

Expanded Learning Opportunities Program Plan Guide

Hacienda La Puente Unified School District and Expanded Learning Opportunities Program

Prepared by:
HLPUSD Adult Education Department and Instructional Division

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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

Baldwin Academy, Bixby Elementary School, California Elementary School, Cedarlane Academy, Del Valle Elementary School, Fairgrove Academy, Grandview College Prep, Grazide Elementary School, Kwis Elementary School, Lassalette School, Los Altos Elementary School, Los Molinos Elementary School, Los Robles, Academy, Mesa Robles School, Nelson Elementary School, Newton Middle School, Orange Grove Middle School, Palm Elementary School, Sparks Elementary School, Stimson Learning Center, Sunset Elementary School, Valinda School of Academics, Wing Lane Elementary School, Workman Elementary School

Expanded Learning Opportunities Program (ELOP) is designed to increase access to education and enrichment services. Currently, the After-School Education and Safety (ASES) grant is limited in the number of students that access the program, based on funding level. ELOP will enable the District to increase service offerings in academics, wellness, and enrichment opportunities to additional unduplicated pupils based on need and interests in a full-day, 9-hour (regular instructional day + expanded learning opportunities) program.

HLPUSD ELO-P Expanded Learning Opportunities Program Plan Guide

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

During the school year, the Expanded Learning Opportunities Program (ELOP) will be located on the same elementary and middle school campuses as the regular school day within Hacienda La Puente Unified School District (HLPUSD). In the summer, ELOP will be located on the same elementary and middle school campuses as the instructional summer programs. The safety of all students is of highest priority and responsibility.

ELOP summer begins at 9:00 am and concludes at 6:00 pm. ELOP during the school-year begins immediately following the end of the instructional day including early release days and goes through 6 p.m. Students will report directly to the program where staff receive and conduct student attendance routines. A sign-in table will be located at the entrance of the main auditorium of the school site, with a program staff member checking in all registered students. Students who do not show up to the program will be swiftly identified, and the school office is notified. This procedure assists in tracking of all students and enables staff to maintain a high level of security in the program.

Program Directors will meet regularly to discuss procedures and classroom sign-out routines that ensure students are safe to and from the program. Programs will be conducted in a closed campus fashion to ensure that all visitors check in with the front office and Site Director and that no unauthorized person enters the campus during program hours. Program staff will be included on the district contact list and receive message alerts to potential dangerous situations e.g., attempted child abduction, lock downs etc. Before the regular school year begins, all staff will be trained in mandated reporting, sexual harassment, safety procedures. Each site will be assigned a designated Site Director that maintains regular communication with their coaches and the school's office and administrative team.

Rotation schedules with student rosters will be updated regularly and multiple counts will be held daily to ensure that all students are accounted for. In the event that there is an incident, staff will follow procedures that are aligned with the instructional day to ensure the highest level of communication between staff, parents/guardians and administration as well as the safety of the student. Incidents will be documented and require pertinent information such as; description of incident, those involved, witnesses and steps taken. All staff will be trained in head injury procedures. A designated form documenting steps taken for head injuries will be used to ensure that the highest level of care is provided. Incidents will be communicated to school and program administration as well as to the parent. If parents are not located, emergency contacts on file for each student will be contacted. In the event an accident requires ambulance transport to the hospital, staff will be assigned to stay with the student at all times, until released to the parent/guardian.

Maintaining a current emergency card is crucial. Every month, parents will be reminded to update their emergency contact list. The list, procedures and emergency contact information will be carried by the site director at all times. The emergency list will also be shared with the school Administration to ensure it is current.

Parents/guardians will be given the work cell phone number of the Site Director to help ensure efficient program communication at all times. Program administrators will utilize a system for tracking student enrollment and attendance through Aeries. Procedures will be in place to ensure that students are accounted for at all times.

Positive Behavior Interventions and Supports (PBIS) practices are designed to produce effective systems, which foster positive attitudes, caring relationships, and a healthy learning community. In a collaborative effort, staff will monitor and teach students program expectations, safety practices, and social emotional practices. As a means to generate a culture where students model exceptional behavior, program staff will reinforce the school's behavior matrix describing safe, responsible, and

respectful behaviors in various campus locations.

Program coaches will be trained on identifying, monitoring, and reporting on behavior that may indicate a student is experiencing anxiety, stress, depression, or other mental-health conditions. Care Solace is a District partner that assists families with connecting with mental health care resources and providers in the communities using a quick, reliable, and ethical process. Care coordination professionals are available 24/7/365 by phone, email, text, or video chat in any language. A dedicated Care Coordinator will provide support to the student and family including help with insurance, Medicaid, or and no insurance. Care Solace provides confidential support at no cost.

2 --- Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

HLPUSD has successfully run engaging after school programs through a variety of best practices, learned experience and strong partnerships. As a best practice, HLPUSD utilizes partner vendors to engage in the direct daily student program activities. Such partnerships allow HLPUSD to maximize not only staffing, but brings a varied level of ideas and experience to the table; the idea is more heads working together successfully is better than one. These vendor partnerships, some which are long-standing and others new, bring an enhanced after school culture, planning, resources, activities and overall, create more dynamic programs throughout the sites. Site and vendor teams do not work in silos, each team member is part of the whole HLPUSD After School Division Team and work together with goal and program planning, activities and culminating events.

Another best practice that is highly encouraged before the school year even starts is building site relationships. Monthly site meetings are required between the ELOP Coordinator, Site Director, School Site Administrator, and Office Manager or designee and other key stakeholders (often teachers or support staff). These meetings help to build positive working relationships between the regular day and after school team members, help to ensure fluid lines of communication and keeps everyone up-to-date on challenges and successes between the day and after school programs. Even though monthly meetings are required at a minimum, most Site Directors will meet with their site admin team weekly if not daily. Each site team also works very closely with the regular school day team to fine tune and enhance unique site-based program details to ensure that our after school program complements and mirrors the needs of the student and school as a whole. Site After School teams are normally present at Back-to-School, Open House nights and other regular school day sponsored events to not only build working relationships on site, but to demonstrate to students and families that the after school program operates as a team to help ensure students' success. An example of an after school partner activity may incorporate multiple schools' year-long themes and commitment to recycling and ocean health. Themes will be further supported by working with program partners to reduce landfill waste in food packaging and created a mirrored theme within a Math & Science Olympiad and

Robotics tournament. This best practice is also encouraged as one of the key recommendations by the US Department of Education which emphasizes the importance of working collectively with the regular school day to enhance and improve student achievement.

Another best practice is to engage students in activities that are varied, respond to student needs and engage them in learning. As a result, not only is the above partnership critical, but also student input. Student leadership groups will be created at each site to collect feedback and build and grow programs that retain students participating in a fun, safe and impactful way. In a Science Olympiad tournament, student leader will help to develop the themes allowed with the challenges in which each site team will be competing. In addition, literacy-promoting activities such as Literacy Fest and Family Literacy week events will be offered as part of the program, as well as at home by engaging parents and guardians through a variety of parent education and online activities. These types of events allow students to choose books that are of high-interest to themselves, and new related activities will be developed each year with feedback from students to maintain a both academically enriching, but also new, relevant and fun campaign. Contingent upon safe health conditions, other student and family engagement events through ELOP may include a Family Festival within which families and students across varied sites come together for a fun-filled carnival-like day; each site designing and contributing a theme-aligned booth to the event. These are only a handful of examples of the activities that align to the regular school day and enhance student performance.

After school students will have a clear voice in the types of activities and challenges they have throughout the year. Youth leadership groups at each site will have opportunities to express that voice including mentorship and youth leadership development. These young leaders will help to shape the themes and activities throughout the year to fit not only what they would like, but learn to consider and why it is important to factor the needs of their fellow students, school and program as a whole.

There are a variety of hands-on activities that will be planned throughout the school year. To name a few ideas, culminating program-wide sports championships (soccer & basketball), marathon running clubs (that also incorporate healthy living choices and nutrition), robotics (incorporating coding, team building, robot business planning and more), Math & Science Olympiad (also incorporating not only subject knowledge, but team building and business plans), Talent Shows, DJ Program (STEAM) and more. Each of these and other culminating activities and events not only tie in multiple areas of academics and wellness but also engage the regular school day and families. These events are wonderful activities to engage family members as well as daytime staff and administration along with District officials with ELOP happenings.

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

ELOP activities are not only designed to provide enrichment but also seeks to contribute to the improvement of student academic achievement as well as overall student success. Students will have access to tutoring services through Tutor.com - district wide on-demand tutoring. Additionally, coaches will communicate with teachers and administration at each school site to identify a set of annual performance measures as guidelines aimed at ensuring the availability of high-quality, academic and enrichment opportunities to help assess and maintain the effectiveness of the current programs. Once academic goals are determined, fun and engaging activities are integrated into learning so that students will want to attend the program. As a result, attendance in ELOP, incidents and behavioral problems decrease and students achieve higher academic success.

To ensure a diverse range of offerings that are of high-interest to students and that foster deep learning, District teachers and staff will provide enrichment lessons to participating students. Subjects could include art, dance, music, coding, Science Exploration, strategic games, e-sports, and more. Students may also have the opportunity to participate in field trips and assemblies, further exposing them to experiences that strengthen creativity and bring the arts, nature, college and career to students.

An integral component of extended learning opportunities for students is the Elementary Summer Program, a five to six-week summer enrichment program to support student learning and engagement through fun and educational resources. Students will receive instruction in Language Arts, Math, STEM, Coding, social-emotional learning, and physical education using curriculum co-developed with and utilizing digital resources through Discovery Education.

One of the current program's core objectives includes providing time during the program of structured homework assistance. The purpose is to support the students' ability to be successful in their regular school day courses by providing homework assistance after school. Providing career exploration, planning and academic guidance to program students at an early age is critical to reducing absenteeism, school dropout rates later in a student's academic path. As such, a second objective is to provide personalized academic guidance to help ensure that program students develop a plan for high school and after graduation. If a student has a goal, plan and purpose, they are more likely to experience and focus on academic success.

ELOP coordinators will develop a program that is planned and tailored around the needs of the school and community and position ourselves to successfully engage students and stakeholders. The program will successfully create activities that reflect the unique needs of each school by taking the initiative of inviting parents, students, and school administration to provide input through our partnership with the regular school day and monthly stakeholder meetings. A survey will be utilized to assess the academic, socio-emotional and general needs of their school and community and to gain further insight on what areas of ELOP can expand based on interests and needs. Based on the surveys, a list of priorities and an action plan is developed. A team of students will be assigned the task of developing activities and strategies to meet the priority needs. Once finished prioritizing and developing the suggested activities and strategies, ELOP staff will begin the process of refining the program components to meet the assessed priority needs. The team will be charged with making use of available resources, building upon strategies and best practices that have been

proven through scientific-based research all with the goal of achieving a program that expressly meets school and community needs.

One of ELOP's goals is to provide tailored programming that is developed based on the results of the direct input of students, parents and school administration. Results from initial interest surveys show that there is a high interest in including a coding component. ELOP will provide access to coding throughout the year and summer sessions. By exposing girls and boys to technology, programming and robotics earlier not only engages students in an interactive program but prepares them with the problem solving, critical thinking, and team building skills that can launch a child into a career in technology. Another program component that has been identified as a subject of high interest is Art. Many of our at-risk students reside in a lower socio-economic community where drugs and gangs are prevalent. The survey expressed a high priority of creating opportunities for kids to learn how to express their artistic gifts in a form other than tagging streets. In response to the direct needs of our community, an art component that will be considered as an offering to teach kids to use programs such as Illustrator, PhotoShop and CorelDraw to create designs that could then be transferred onto apparel, such as socks and t-shirts. In partnership with a printing company, ELOP students would have the outlet and skills to bring their art to life in a community-friendly way.

ELOP has and will continue to develop program activities that are based on student and community feedback, interests and needs to ensure that all program activities are relevant to students' needs. By not forcing our programs into a mold, there is the opportunity create truly unique programs that students are more likely to attend because they can identify and feel ownership of the program.

4 - Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Student and family feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that meet the students' needs and interests. The involvement of students in ELOP activity planning and implementation process is an essential and integral part. Current program students will take part in the comprehensive community needs assessment by completing activity interest surveys. Families will also be asked to indicate their topics of interest for after school programming both in the summer and during the school year via an online interest survey. Information gathered from the surveys will provide initial input to help determine priority needs to be addressed in ELOP but also help identify various academic assistance and enrichment activities that students feel would attract both themselves and their peers to participate in the program.

In the beginning of each school year, interested students will be provided the opportunity to apply to serve on student advisory councils/youth leadership at the program site. The student leadership members will represent a cross-section of the students attending the program. The goal would be to include students who

represent the range of grade levels. The student advisory council will play an important role in the ongoing planning of after-school activities, especially as they pertain to the enrichment activities. Student leadership members will also help plan and organize student recruitment and enrichment activities. Based on the input of surveys, focus groups and student leadership input, training and a plan will be developed prioritizing the areas of interest. These focused trainings will equip our staff to lead quality programs and project-based activities that are engaging; based on the student needs and interests. During summer months, the program administrative team and curriculum specialist will be provided dedicated time to develop curricula that are the most relevant. Frontline staff then provides feedback to the success and challenges of project-based activities and lessons based on student reception to the activities.

The ELOP staff strongly believe that students support what they help create. On that premise, the after-school program will coordinate Student Leadership Teams. The student teams will meet with the Program Site Director. These meetings provide student leaders the opportunity to address program needs and make changes to offerings based on the information and data gathered through their peers. This creates time and space for students to not only work collaboratively, but also influence and impact the direction of their program. Through the student leadership teams, students learn leadership skills, working as a team and collaborating with peers, program supervisors, and school administration. They also learn skills on how to create and implement surveys to ensure that the voice and concerns of their peers are heard. The Student Leadership has a Coach (frontline staff) to help guide and support them if needed. These Coaches will be trained to guide and support the Student Leadership by avoiding giving the solutions to challenges but rather, providing the tools to solve them. The Coach will also support the Student Leadership to organize, plan, and update them with any upcoming issues or events that can affect ELOP.

Youth Voice and Leadership ELOP creates a physically and emotionally safe place where students will feel they are acknowledged and heard. By Coaches engaging students from the beginning, then students can be involved in the decision-making process when it is most meaningful. By using online surveys and technology, more students can be included with the purpose of listening and taking action to support a program that students design. We recognize that adults also must be willing to learn from the students and not ignore their ideas. Once trust is built and communication is open, then adults can provide students with the information, guidance and support needed to succeed.

The ELOP team also recognizes that the students who participate in the program are capable of changing the world in significant and meaningful ways. By creating intentional and genuine opportunities to empower students now, they can take action to address the issues they care about most. An ELOP goal is that Student Council and all students who participate and who are a part of the ELOP are empowered to voice and communicate effectively, free from any discrimination. Students in ELOP will learn skills that will help them to be effective and proactive communicators and leaders. All students involved in ELOP will learn the skills of time management and perseverance to see a project through from beginning to end. Students will challenge themselves and help one another understand the material and or subject presented to ensure all have an understanding on the subject. Experiential learning makes meaning from direct experiences, which may or may not

be planned and may or may not have specific outcomes. The program will develop opportunities for students to identify issues and prioritize what they feel to be most important and implement Service Learning, Project Based Learning, and Experiential Learning. Students will continue to learn the meaningfulness of taking care of each other and the services they choose to provide in the community by developing and achieving clear goals. Through project-based learning, deliberately planned hands-on activities that are focused on teaching and learning with the goal of fostering student success.

The existing ELOP Program is looking forward to experiencing great success in creating opportunities for student leadership in all grade levels. Each grade level will be represented in the Student Council to ensure that students in the lower grade levels can have a voice and be a part of the programs being offered. Students in higher grades will serve as mentors to students in lower grades and therefore, practice their leadership skills. In addition, the plan includes a partnership between ELOP and the HLPUSD Student & Family Services Department to expand mentor programs and provide additional training and support through the Friday Night Live (FNL) program and other department resources. Working with other departments within the District teaches students how to network and collaborate with different groups of people.

ELOP will offer a sports program that helps students to advocate their leadership skills and team building. The program will be designed to give students the opportunity to play a sport in which, due to economic challenges, they would not have access to participate. The longer term goal is to equip them with the skill set needed to be able to successfully play at the High School level or higher. Students will engage in activities that address skill building, team work, sportsmanship, and healthy competition. Teams compete in a semifinals game that leads to the opportunity to play a championship game. The plan is to connect with community partners to request facilities access for intramural athletics competitions. This is one example whereby students of all ages gain the ability, authority, and opportunity to make decisions and implement their ideas to create events that impact a program that has the capacity to serve over 3,000 students per day.

Service learning will be a large component of the current ELOP Program throughout the year. The ELOP team envisions coordinating events where school sites come together as well as others that are specific to the school site. The service learning that is specific to school sites may be created and planned by the Student Council and their peers. These projects will be more meaningful in the sense that it is more personal and inspiring for many students. ELOP will strive to create opportunities where students learn to use academic knowledge and skills to address genuine community needs. The service learning portion of our program will provide students with a strong voice in planning, implementing and evaluating service learning experiences as well as problem solving the challenges.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or

snacks during the ELO-P hours of programming.

The program will align its wellness initiative with the District's health and wellness policies. Additionally, it will ensure that all students are engaged in regular physical activity, that healthy food choices are served and promoted, and that self-regulating and prosocial behaviors are fostered and practiced. A portion of the program schedule will be dedicated to supporting health and wellness through physical activity, nutrition, self-care, and social emotional learning. At no cost to program participants, all students will be provided with a healthy snack, provided by HLPUSD's Nutrition Services. In order to establish healthy nutrition and reinforce healthy choices, the composition of these meals meets the Federal Free and Reduced Lunch guidelines for nutrition and portions.

In collaboration with HLPUSD's Food Services Department and community partners, ELOP will design a wellness plan that is implemented during the after school program and summer intersession. The nutrition plan will implement fruits and vegetables at each of its school sites and plans to organize a yearly health fair open to all community members with services such as blood work, mammograms, cancer screenings and immunizations. In 2016 the program at HLPUSD was recognized by the CDE and awarded as a Distinguished After School Health (DASH) Program. We are excited to offer an exemplary health education program through ELOP. The program implements lessons that are aligned with the District's Wellness Policy and for regularly sending staff to attend workshops and trainings related to healthy living. ELOP will collaborate with community partners to enhance the health and nutrition component at all its sites. One of the community partners is the American Cancer Society Relay for Life, where ASES administration is a part of the planning committee for the relay. Each school site will plan and organize a fundraising event at their site and funds go directly to the American Cancer Society. Along with the fundraiser, school sites may collaborate with the Red Cross to organize blood drives. ELOP will follow five Leading Principles while implementing healthy practices throughout the program:

Wellness Policy — Implement and follow the school wellness policies, developed by a team of school and after school staff, students, family members, and community representatives.

Nutrition Education—Students participate in regular, sequential nutrition education based on the nutrition competencies and health education standards.

Physical Activity—Students participate in regular, inclusive physical activity aligned with the CDE After School Physical Activity Guidelines.

Healthy Food Choices—Provide only healthy food and beverage choices to students.

Mentorship and Coaching—Effectively support and expand creating healthy environments based on the TCHAS Leading Principles.

ELOP is motivated by research and trends that encourage all to make life

changes that benefit their health. Curriculum will be used to help support healthy behaviors. While a strong health curriculum is important, other factors are powerful in shaping a child's attitude toward well-being. A physical fitness component will be included to promote healthy physical exercise. Students will improve their muscle strength, endurance, team comradery, and much more. In addition to regular healthy nutritional practices, activities and curriculum, in 2016 the HLPUSD ASES partnered with Rod Dixon's Marathon Foundation to start a Marathon Running Club. The club not only focuses on running as a daily physical activity, training safety, but also largely focuses on nutrition and healthy eating with the motto "Eating Healthy is Winning!" Even after the initial partnership, the Running Program (including nutrition and healthy practices) still continues to this day. Providing and allowing students access to a variety of programming that instructs, supports and reinforces healthy and nutritional practices creates a truly "healthy" culture within the program itself. Ingraining healthy practices into everyday life and the culture of a program as a whole support norms that children take with them for the rest of their lives. As such, ELOP plans to expand this tradition into after school programming.

ELOP in HLPUSD will work directly with the District's Food Services Department to plan and deliver all after school meals to all ELOP sites. With ELOP working collaboratively with Food Services and drawing on their expertise in the area of the California Nutritional Guidelines, it ensures that all meals during programming not only meet all the necessary nutritional guidelines, but also allows for seamless ordering and delivery of meals to students at sites. Additionally, the program will offer daily supper (4 components) in addition to the daily snack (2 components) at no cost against the ELOP grant. In summary, students will receive a snack at the start of the program and supper at approximately 5:00pm. The addition of supper will help to ensure that children do not go hungry and can better focus on their academic growth and enrichment. From the regular school day providing breakfast and lunch, to after school providing snack and supper, no child goes hungry when they come to school and participate in the ELOP program.

Some sample meals are as follows:

Sample Snack	Day 1	Day 2	Day 3
Component 1	Goldfish Pretzels	Vanilla Sports Crackers	Honey Berry Bear Grams
Component 2	String Cheese	Juicy Juice Berry Juice (6.75oz)	1% Milk (OR) Nonfat Chocolate Milk
Sample Supper	Day 1	Day 2	Day 3

Entrée	Ham & Cheese Deli Whole Grain Sandwich	Peanut Butter & Jelly on Wheat Bread	Turkey & Cheese on Whole Wheat French Roll
Vegetable & Fruit	Garbanzo Beans	Celery Sticks	Whole Kernel Corn
	Craisins - Dried Cranberries	Sliced Pears	Sliced Apples
Beverage (8oz)	1% Vitamin A & D Milk (OR) Nonfat Chocolate Milk		

Social Emotional Well Being In efforts to support the mental health of students, mental health resources and social emotional learning signature practices will be offered daily to ensure the well being of students is a primary focus to ELOP. Positive Behavior Interventions and Supports (PBIS) practices are designed to produce effective systems, which foster positive attitudes, caring relationships, and a healthy learning community. In a collaborative effort, staff will monitor and teach students program expectations, safety practices, and social emotional practices. As a means to generate a culture where students model exceptional behavior, program staff will reinforce the school's behavior matrix describing safe, responsible, and respectful behaviors in various campus locations. Program coaches will be trained on identifying, monitoring, and reporting on behavior that may indicate a student is experiencing anxiety, stress, depression, or other mental-health conditions. Students identified through the multi-tiered systems of support (MTSS) as needing a tier 2 level of support will receive supports that may include 1:1 mentoring/coaching support, check-in/check-out, community building, etc.

Care Solace is a District partner that assists families with connecting with mental health care resources and providers in the communities using a quick, reliable, and ethical process. Care coordination professionals are available 24/7/365 by phone, email, text, or video chat in any language. A dedicated Care Coordinator will provide support to the student and family including help with insurance, Medicaid, or and no insurance. Care Solace provides confidential support at no cost.

6- Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

ELOP will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds. Research supports that practices involving acknowledgment of the diversity of our student population and promoting a climate of cultural awareness lead are successful in building trust, community, and relationships. To that end, staff will be trained on the different cultural, emotional and intellectual needs of each individual they may encounter, based on model promising practices. The following strategies will be implemented to build trusting relationships with diverse students:

- * Express a genuine interest in the background of your student. Encourage students to share their background and any unique experiences, as a means to bring awareness to their peers. Celebrate differences in traditions, beliefs, and social behaviors.

- * Become a Facilitator. Reduce the power differential between instructor and students. Allow students the opportunity to facilitate storytelling and interaction with peers to share thoughts and ideas. Students are allowed to define and create a program that fosters cultural awareness

- * Maintain high expectations of student performance. Student-centered philosophy. Praise in proportion to accomplishments. Guide students to complete task

- * Self-Analyze success. Identify success markers. Student developed progress toward goal checks. Cooperative assignments

- * Maintain an inclusive curriculum. Ensure student inclusion in program. Recognize student cultural life and background. Synthesize cultural differences into knowledge base. Identify and develop progressive strategies to improve curriculum.

ELOP plans to host family-centered events such as Family Festival as an opportunity for students earn about and celebrate their own various cultural backgrounds while simultaneously building awareness about others' cultures in a fun and enriching event for the community. Additionally, it is the program's aim to invite students to select a country as the theme of their Family Festival booth. Over the course of several weeks leading up to the event, students may complete lessons related to their chosen country; including and not limited to studying the country's culture, customs, geography, foods, language, and arts. Through these lessons, students will build their knowledge and awareness of either the country of their family's origin, or another nation and the cultures within it. As a culminating event, students will be invited to design their ELOP Program site's booth at the Festival based on what they learned in the previous weeks. During the event, students will not only have the opportunity to display their site's booth, but also explore over twenty other booths created by students from the other ELOP sites. It will be a fantastic community event that allows for hands-on learning opportunities through a variety of lessons, but also serves as a celebration of different cultures within our community, while promoting cultural awareness not only for our students, but also our community's adults.

ELOP will be prepared to serve all students including traditional learners, as well as non-traditional learners. Staff will be trained to help assist students with language, mental health, physical, and learning needs. ELOP will be a part of an English Learner (EL) mentoring pilot intended to teach strategies to assist students become

proficient in the English language. The program has a strong working relationship with HLPUSD's Special Education Department and Equity and Access program within which students experiencing homelessness are guaranteed a spot in our program, along with the Student and Family Services Department that allows collaboration and guidance to best serve student needs. ELOP's close communication with various District departments as well as teachers and school specialists aids us in identifying students that would greatly benefit from the program. Each summer before the new school year begins, ELOP staff will meet with each school Principal and various District departments to identify students' needs and collaboratively work to implement strategies or disguise the learning, to meet the needs of the students. Principals at each school will have access to enroll kids identified as students and families in need of after school programs.

Access to expanded learning programs is essential to meet the needs of students, especially those with disabilities, English language learners, and/or students that have barriers that could potentially limit their participation. ELOP administrators will collaborate with the Special Education Department to develop professional development in order to build the skills and strategies of staff needed to work effectively with students with special needs. In addition, the Special Education Department will conduct onsite training and coaching when sites need additional support with special needs students. Furthermore, Special Education and Extended Learning will collaborate on reasonable accommodations as they relate to students IEPs and determine a communication and support plan. To meet the needs of English language learners (ELL), staff will be trained on English language development and best practices to support ELLs such as the use of visuals and realia, guided oral practice with modeling, and teaching vocabulary during club and STEAM activities. Staff will be trained on effective strategies to support ELL students and program activity plans will incorporate intentional use of the ELL supports to ensure these students have access to the material and content.

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

In our ELOP Program, the District and partner vendor's administrative teams will work closely together as the ELOP Admin Team leaders to ensure that all teachers, coaches, program administrators, and staff not only meet minimum qualifications for each respective position, but that ongoing professional development and continuous support and resources are provided. The ELOP Admin Team is composed of District Administration from Fiscal Services, Instruction, and Adult Education who specialize in Community Education and after school, and school site administrators. When there is a need for a new Site Director, in addition to reviewing their qualifications to ensure

they meet all requirements, the Site and District Program Administrators are also involved in the review and decision-making process as it is imperative that they each have input in the hiring process in order to build the positive working relationship necessary between the daytime school program and after school program. HLPUSD has also launched an online Professional Development and Resource portal. The project and site is continuously growing based on programmatic needs and will continue to be developed in collaboration with District and Program Administrators and Site Directors. Monthly meetings will be scheduled with the District, vendor partner Directors, and Site Directors and will include professional development and/or team building activities.

The program will employ a tiered staffing structure that enables the district to deliver a safe and consistently high-quality, after-school experience for participating TK-6 grade students. Area coordinators with necessary expertise will monitor the program and function at the program level and report directly to the district's after school programs Assistant Director. Area Coordinators provide focused direct support for each site in addition to the program-wide training and support already provided to the program and team as a whole. Area Coordinators must have experience working with youth in an organized educational or enrichment environment and in a supervisory role. Site Directors supervise and manage the program at the local program site level. Program coaches provide homework assistance support, enrichment and physical activities, and high school students/adult volunteers may provide homework assistance and other support. For larger ELOP sites, an Assistant Site Director may be employed to also assist with the management and continuous development of the site team and program. Qualifications for after-school program staff either district or contractual providing direct instructional services to students all meet the district's minimum standards for an instructional aide. Site Directors need to have experience leading or coordinating staff with experience working with youth in an organized program environment. Preference for the site director position will be given to qualified bilingual Spanish speaking candidates based on community demographics and need. Program assistants/coaches serve as instructional aides and they must all meet the district's requirements. Coaches must also demonstrate basic knowledge in all subject areas that they will assist with. Program activities do not exceed 20:1 ratio for 1st-6th grade and 10:1 for TK/K. (Site Directors or area Coordinators are NOT included in the ratios.)

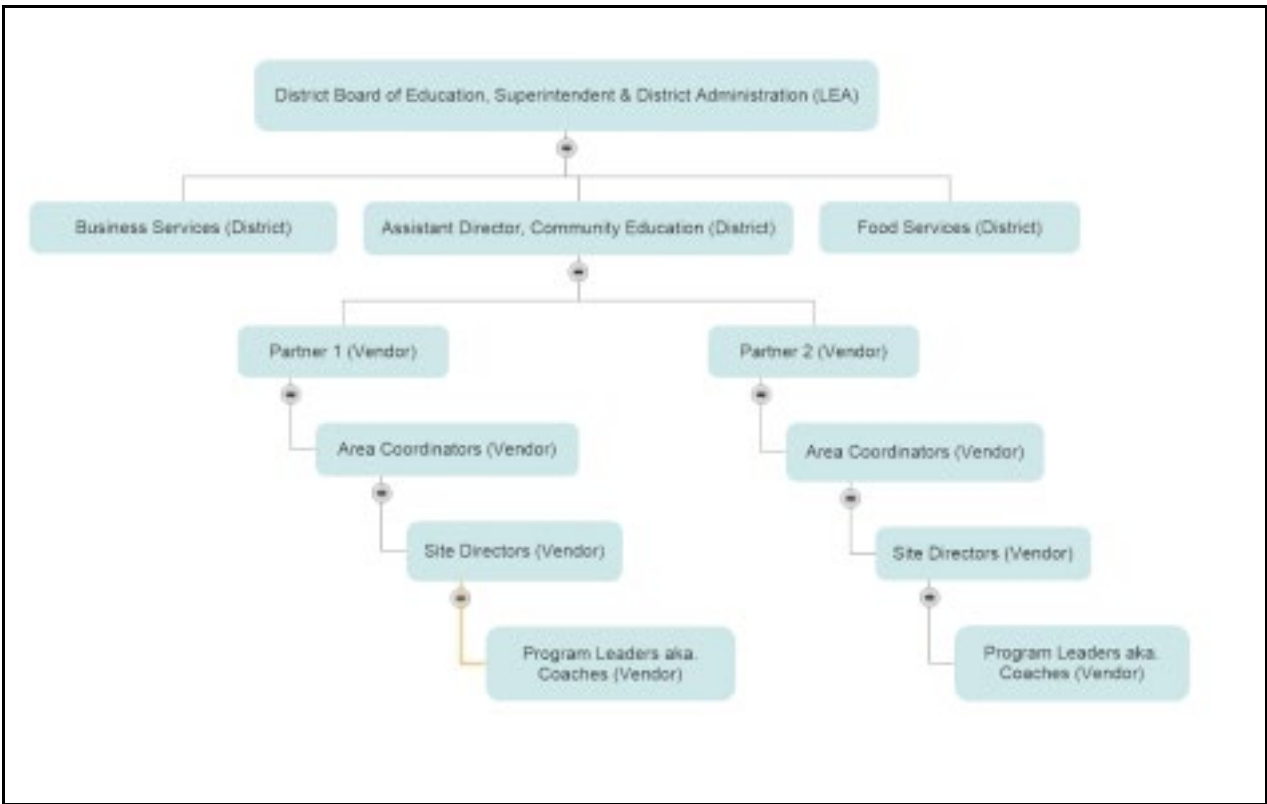
Regular training and coaching sessions directly impact the quality and success of the program; ELOP is committed to providing high quality continuous professional development to staff. These training sessions also allow staff to engage in activities with one another, which gives an opportunity to build positive relationships with one another and gain helpful techniques in building positive relationships with students and their parents. The professional development calendar will be scheduled with the principle that staff should be receiving regular monthly information and support about program requirements and budgets such as new and developing guidance and best practices from the local County Office of Education, California Department of Education and other agencies. All ELOP Program staff will participate in a minimum two day orientation that addresses the philosophy of the program, its goals and various component activities and services available to students and their families before starting to work directly with ELOP students. Other topics such as lines of authority, safety and emergency procedures, mandatory child abuse reporting, behavior management, cultural awareness and security for supplies,

equipment and facilities will be covered in a policy and procedure manual discussed at the orientation.

In addition to initial two day orientation and training, all staff will attend and participate in weekly professional development designed to impact the day-to-day operation and success of the program. In 2018, the HLPUSD after school program also launched the online Professional Development and Resource portal. The project is continuously growing based on programmatic needs and is developed in collaboration with District and vendor Leadership, Coordinators and Site Directors. Monthly meetings are will be held with District, vendor partner Directors, Coordinators and Site Directors which always include professional development and/or team building activities.

On top of ensuring that all team members receive ongoing professional development and resources, various ELOP Admin Team members (both District and vendor members) will participate in the local County Advisory Committee Meetings and other Committees. These opportunities not only ensure that staff are current and updated in matters regarding after school but also have the opportunity to learn from other experts in the field in specialized training for students, K-8. Staff also participate in weekly team mentoring by their Coordinator that has high experience on Quality Standards and the Continuous Quality Improvement cycles, social-emotional learning, engaged learning and safety protocols. Staff will participate in monthly District meetings where topics are discussed such as program progress, attendance goals, and creation and implementation of student driven programming. Other topics may include: differences between the after-school program and regular school-day classes; formulating and assessing attainment of instructional objectives for field-study excursions; and working with multi-grade groups. Paraprofessionals, personnel from youth serving agencies, and volunteers receive training in planning presentations, questioning strategies, and classroom behavior management.

ELOP is led by both the District and vendor partner staff. It is ingrained in our culture as a program that we work together as an ELOP Team as we know that we succeed and can provide the best possible program for our students when we work together. The ELOP program itself is overarchingly overseen by the HLPUSD Board of Education, Superintendent and District Administration, but as far as the after school division itself, the Assistant Director of Community Education is responsible for program budget, reporting requirements, program data collection monitoring and review and overall program design and implementation ensuring that all grant requirements are met. The District's Business Services department is responsible for fiscal reporting requirements. The District's Food Service Department partners to order all ELOP program snacks and supper and ensure that all food meets the California Nutritional Guidelines. As far as the regular day-to-day program and direct student services, the District will partner with program provider vendors. The vendors are responsible for direct student services, materials and supplies, and attendance reporting. The Vendors are comprised of three tiers of services from the Area Coordinator, Site Directors who oversee a single site's operation, and our Program Leaders who our students call "coaches" who work with our students through their various activities, clubs, assist them with their homework and other basic need throughout their program day. Professional development as mentioned in previous sections is a collaborative effort between both District and Vendor Partners on an ongoing basis throughout the year.



8-- Clear Vision, and Purpose

Describe the program's clear vision, mission, and purpose.

The Hacienda La Puente Unified-School District (HLPUSD) is a large school district in the San Gabriel Valley in Southern California. HLPUSD serves a diverse student community with the goal of preparing every student for college and career upon graduation. The District's Pre-K-12 student population is 18.3% English Learner (EL), and 73.3% of students are classified as low-income. Our LCFF Unduplicated pupil count is 75%. 73.5% of our EL students speak Spanish as their native language, with 15.7% Mandarin, 4.9% Cantonese, and additional home languages include Vietnamese, Filipino, Korean, Japanese, and Arabic. Our student population is made up of many ethnicities with the majority of our students, 77.7%, identifying as Hispanic Latino, 15.4% Asian, 2.8% White, 1.9% Filipino, 0.8% African American, 0.5% Two or More, 0.2% Pacific Islander and 0.1% American Indian. The 11.5 square mile district serves the diverse communities of City of Industry, Hacienda Heights, La Puente and West Puente Valley, Valinda, and portions of West Covina. 73% of the students (district-wide) qualify for free or reduced lunch status, compared to the county percentage of students qualifying for free or reduced lunch at 67%; and the State average at 58%. HLPUSD has also seen an increase in recent years in the number of homeless and foster youth; currently at 6% of the District's student population. According to the US Census, 17.2% of the residents of the City of La Puente and 12.7% of the residents in the City of Hacienda Heights (the two primary cities within District boundaries) are living below the poverty level. The student population is also considered significantly at-risk due to a variety of reasons, including but not limited to,

low academic performance, living in single parent homes, living in lower income community areas and often high crime areas. The economic and social indicators underscore the importance and need for safe after school programs for as many children as possible to keep them safe, engaged and off the streets during the active afternoon and early evening hours. The district faces significant challenges as it seeks to provide high-quality, educational opportunities for its school age children after the regular school day. School administrators, counselors, teachers, parents, and students surveyed all agree that ELOP sites need a safe, supervised environment where students can learn and also have rewarding and enjoyable experiences together. Enriching after-school learning opportunities play a critical role in the future of its students in the community areas served, and in response to the changing needs of its citizens.

Our Mission: The Hacienda La Puente Unified School District is dedicated to maximizing the talents, interests, and abilities of all its students, enabling them to meet the challenges and opportunities of a changing world.

ELOP 's mission is "To mentor future leaders for success". Our Vision, "That every member of the communities we serve are empowered through an organization that is invested in their future". Our Values "We value our connection to your family. We pour ourselves in our purpose to educate, mentor and enrich your life in our own unique versatile way".

We will develop a team network of students, staff, community members and other stakeholders to build on the program's mission, vision and goals so that it accurately reflects the beliefs of all stakeholders. The program support network addresses any revisions to the mission, vision, goals, purpose and expected outcomes as the network deems necessary.

LCAP priority data in the areas of Course Access; Programs, Electives, and Staffing; Student Support Staff; and Parent Involvement were used to develop the ELO program:

Priority	Identified Needs
Course Access	<ul style="list-style-type: none"> · Continue and expand 21st Century College and Career Pathways: <ul style="list-style-type: none"> ○ Career Technical Education (CTE) pathways & certificate programs ○ Concurrent college enrollment programs ○ Science Technology Engineering Art Math (STEAM), Visual and Performing Arts (VAPA), Technology education · Support acquisition of CTE credentialing requirements. · Identify higher-appeal pathways and prioritize their

	<p>implementation.</p> <ul style="list-style-type: none"> · Expand IB courses to all high schools.
<p>Programs, Electives, Staffing</p>	<ul style="list-style-type: none"> · Provide equitable staffing ratios at sites per student enrollment/size of school for administrators, custodians, office/clerical. · Continue and expand the Dual Immersion programs with staffing. · Continue summer school for high school & expand middle school course offerings. · Expand resources through Equity & Access and Student & Family Services for foster and homeless youth, English Learners, Long Term English Learners (LTELs), and low income students. · Provide adequate support staff for Equity & Access.
<p>Student Support Staff</p>	<ul style="list-style-type: none"> · Continue Student Support TOSAs/COSAs to address high priority students' behavioral, social-emotional needs. · Expand student support personnel including behavior specialists, therapists, counselors, college & career counselors, and psychologists, and nurses. · Increase support and staff to address the needs of the targeted student groups: Low income, English Learner & long term EL, foster & homeless youth, Hispanic, male, at-risk. · Increase classified support staff and increase classified support staff hours: Instructional aides, office/clerical, custodial, HS and MS security, bus drivers, bi-lingual staff, food services. · Site TOSAs work exclusively/directly with classrooms. · Provide certificated staffing to adequately support Pathways, electives, honors, AP, IB, etc.

	offerings in middle and high schools.
Parent Involvement	<ul style="list-style-type: none"> · Continue parent education classes through district and/or community resources (i.e. CAFE, PIQE, Pacific Clinics, PROedu). Provide parent resources at school sites. · Increase translation services, maintain babysitting, and sustain transportation to districtwide parent events. · Increase bilingual classified staff (Spanish and Mandarin) to improve communication with parents. · Increase effective school-home communication: · Dedicated personnel to update/maintain district and site websites · Continue districtwide e-mail blasts in home language and social media applications · Survey parents for their needs and interests specific to their sites including preference in times to coordinate events (feeder schools) and accommodate parents to avoid scheduling conflicts. · Increase usage of Aeries Parent Portal. · Establish parent resource center at sites as space permits. · Continue to provide translators for school events.
<p>To attract and motivate student participation and family commitment, the after-school program aims to offer enjoyable and fun enrichment programs. ELOP will offer interactive and engaging activities, such as sports, music, art, robotics, field trips, etc. Results of the community needs assessment demonstrate that parents and students surveyed requested that the after-school program provide enrichment activities that provide youth development and leadership activities to help students prepare for the real world and provide opportunities for students to participate in recreational and sports activities during after school hours.</p>	

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Hacienda La Puente Unified School District will provide a summer learning program to support student achievement through educational and engaging physical and digital resources for District students grades TK-6. Students will receive instruction in Language Arts, Math, STEM, Coding, Social-Emotional Learning, Physical Education and more using curriculum co-developed with and utilizing digital resources through Discovery Education. HLPUSD will partner with Discovery Education to develop and provide high-quality learning materials and content in both digital and print format. Community partners will provide staff to support the Elementary Summer Program (ESP). HLPUSD will also partner with state Preschool and Adult Education to provide afterschool programming to engage students in play and developmentally appropriate activities for a combined total of nine hours each day.

ELOP works with a variety of collaborative partners to help plan, implement and update the program to meet student and program needs. There are a variety of Divisions that are collaborative partners with ELOP within the District itself; representatives from the Business Division, Food Services Division, Police & Safety, Maintenance & Operations (facilities), Equity & Access (homeless & foster youth), Student & Family Services and Hacienda La Puente Adult Education (parent education). In addition to the District division partners, ELOP is in partnership with Del Haven Community Center and Boys & Girls Club of West San Gabriel Valley not only to provide direct student services funded by the ASES grant, but will also braid resources to support unduplicated students not currently participating in ASES. ELOP will partner with local government and organizations such as the City of La Puente, City of Industry, local Sheriff's Department and local businesses to provide learning and enriching engagement opportunities for students to connect with their community and support their families.

Of the above regular collaborative partnerships, examples of specific responsibilities and/or contributions are as follows:

The City of La Puente and City of Industry council representatives will be regularly invited to participate in ELOP program events as special guests. These interactions will allow students and families exposure and the opportunity to engage and interact with local Government officials. City representatives are also often guest speakers and guest readers at our various family literacy events and judges for our program-wide challenges.

The Hacienda La Puente Adult Education Division, specifically the parent education program area, will continue to offer free parent education classes and workshops to program parents and families. The topics of these lessons will be varied and may range from Supporting Online Learners, Celebrating Diversity, Emotional Intelligence, Self-Esteem & Fostering Strengths and more. In addition to the workshops provided to ELOP families, the parent education program will also partner with us for a variety of Family Literacy events, such as our annual book giveaway and family recipe challenge to our new Literacy Fest school recess program.

ELOP also has a positive long-standing relationship with both our in-house District Police & Safety Division, but also our local Sheriff's Department. Both law enforcement agencies will continue to be invited to support the program by providing safety services at our varied events, providing guest speakers and guest readers at our literacy events, they also provide safety consultations for our programs by reviewing our individual site safety plans, and provide professional development and trainings to our teams, such as evacuation emergency training and active shooter trainings annually.

The ELO program will seek community providers/enrichment programs to enhance after school program offerings through a Request for Proposal (RFP) process. Providers selected through the RFP process will be awarded contracts. The RFP will require community providers to address the following in their proposals:

- Cost of Services
- Program Components & Operational Design
- Experience
- Staffing
- Budget & Funding Sources

10- Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The ELOP plan reflects the needs of the community as indicated on the District's LCAP survey . The district will use the Quality Standards for Expanded Learning to continuously assess, plan, and improve the program quality. The standards are focused in the context of Learning in After school and Summer principles which clearly communicate how expanded learning programs contribute to children's learning.

A successful program routinely engages in a cycle of continuous improvement, thereby, strengthening the skills of each student participant. Adherence to guidelines set by the local County Office of Education and California Department of Education and other agencies have proven to be imperative to the growth and development of the program. Below is a description of the methods employed to implement quality program standards:

Active and engaged learning - Program design and activities reflect active, meaningful and engaging learning methods that promote collaboration and expand student development. Staff will receive training on Learning in Afterschool principles and reflect and describe how every lesson plan and project is active, collaborative, meaningful, and supports mastery. Staff is encouraged to modify lessons to meet the needs and interests of each student. All students will have the opportunity to engage in projects that culminate in events such as robotic championships, coding competitions, Science Olympiads, Math Olympiads, film festivals, and talent shows.

Youth voice and leadership - The program provides and supports intentional opportunities for students to play a meaningful role in program design and implementation and provides ongoing access to authentic leadership roles. Staff will receive training focused on examples of best practices regarding opportunities to exercise their voice and choice. At any grade level, students can create, lead and choose clubs that reflect their own interests. Lessons address current topics in which youth are likely interested. Staff facilitate learning and provide support as a resource to reach the common objective rather than being the focal point of the lesson. This provides students with the opportunity for an authentic leadership role to drive their own learning.

Healthy choices and behaviors - The program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices in an environment that supports a healthy lifestyle. HLP has formed strong partnerships with organizations that support staff development. Some of these partnerships include Healthy Behaviors Initiative, Team California for Healthy After-School, and Alliance for a Healthier Generation. These organizations provide professional development from Administration to front line staff. They also conduct site visits and provide other resources dedicated to overall wellness of students. In addition to the professional support, these partners provide assessment tools to plan and assess program progress. Students consistently receive research-based nutrition lessons, physical activity and social emotional learning lessons.

Clear vision, mission and purpose - The program has a clearly defined vision, mission, goals, and measurable outcomes that reflect broad stakeholder input and drive program design, implementation and improvement. The administration team has met and clearly defined a vision, mission, and goals of the program. All training and professional development intentionally connect program goals with program design at the site level to the broader organization.

The district's after-school collaborative has identified a set of annual performance measures as guidelines aimed at ensuring the availability of high-quality, academic and enrichment opportunities to help assess and maintain the effectiveness of the proposed ELO program to be offered. The collaborative developed a list of performance measure objectives and outcome goals that are compared to actual measurable outcome results to assess the effectiveness of the academic and enrichment opportunities and potential areas of needed program improvement.

1. Provide at least one-hour per day structured homework assistance with 85% of the participating students completing their homework assignments.
2. Provide one-hour of physical activity, implementing and reinforcing strategies from the day school instructor to address physical education needs.
3. Provide one-hour of academic enrichment activity disguised in various forms of learning. Enrichment Support Activities Objectives Performance Measure Goals
4. Provide opportunity for students to participate in recreational activities and intramural

sports programs to help maintain a healthy body. 80% of students involved in recreational activities and intramural sports programs participate an average of 60 hours.

5. Provide Service-Learning opportunities to help students develop a sense of community responsibility and self-worth.

6. Provide youth development activities that help students develop leadership, and social life management skills. 80% of students participating in youth development activities increase ELOP level of self-esteem, leadership abilities, & social skills.

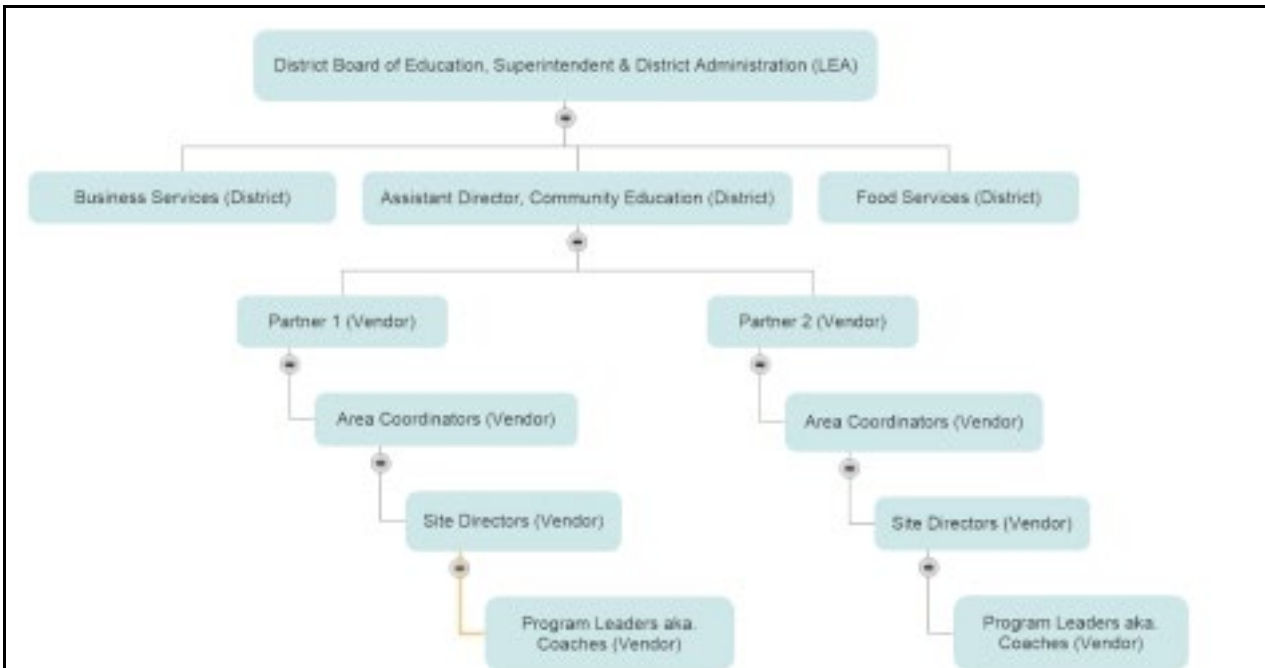
The Quality Improvement process will be implemented across all district ELOP programs. The ELOP staff will take full advantage of opportunities to participate in meetings, committees, and webinars and serve as a model program that provides support to other agencies wishing to learn methods that have proven effective. HLP's ELP team is open to improving the quality of the program and welcome feedback from staff, students and parents in an effort to exceed established goals.

11—Program Management

Describe the plan for program management.

ELOP funding supports the District Vision of providing a safe and nurturing environment for students to learn and grow. We integrate our resources in an effort to strengthen our community, increase academic achievement, and decrease crime and violence for Hacienda La Puente youth and their families. As a program, we also believe that every member of the communities we serve are empowered through an organization and we value our connection to the families throughout our communities. As an ELOP program, we will continue to develop a team network of students, staff, community members and other stakeholders to build on the program's mission, vision and goals so that it accurately reflects the goals, mission and vision of our stakeholders and the needs of our community. By developing positive working relationships with each and every site, having specialized coordinators for each area with small caseloads, meeting regularly (minimum monthly) and maintaining seamless lines of communication with each and every site, we help to ensure that those goals, missions and vision are met.

The program will be administered out of the Office of the Assistant Director, Community Education. The office of Fiscal Services will oversee the budgetary process to ensure allowable operating expenditures. Teachers on Special Assignment as well as two summer Principals will support summer program planning, coordination, and supervision.



Each school site develops their Single Plan for Student Achievement (SPSA) in alignment with the District’s LEA Plan and LCAP, which is reviewed and approved by their School Site Council. The Assistant Director of Community Education communicates closely with the Director of Adult Academic/Community Education to ensure program alignment with the District vision and mission. Site supervisors will meet with principals to ensure that program implementation is aligned with the school’s SPSA and District LCAP. ELOP will be included in the LCAP process, including stakeholder feedback.

Our ELOP Program ensures that every member of the team is not only qualified and trained, but the best person for each and every role within the program itself. Staff ensure this by involving both program and site stakeholders in the decision-making processes. The program itself is directly overseen by the Assistant Director of Community Education who works very closely with the vendor partner Directors and Site Directors to ensure that all grant requirements are met, that professional development is provided, up-to-date and relevant, that program equipment, supplies, resources and needs are met, including but not limited to technology, specialty supplies, transportation, coordinator with other departments such as Food Services and more.

The Area Coordinators provide site specific support to an average of only three sites each. While professional development is provided to all team members live and through the developed PD website, some teams may need additional training, support and program refinement. Site Directors are on campus, daily, for the duration of the program and often extending beyond program time. Their responsibilities are the day-to-day operation of their site including but not limited to staff oversight, developing site specific activities in collaboration with the Area Coordinator and site Administration, discipline and family contact. There are also designated program leaders, or coaches,

that are in charge of student groups. These are the team members that are factored into the Student/Staff 20:1 ratios (exclusive of the Site Director or Area Coordinator). Coaches maintain primary direct interaction with students and are responsible for delivering lessons, assisting with homework, and organizing the daily enrichment activities for their group of students (based on grade level). Each coach is generally responsible for their same group for the entire program day (Snack, Homework Assistance, Physical Activity, Enrichment and Supper). The exception to this would be for specialized club meetings and events where students would break into alternate groups led by a Coach specializing in that activity; such as Robotics, Sports, etc.

A formal annual review of the program plan will occur at the beginning of each year. The annual review involves all stakeholders and takes into account the results from the annual survey as well as previous year data.

Each Site Director is responsible for maintaining the sign-in & out sheets and entering attendance into Aeries and/or CitySpan (ASES) for every student enrolled at that site. The Site Director generally oversees the sign-in & out table at each site to ensure that every student is properly signed out to an authorized adult listed on the emergency list and that the sign-out signature and time is properly documented along with any early release code (if necessary). The completed monthly sign-in & out sheets are copied and forwarded to the After School Division office for review and recording each month.

Once the After School Division office receives the sign-in & out sheets, the office team conducts a final cross reference of the attendance with Aeries (the regular school day student information system). Once all attendance is cross referenced and checked, a final monthly tracker is printed and added to the sign-in & out sheets for filing and record keeping.

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) elementary and Middle School grantees.

ASES, 21st CCLC ELementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

HLPUSD will award contracts to qualified after school enrichment partners as a means to offer services that support the areas below:

- Health and wellness
- Sports leagues and tournaments
- Visual and performing arts
- Technology: Robotics/coding/computer science
- College and career readiness (tutoring, study and organizational skills)
- Leadership
- Physical and social and emotional learning and well-being

Enrichment activities will be designed and implemented by Community Providers and support the District's vision and mission. Community Providers, including those

providing after school services funded by the ASES grant, will be responsible for teaching their own group of students and are provided with specialized professional development including behavior management, child abuse reporting procedures, and developmentally-appropriate learning activities.

HLPUSD provides ASES programs on 21 campuses, and each includes a Site Supervisor and is overseen by an Area Coordinator. The Site Supervisor oversees day to day program operations of their assigned program site, communicates with parents, etc. It is the District's intent to use ELOP funding to enhance and expand current program offerings in the ASES program. Policies and procedures are being reviewed and updated to ensure requirements of all grants and funding are satisfied as well as ensure accessibility and flexibility to students and families (e.g. attendance requirements, early release policy. Additionally, all services and programs will continue to be offered on school campuses.

A site staff structure will be leveraged to support the expansion of programs. Area Coordinators are assigned to each campus to support programs/services. The Coordinator serves in a management capacity and oversees all operations of the ELO program. They ensure staff to student ratios are followed, provide coaching and support, and collaborate with school administration.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

The 10:1 student to adult ratio will be maintained throughout the summer program hours and after school. Training facilitated by the Instructional Services and vendor supervising teams for staff working with younger students at this grade-level will be provided during intersession and throughout the school year on topics including utilizing developmentally appropriate and instruction, supporting social-emotional development, supporting needs of English Learners and students with disabilities, and designing physical learning environments that support growth and development of younger learners. Design and content of professional development will be aligned with the California Preschool Learning Foundations and guided by the California Preschool Curriculum Frameworks.

Members of the ELOP leadership team are represented on the Universal Prekindergarten team that is developing the UPK implementation plan that will make provisions for appropriate space and facilities, program design/instruction, schedules, etc. The Board will be provided information on UPK by June 30, 2022.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund

sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

School Year Sample Schedule	
Schedule	Activity
8:30	School day begins
11:30	Lunch
2:15	School day dismissal
2:15	ELOP begins
6:00	ELOP dismissal
Total Hours	9.5 hours

Summer Sample Schedule	
Schedule	Activity
9:00	Summer Camp instruction begins
12:00	Summer Camp dismissal/Lunch/ELOP begins
6:00	ELOP dismissal
Total Hours	9 hours