

WCCUSD Expanded Learning Programs

Quarter 1

Peres Elementary

Love Learn Success

Prepared by: David Becerra

Program Attendance and Enrollment



88

Unduplicated Youth Served

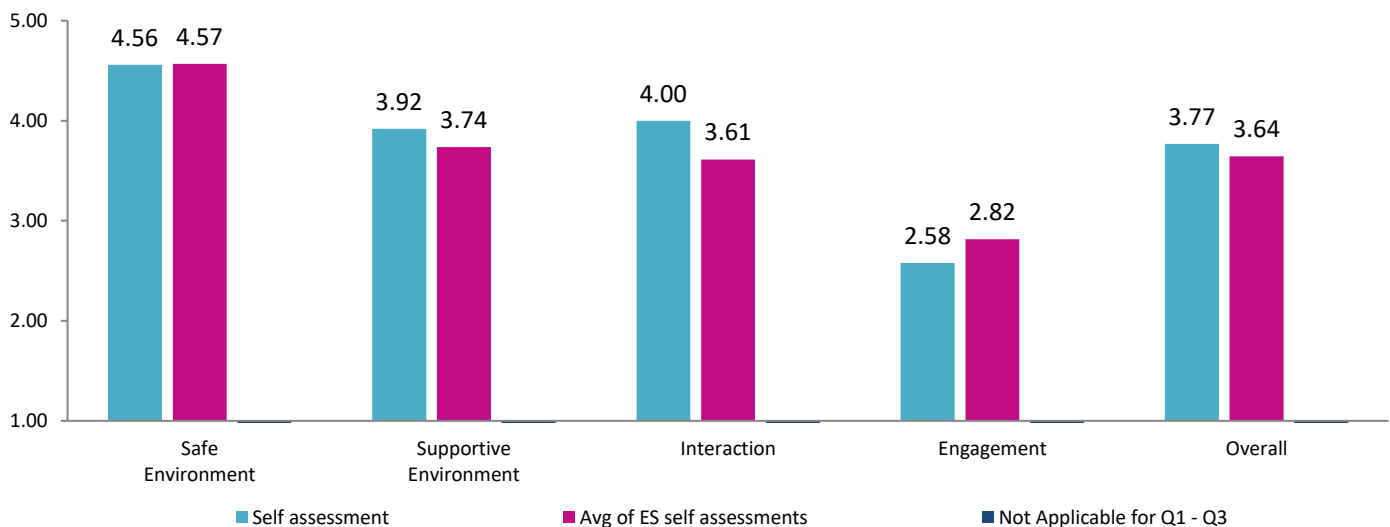


100%

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: By offering a variety of high quality and fun classes during the expanded learning program, the intended impact for participating students is higher engagement. All Program instructors will use daily lesson plans for all classes so that all activities are meaningful, active and fun for students. 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." (Exit Tickets)

Goal 2: All parents will attend a parent orientation to receive important program information. Peres ELP will provide multiple opportunities for parents to get involved in ELP activities. All parents will contribute by donating food, supplies or money to support Student Showcases and Community Potlucks three times this year. Peres ELP will identify 5-10 parents that are interested in volunteering to support these program events. 90% of parents will state that they are satisfied with the Expanded Learning Program. (Annual Surveys)

Goal 3: LLS will continue to engage school day teachers and staff to build a stronger collaboration within the school community. LLS will continue to communicate regularly with school day teachers in regards to shared classroom space, student behaviors, and academic needs. 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.

Goal 1: During the first week, program expectations were presented and reviewed. All program instructors are using LLS Daily Lesson Plans to implement Academic and Enrichment classes. All lesson plans include specific learning objectives and debrief/reflection opportunities for students. Staff prepares for 30 minutes each day so that they can offer the highest quality classes. Classes offered to the students include Basketball, Soccer, Football, Baseball, Creative Writing, Music, Ballet Folklorico and Painting.

Goal 2: 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. The Site Director has communicated with all parents and has begun developing positive relationships with families.

Goal 3: At the beginning of the year, the Site Director personally introduced herself to all Peres staff members. The Site Director has met and communicated regularly with the School Principal and ELP Lead Teacher. The Principal has supported with student discipline, parent communication and bridged school day staff/school communication. Program Instructors has used Academic Hour Logs to monitor student progress in order to share with school day teachers. The Site Director has meet weekly with the Lead Teacher in order to plan and support the academic component of the ELP. The Site Director has attended all faculty meetings sharing updates about the program and introduce herself to all of the staff. The lead teacher has been coming to meet with the site director on a weekly basis for 30 minutes to discuss student behaviors, and things we can do to align our academic hour with the day school.

Data review of progress towards primary goals.

Goal 1: 100% of Program Instructors use Daily Lesson Plans for all classes. There are 8 Enrichment classes offered to students. 100% of staff have received professional development before and since the start of the school year.

Goal 2: 100% of families attended a parent orientation.

Goal 3: The Site Director has attended 3 faculty meetings this year. The Site Director and Lead Teacher have meet weekly for 30 minutes. At the beginning of the year site director attended a faculty meeting to introduce herself to all of the staff. 100% of Program Instructors use Academic Hour Logs to track student progress weekly.

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

Goal 1: In December, students will prepare for and participate in a Student Showcase. 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: The Site Director will distribute newsletters in order to communicate with families and provide information about program activities. Parents will be invited to attend the Student Showcase in December, where students will have the opportunity to show their parents what they have learned throughout the session.

Goal 3: Site director will continue to work with the lead teacher to more closely align the expanded learning program to the day school, weekly meetings will continue. Site director will reach out to teachers to have them come visit and or volunteer their time to helping students with their homework during academic hour. Site director will reach out to day school teachers to see how they can better help students that seem to struggle academically.