

# WCCUSD Expanded Learning Programs

## Quarter 3

### Verde Elementary

Love Learn Success

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#### Program Attendance and Enrollment



84

Unduplicated Youth Served

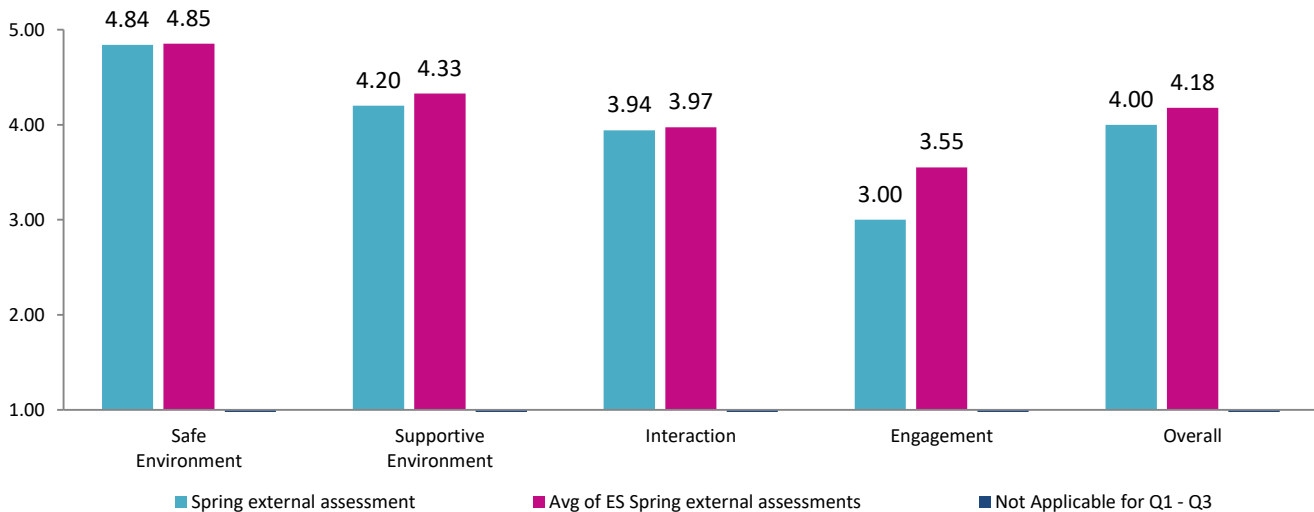


85%

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 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:** By providing a variety of high-quality classes, students will be more engaged in the after school activities. Staff will use daily lesson plans for all classes so that all activities are meaningful, collaborative, supports mastery, active and fun for students. LLS will modify the schedule to accommodate enrichment classes as needed to offer students a variety of classes. Students that are part of Verde's ELP Student Leadership will also help in providing ideas in creating a better program for all.

**Goal 2- Family Engagement:** Verde 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. Verde ELP will identify 5-10 parents interested in volunteering to support the program events. The identified parent volunteers will support the recruitment of family volunteers and share program information via ELP Newsletters and joining the Family Advisory Board.

**Goal 3- School Day Partnership:** LLS will continue to work closely with Verde's key staff members to align our quality improvement goals. Through collaboration and joint efforts, a strong partnership between school day and ELP will support the "whole" student. LLS will communicate with school day teachers regarding shared space, student behavior and academic needs. Site Director will participate in school meetings in order to provide up to date information regarding the expanded learning program.

### 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:** Students completed LLS exit tickets to provide feedback on classes offered in Session 2. Staff worked with students to plan and prepare performances and displays for the Session 2 showcase held on March 27, 2019. The LLS staff also took their first field trip on March 1, where 60 students attended the San Francisco Exploratorium.

**Goal 2 – Family Engagement:** The site director facilitated the second Verde ELP family advisory board meeting on February 6th., where goals were determined and future meeting dates were agreed on. Parent volunteers oversaw the requesting, tracking and collection of donations for the Spring Showcase on Wednesday March 27, 2019.

**Goal 3 – School Day Partnership:** The site director met weekly with the school principal and bi-weekly with the lead teacher. An observation schedule was developed in order to provide feedback to program instructors supporting their professional growth. The site director attended Verde faculty meetings to update teachers and staff with program updates and plans for Session 3. An invitation to the Spring Showcase on Wednesday March 27, 2019 was given to all Verde school day teachers and staff members. A schedule of classroom observations was established to continuously support ELP program instructors. The lead teacher continued to observe to ensure that staff is supported and provided feedback.

### 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:**  
92% of students stated that they learned something new (data from LLS exit tickets use for all classes).  
100% of staff are using LLS unit plans and Daily Lesson Plans.

**Goal 2- Family Engagement:**  
100% of parents were informed and invited to participate in the Verde ELP Family Advisory Board.  
80% of families contributed to the Session 2 Student Showcase.  
6 parents volunteered to serve food during the community potluck.

**Goal 3- School Day Partnership:**  
8 weekly meetings were held with the site director and school principal.  
100% staff received support from the lead teacher.  
Site director has attended 3 faculty meetings.

### 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:** Students will complete LLS exit tickets to provide feedback on classes offered in Session 3. Staff will work with students to prepare for the performance, displays and teach back for the Session 3 showcase on May 29, 2019. We will also continue to support our students with the kid coding class that started on April 15, 2019.

**Goal 2- Family Engagement:** The site director will facilitate the third Verde ELP family advisory board meeting on May 31, 2019, to reflect on this year. We will also set goals and schedule future meeting dates for next year. Parent volunteers will oversee the requesting, tracking and collection of donations for the Summer Showcase on Wednesday May 29, 2019.

**Goal 3- School Day Partnership:** The site director will continue to meet weekly with the school principal and bi-weekly with the lead teacher. An observation schedule will be developed in order to provide feedback to program instructors supporting their professional growth. The site director will attend Verde faculty meetings and update teachers and staff with program updates and plans for Session three. An invitation to the Summer Showcase on Wednesday May 29, 2019 will be given to all Verde school day teachers and staff members. A schedule of classroom observations will be established to continuously support ELP program instructors. The lead teacher will continue to observe to ensure that staff is supported and will provide feedback.