

# WCCUSD Expanded Learning Programs

## Quarter 3

### Peres Elementary

Love Learn Success

Prepared by: Dave Becerra

#### Program Attendance and Enrollment



87

Unduplicated Youth Served

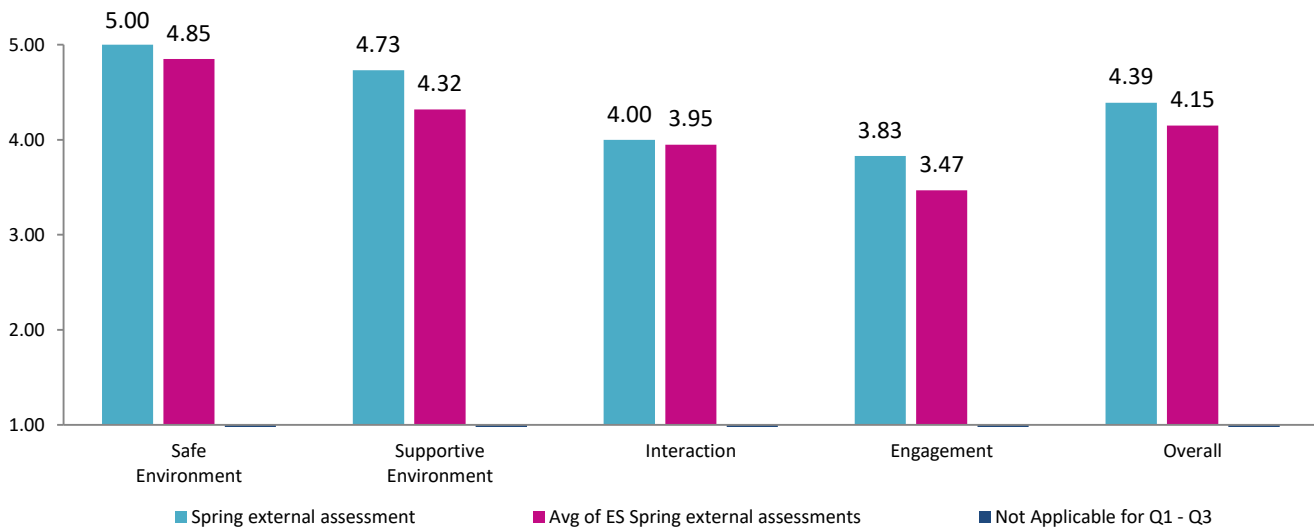


92%

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?

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 to nurture students' interests, talents, and the love for learning.

Goal 1 - Student Engagement: By offering a variety of high quality and fun classes during the ELP, 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 – Family Engagement: All families will attend an orientation to receive important program information. Peres ELP will provide multiple opportunities for families to get involved in ELP activities. All families will contribute by donating food, supplies or money to support Student Showcases and 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 ELP. (Annual Surveys)

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 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 - Student Engagement: In March, students invited families and participated in a culminating event to showcase what they have learned in the classes from the second session. Students completed LLS exit tickets for the second session to provide feedback on the new classes that were offered in session II.

Goal 2 – Family Engagement: The site director distributed monthly newsletters to continue to communicate with families about important information and program activities. Parents were invited to attend the second student showcase on March 28.

Goal 3 – School Day Partnership: The site director continues to work with the lead teacher to more closely align the expanded learning program to day school; weekly meetings continue.

### Data review of progress towards primary goals.

Goal 1 - Student Engagement: 100% of Program Instructors use Daily Lesson Plans for all classes. There are 6 Enrichment classes offered to students. 100% of staff have received professional development training. Weekly 1:1 are held with each instructor to support their professional growth. 89% of the students, said they learned something new during the second session.

Goal 2 – Family Engagement: 100% of parents received Newsletters for February and March. Parents attended the Student Showcase in March.

Goal 3 – School Day Collaboration: The site director and lead teacher continue to meet weekly for 30 minutes. 100% of program instructors use Academic Hour Homework Logs to track student progress weekly.

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

Goal 1 - Student Engagement: In May, students will have another opportunity to participate in a showcase to show their families what they have learned in the classes from the third session. Students will complete LLS exit tickets for the third session to provide feedback on the new classes that were offered.

Goal 2 – Family Engagement: The site director will distribute monthly newsletters to continue to communicate with families about important information and program activities. Parents will be invited to attend a third student showcase and take charge of the potluck portion.

Goal 3 – School Day Partnership: The site director will continue to work with the lead teacher to more closely align the expanded learning program to day school; weekly meetings will continue. The site director will reach out to teachers to have them come visit and or volunteer their time to helping students with homework during academic hour.