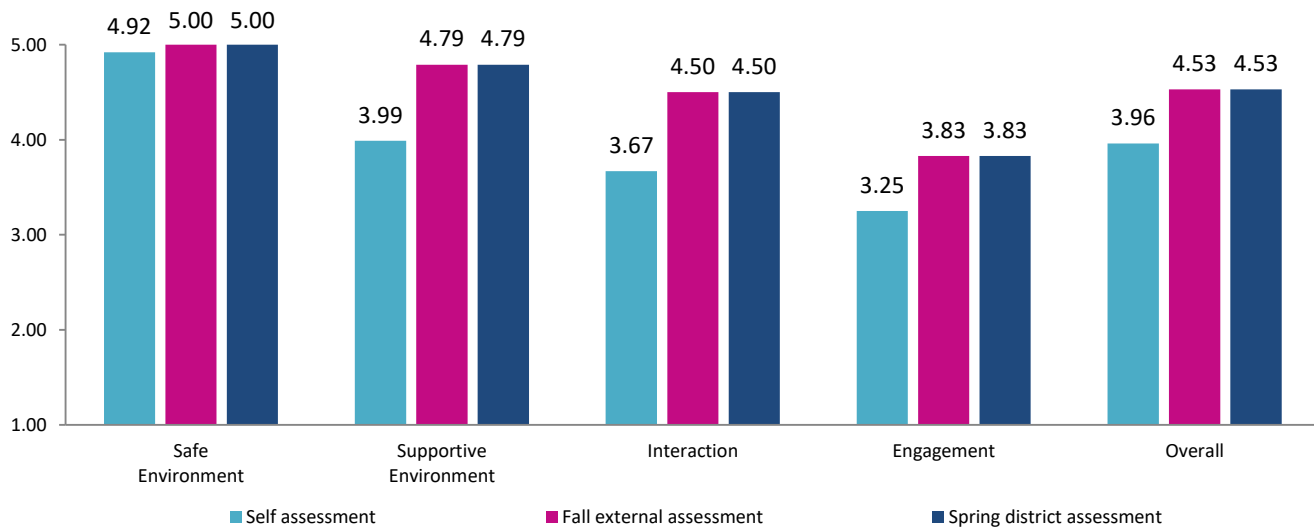


69%

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?

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.

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

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: In May, students held their third culminating event to showcase their achievements this final session. Students completed LLS Exit Tickets to provide feedback on classes offered.

Goal 2- Family Engagement: 100% of families were satisfied with program according to annual surveys. One news letter was sent out to families.

Goal 3- School Day Partnership: The site director continued to meet weekly with the school principal and bi-weekly with the lead teacher. An invitation to the student showcase in May were distributed to all Grant school day teachers and staff members.

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 participated in a variety of classes and activities as part of their weekly schedule: 4 Enrichment Classes held 2 times per week for 1 hour each class for a total of 8 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 14 different enrichment classes offered at Grant ELP. 100% of students completed an LLS Class Selection forms identifying their preferred enrichment class. 73.2% of students stated that they learned something new in their class.

Goal 2- Family Engagement: 100% of families attended the May showcase and 80% of families donated items for the potluck portion of the event. 10 parents helped with the food set up for the showcase.

Goal 3- School Day Partnership: The site director met with the school principal 9 times for 30 minutes, and 4 times with the lead teacher. 100% of teachers who share their classrooms for ELP are communicated with using classroom checklists and in-person follow up with the site director.

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

In August, we will review survey data (student, staff, parents), exit ticket data (students) and reflect on the previous school year in order to make necessary programmatic adjustments. This will include the types of activities offered, communication and enforcement of program policies, Student Showcases, Family Advisory Boards and School Day Partnership. We will hold a family orientation in August before the start of the school year. At this orientation, we will review program information and policies with participating families.