

# WCCUSD Expanded Learning Programs

## Quarter 4

### Montalvin Elementary

Love Learn Success

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#### Program Attendance and Enrollment



104

Unduplicated Youth Served

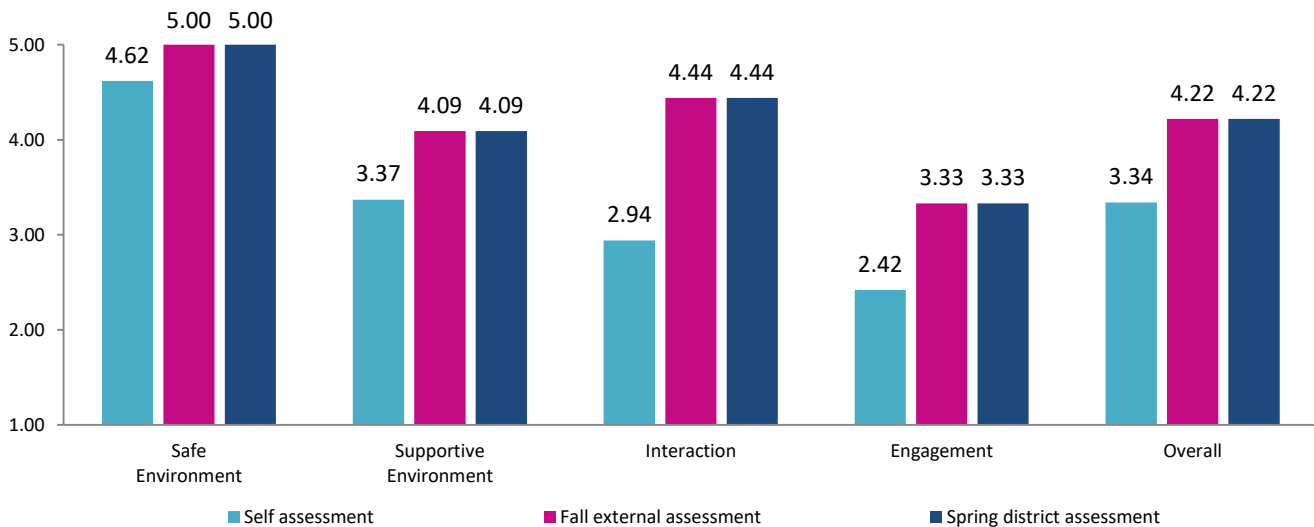


89%

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?

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: The site director and LLS program directors continued observing and coaching program instructors for their professional development. ELP conducted a student district survey to provide feedback on the quality of program in May. Exit tickets were implemented at the end of the third session. We continued with the weekly announcements and shout outs during supper. Student created a product or performance for the end-of-the-session showcase in May/June.

Goal 2- Family Engagement: Family Advisory Board asked parents for donations and volunteers for the showcase & potluck. Literature Night for families continued, as well as additional events for parents & students to participate. We continued to produce and distribute a monthly newsletter with information about the ELP and day school happenings.

Goal 3- School Day Partnership: The site director continued to participate C3 meetings and communicate with school Administration. He distributed homework logs to day school teachers who give homework to students, and continued using classroom checklist for classrooms used by the ELP. The site director continued to meet with Lead Teacher and the tutoring staff. The site director continued leading and supervising lunch. The site director collaborated with school staff for the Student Led Conferences and end-of-the-year fair.

### 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 III showcase that displayed their performances and received a certificate. Results from the district Survey showed that 94.23% of students in the program stated "I feel safe". 88.7% of students stated, "This program helps me enjoy learning.". 88.7% of students stated, "In this program, I learned how to do something new."

Goal 2- Family Engagement: 100% of our Session III awards ceremony and potluck was donated and volunteered by families. Two (2) newsletters were distributed. Results from the District Survey showed that 90.55% of family members identified: "There are opportunities for parent participation in this program." 70% of parents have participated in the parent orientation/info night for next school year.

Goal 3- School Day Partnership: The site director has attended three C3 meetings. The site director, vice principal, and head office/secretary communicated pertinent information as an on need basis. The site director met with the lead teacher two times along with ongoing email communication on the tutoring program and other student academic needs. Approximately, 25 students attended tutoring one day a week in math or language arts after school, managed by the site director.

### 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: The site director, lead teacher and LLS program directors will meet prior to the start of the new school year to create and implement a plan for staff training, observation, and to provide high quality programming for the expanded learning program.

Goal 2- Family Engagement: A new Family Advisory Board will be founded to guide the ELP and raise funds for an additional enrichment class for the 2019-2020 school year, as well as create events in order to engage families. Literature Night for families will continue, as well as additional events for parents and students to participate. We will continue to produce and distribute a monthly newsletter with information about the ELP and day school happenings. ELP will create 3 culminating events to showcase student achievements during the session and for families to participate, donate, and volunteer.

Goal 3- School Day Partnership: The site director will continue to participate in C3 meetings and communicate regularly with school administration. He will distribute homework logs (gathered from academic hour) 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 regularly with the lead teacher, and is planning additional ways to collaborate. The site director will continue leading and supervising lunch. The site director will collaborate and coordinate with school staff on events for the new school year.