

WCCUSD Expanded Learning Programs

Quarter 2

Montalvin Elementary

Love Learn Success

Prepared by: David Becerra

Program Attendance and Enrollment



97

Unduplicated Youth Served

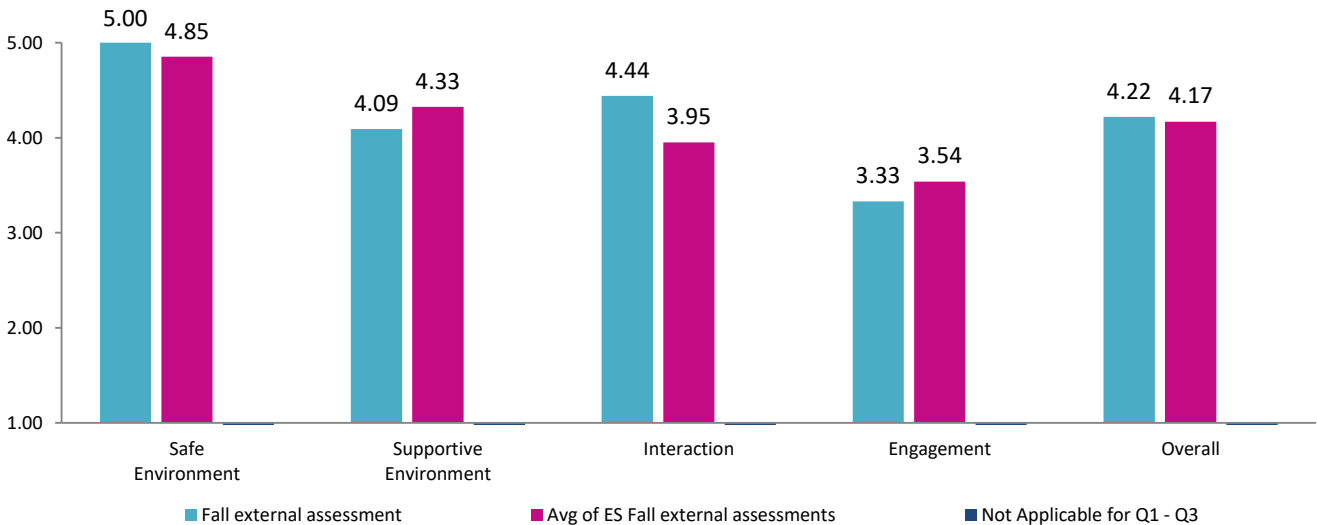


92%

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: Fall 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: 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."

Goal 2- Family Engagement: Parents will be asked to attend student showcases at least three times a year. Family Advisory Board will be created to increase participation and build community. 80% of parents/families will Strongly Agree or Agree that, "There are opportunities for parent's participation in this program."

Goal 3- School Day Partnership: Site Director will participate in meetings or trainings with school day staff. LLS will regularly meet with school administrators to plan for program logistics. 75% of school day staff will state that, "Afterschool program staff reach out to teachers to identify student needs."

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

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: Weekly observations and 1:1 coaching of staff has been ongoing. Students were given the opportunity to provide feedback on the quality of classes and ideas for future classes with the exit survey tool implemented at the close of Session I. Students were given an option to try different enrichment activities for Session II (that began in January) such as Soccer, Painting, Comics, Art, Visual Art, Football, and Zumba. Weekly announcements via in person (stage/microphone) have been set up on Wednesday in order to communicate important updates, announce students of the month, give shout outs/appreciations, and publicize upcoming events.

Goal 2 – Family Engagement: Family Advisory Board (FAB) meetings were held and we currently have two members. Our winter showcase (Session I) was fully donated and organized by the families. Monthly newsletters were created and distributed in November and December to families with day school and afterschool updates and information. Literature Night for families was held in January.

Goal 3 – School Day Partnership: The ELP collaborated and participated with the day school staff for the Montalvin's Winter Performance. Our homework log (daily tracking during academic hour) was been shared with day school teachers. Classroom checklist are used on a daily basis. The site director continues to be part of both the school day operations and C3 meetings (school culture and climate committee). The site director has met with the lead teacher and other day staff teachers in order to implement a tutoring program in math and language arts during after school hours three days a week.

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. SAPQA Score: 4.22

Goal 1- Student Engagement: 100% of the students have been given an opportunity to select enrichment classes of their choice. 100% of staff use Daily Lesson Plans (DLPs) for each class. 100% of attending students participated in our Session I showcase or in collaboration with the day school winter program by either performing, displaying work, or receiving a certificate. Results from the student exit survey found 86.5% of students stated, "This program helps me enjoy learning" and 92.3% of students stated, "In this program, I learned how to do something new."

Goal 2- Family Engagement: 100% of our Session I Showcase/Potluck was completed by donations of parents (37 Families in total). Parents were given the opportunity to attend the Winter Performance hosted by the school day where some of the ELP students performed. Two (2) newsletters have been distributed. One (1) Literature Night has been held. One (1) Family Advisory Board meeting has been held.

Goal 3- School Day Partnership: The site director has attended three (3) OPS meetings and three (3) C3 meetings. The site director has met with lead teacher (three) 3 times and with the tutor lead teacher twice along with ongoing email communication and a meeting with the district on January 10 to plan and implement a tutoring program after school. Students attend tutoring one day a week in math or language arts. One reading goal meetings was held with lead teacher to discuss cut-off AR Points for reading.

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: The site director, lead teacher and LLS program directors will continue observing and coaching program instructors for their professional development. ELP will conduct a student district survey to provide feedback on quality of program in March. Exit tickets will be implemented at the end of the second session. We will continue with the weekly announcements and shout outs & props during supper. Student will create a product or performance for the end-of-the-session showcase in March.

Goal 2- Family Engagement: Family Advisory Board (2 family members) will continue to raise funds for an additional enrichment class for Session III and recruit three (3) additional people to be part of the board. Literature Night for families will continue, as well as additional events for parents & students to participate. We will continue to produce and distribute a monthly newsletter with information about the ELP and day school happenings.

Goal 3- School Day Partnership: The site director will continue to participate in OPS and C3 meetings. He will distribute homework logs to day school teachers who give homework to students, and will continue using classroom checklist for classrooms used by the ELP. The site director will continue to meet with Lead Teacher and the tutoring staff, as well as create a schedule for program instructors to observe the tutoring classes to learn best practices.