

Farmersville Unified School District/Farmersville High School

**21st Century High School Afterschool Safety and Enrichment for Teens
Program (ASSETS)**

Smart Choices

**Annual Report
July 1, 2016, through June 30,
2017**



**Published
August
2017**

Summary

This formative Annual Evaluation Report (Report) covers the period of July 1, 2016, and June 30, 2017, and is intended to assess the extent by which the Farmersville Unified School District's (FUSD) 21st Century High School Afterschool Safety and Enrichment for Teens Program (ASSETS) is progressing as anticipated under its California Department of Education (CDE) Grant Award. This Report provides information to ASSETS and FUSD personnel so that ASSETS operations may be optimized versus its five primary goals. FUSD was awarded a 21st Century ASSETS Grant to begin its first year in the 2014-2015 school year.

FUSD was awarded \$250,000 for the CDE ASSETS Program along with \$20,000 for a Family Literacy Program and \$25,000 for an Equitable Access Program. During the 2016 – 2017, ASSETS contracted with the Choices Program operated by the Tulare County Office of Education (TCOE) based on their experience with ASSETS Program implementation.

The FUSD CDE Grant proposal detailed five primary goals: (1) Increase academic performance; (2) Increase attendance; (3) Improve student behavior; (4) Increase promotion rates; and (5) Increase graduation rates. Each of these goals is to be achieved using evidenced- based practices (e.g., \Strategic Tutoring, etc.) and evidence-based programs (e.g., Positive Behavioral Interventions and Supports {PBIS}) involving implementation of the following activities:

a. Academic Assistance;

b. Enrichment;

c. Family Literacy and Education Services;

d. Nutritious Snack; and

e. Physical Activity.

These proposal activities are the required components of the ASSETS. At the time of this Report site monitoring, surveys, and student data indicate that ASSETS is meeting its programmatic strategies for these components.

Survey data has provided positive feedback to date from students, staff and parents. Positive input from staff includes the following: (1) the Program appears to be seamless between the school day and the afterschool day; (2) they have been given the opportunity to express areas of interest where they could bring their outside skills to enhance the Enrichment activities; (3) the Program has helped their rapport in class with students as it has given students the opportunity to see them as more than just their Language Arts Teacher, but as a person with a variety of interests and skills.

Student interviews and data confirm that students were surveyed at the beginning of the year about their ideas for Enrichment activities and that Academic Assistance activities such as tutoring and homework assistance had been successfully established. Some students indicated they would like more activities, like drones, dance, and science related, that allowed them to explore topics of interest. Students did indicate that activities were added when possible if students showed an interest in them; an example of this was the Gaming class that was student-developed for those who had an interest in learning about games, gaming strategies and gaming careers.

Other student comments included: (1) snacks were served daily and were “good”; and (2) Soccer, Weight Training, and other physical activity opportunities currently existed and that teachers had mentioned additional ones they hoped to add next year including buff ball.

FUSD has developed the Family Literacy and Education Services component of the ASSETS Program to include multiple opportunities for parent engagement. FUSD invested in the necessary technology and training to facilitate parent training needed to help parents access on-line resources like the parent portal. FUSD staff members utilized the Center to conduct parent-training seminars on Internet Navigation, basic on-line communication such as email, and basic programs like Microsoft word. As many parents at FUSD had limited experience with computers and technology these resources are very important. FUSD has also initiated Jump Into English, Citizenship, and Parent Empowerment classes for parents.

During the 2016 – 2017 school year, the ASSETS Program has 165 students who attended 30 – 59 days, 134 students who attended 60-89 days, and 130 students who attended 130 days or more. This is a significant increase in student participation in the program. Year One the ASSETS Program had a total of 68 Regular Attendees (students attending an average of 3 days per week or more). As the ASSETS progresses into Year Two it should be able to capitalize off the efforts of Year One to continue showing strong Output and Outcome Measure performance in Year Two while ensuring the needed increases in efforts towards Equitable Access and Family Literacy. Importantly, as this Year One Report is formative, not summative, no final conclusions are included in this Report; however, as presented in this Report, the initial progress made by the ASSETS Project is strong.

The California Department of Education Quality Program Improvement template and Quality Self-Assessment Rubric (QSAR) served as a springboard for program review and recommendations. Our recommendations include the following:

1. With the Parent Literacy Center established and parent education classes established, FUSD should focus on increasing parent participation and parent involvement.

2. FUSD should work with the teachers, students, and the Tulare County Office of Education to develop new academic support activities that increase and sustain interest and student achievement.

3. Formalize a system of student input into the development and implementation of additional Academic and Enrichment Activities and program design.

**California Department of Education
Quality Program Improvement Plan for
Expanded Learning Programs in California
School Year: 2016 - 2017**

This document is intended to provide local sites with a resource for improving program quality and was created as **one option** for Expanded Learning Programs to use. Programs have the **choice of using any program improvement plan framework, including a locally created tool**. If you use this California Department of Education (CDE) created document, it will not be sent to the CDE for review/submission.

Grantee Agency: Farmersville Unified School District

Program Site/School: Farmersville High School

County-District-School Code (CDS): 54-75325-5430210

Name of Person(s) Completing the Plan: Lisa Whitworth

Date Completed: Aug. 15, 2017

Section I. Summary of Assessment

Stakeholders

Indicate below which stakeholder group(s) were involved in the quality improvement process for the site (check all that apply).

- X Internal Evaluator
- External Evaluator
- X School Administrator
- X Certificated Staff
- X Classified Staff
- X Program Director
- X Site Level Staff
- X Parents/Guardians
- X Students
- Community Partners
- Advisory Groups
- X Other Stakeholder: TCOE Staff

Assessment Tools and Strategies

Indicate all assessment tools and strategies listed below used to assess program needs (check all that apply):

- X California After School Program Quality Self-assessment Tool
- New York Program Quality Self-assessment Tool
- California High School After School Program Quality Self-assessment Rubric
- Youth Program Quality Assessment
- Assessment of Program Practices Tool
- Out-of-School Time Observation Instrument
- Promising Practices Rating System
- An Internally Designed Assessment
- Focus Groups
- X On-site Observations
- Interviews
- X Surveys
- Other Tool or Strategy (identify below)

Assessment Reflection

1. What clear data trends did the assessment present (if any)?

Data shows strong student participation and attendance in the program. The number of students attending more than 30 days has increased. Enrichment is the strongest program component. School staff are primary service providers for the program. Community partnerships are lacking.

2. Using the data collected and the *Quality Standards for Expanded Learning in California*, describe the program's strengths.

The support from school administration and leadership team is very strong. The FHS staff are committed to the success of the program and teach enrichment and tutorials. Our after school program is closely aligned to the instructional day. Materials and resources are ample and accessible by program participants. The after school program offers a wide variety of academic supports for students' progress towards graduation, including; homework assistance, tutoring, targeted interventions, and credit recovery. English learners are recruited for participation in the program to support the development of their academic language. Program staffing is also a strength of the program with site staff providing most instruction and leadership. The after school program has a great culture with little to no student referrals/issues.

3. Using the data collected and the *Quality Standards for Expanded Learning in California* describe areas that may require improvement for the program.

The involvement of students in the decision making and leadership process needs to be a focus. Student input into the design and implementation of the program needs to be increased. Building community partnerships for sustainability has been a challenge due to the rural aspects of our community and low number of local businesses/organizations. The involvement of ELAC should be addressed to build stronger collaboration and increase participation and support for family literacy services. The academic component of our program needs to be strengthened and focused. We also need to explore ways to strengthen opportunities to connect our students to workforce opportunities and work experience.

4. Which Quality Standards and areas of improvement can be addressed immediately?

Strengthening the academic component of our program can be addressed immediately through the implementation of a consistent referral process. We can

also address increasing student input and leadership into the program by forming a leadership council. Connecting to our ELAC can be addressed immediately.

5. Which Quality Standards and areas of improvement require long-term solutions?

The sustainability of our program will require long-term solutions. Building partnerships, internships and workability for students will also require long-term solutions.

Point-of-Service Quality Standards

- Safe and supportive environment
- X Active and engaged learning
- Skill building
- X Youth voice and leadership
- Healthy choices and behaviors
- Diversity, access, and equity

Programmatic Quality Standards

- Quality staff
- Clear vision, mission, and purpose
- X Collaborative partnerships
- Continuous quality improvement
- Program management
- Sustainability

Section II. Quality Program Improvement Plan

Program Site:	Farmersville High School		
Aligning Quality Standard:	Youth Voice Leadership		
Quality Program Improvement Goal Number 1:	The program provides student-led opportunities to share their viewpoints, concerns, or interests, in order to impact program practices		
Objective 1:	<i>Provide opportunities for students to take on a leadership role and have a stronger voice in the after school program design.</i>		
Activities	Individual(s) Responsible	Date(s)	Support/TA Needed
Students elect 3-5 students to serve on the leadership council.	Wyatt/Contreras	Sept. – Nov. 2017	Other
Objective 2:			
Activities	Individual(s) Responsible	Date(s)	Support/TA Needed
Conduct monthly meetings with leadership council.	Contreras/Moran	Nov 2017 – June 2018	Other
Objective 3:			
Activities	Individual(s) Responsible	Date(s)	Support/TA Needed
Provide input from leadership council into program meetings.	Contreras/Moran	Nov. 17 – June 2018	Other

Program Site:	Farmersville High School		
Aligning Quality Standard:	Alignment and Linkages with The School Day		
Quality Program Improvement Goal Number 2:	Increase the academic component of the program to better align with the school day and standards.		
Objective 1:			
Activities	Individual(s) Responsible	Date(s)	Support/TA Needed
Create a targeted intervention program focused on Math and ELA that provides regular support/intervention.	ELA Team, Math Team/Contreras/Whitworth	Nov. 17 – June 18	Prof. Dev./Training, Mentoring, Other
Objective 2:			
Activities	Individual(s) Responsible	Date(s)	Support/TA Needed
Track and report student progress in math and ELA.	ELA Team, Math Team/Contreras/Whitworth	Nov. 17 – June 18	Prof. Dev./Training, Mentoring, Other

Section III. Improvement

1. How is the plan’s implementation being monitored (check all that apply)?

- Formal Assessment
- Informal Discussion
- Observation
- Staff Meeting
- Focus Group
- Other: Student progress reports

2. How are staff members being supported to meet the plan's goals (check all that apply)?

- Professional Development/Training
- Mentoring
- Coaching
- Resources
- Curriculum
- Supplies
- Monetary Support
- Other (identify below)

3. Describe the impact the plan is making and how it has led to the improvement of services being delivered to the students?

The data and information from the plan are being used to make changes to our program and increase services and partnerships.

Date of Progress Check: Plan to review/ Dec. 2017

Indicate any and all improvement goals met. Describe how the site met its benchmarks and what progress was made using the plan.

- Goal Number 1:**
- Progress of Goal Number 1:
- Goal Number 2:**
- Progress of Goal Number 2:

Name: Lisa Whitworth
Title: Principal

Date:

