



HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT

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Local Control & Accountability Plan (LCAP)

Presentation for Comment

District Advisory Committee (DAC)

April 16, 2024

Superintendent/District Response to DAC Comments

Question/Comment: The parent volunteer clearance takes too long. Find a quicker way to streamline the process to increase parent involvement.

Response: Increasing parent involvement is of utmost importance to HLPUSD. Parent participation enhances instructional and extra-curricular programs and motivates students. The Human Resources Department is updating the parent volunteer clearance process to be more efficient and easier for parents to be cleared in a timely manner while abiding with all California State Laws. The process will be outlined in the 2024-25 HLPUSD District Handbook.

Question/Comment: Schools should not rely too much on technology-based teaching. The district and schools should be prepared with a back-up plan when technology is not available so that teachers, students, and staff do not feel lost without. It affects everybody's learning.

Response: HLPUSD is committed to continuous learning as a means to student success. Teachers develop emergency lesson plans and activities for unforeseen events. School sites utilize classroom textbooks, technology free projects, school/classroom libraries, and teacher developed lesson plans that do not require the use of the internet if technology access is limited.

Question/Comment: Program opportunities paid for by the district should be available to ALL students from each Quad and/or each tier (high, middle, or elementary school) It is not fair for a large sum of funds to be spent on only one school from the district.

Response: The District is fully committed to ensuring equity for all HLPUSD students. LCAP goals, actions and services, and expenditures are developed and implemented to provide a high quality, equitable education for all students within all schools. Program opportunities are available to all students districtwide.

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Question/Comment: In-person supervised trainings should be made available to ALL educational partners. For students, social-emotional learning. For parents, school fundamentals, engagement, etc.

Response: School sites use the Second Step curriculum to deliver social emotional lessons to students during the school day. Second Step programs help students build social-emotional skills—like nurturing positive relationships, managing emotions, and meeting goals—so they can thrive in school and in life. In addition to lessons delivered during the school day, Student and Family Services offers the Teen Workshop Series for grade 6-12 students, based on input from LCAP Student Advisory Committee, on topics that focus on supporting students' physical, mental, and social-emotional health, as well as to develop healthy and effective life skills for personal success, and success in college and career.

For parents, Equity, Access & Family Engagement and HLPUSD Adult Education implement robust parent workshops throughout the year via zoom or in-person to support the academic success and well-being of unduplicated students on topics such as mental health, well-being, substance use prevention, academic programs, navigating community resources, social-emotional supports, preparing for college and career, college entrance and application requirements, and timely/special topics focused on the needs/interests of low income, English learners, homeless and foster youth, and students with disabilities and their parents/families. School sites also provide trainings for parents on based on specific topics requested by the school's educational partners.

Question/Comment: It is recommended that students engage in group projects at least once a month or every semester to develop their speaking, writing, and socialization skills.

Response: The LCAP includes access, equity, and differentiated learning opportunities for all students and funding for instructional materials and supplies, including for projects, such as project-based learning (PBL) per the schools' SPSAs. School sites have embedded NPDL group projects into the curriculum. New Pedagogies for Deep Learning (NPDL) is a global partnership aiming to implement deep learning goals across whole education systems that are enabled by new pedagogies and accelerated by technology. The purpose is to foster deep learning so that all learners contribute to the common good, address global challenges, and flourish in a complex world. NPDL is not a curriculum but an instructional framework that addresses the 6 global competencies: character education, citizenship, communication, critical thinking, collaboration, and creativity.

Question/Comment: As a layperson, how can we determine if a program or policy is successful?

Response: The LCAP and School Plans for Student Achievement (SPSA) require annual evaluations to analyze the effectiveness of actions, programs, services, and expenditures. The LCAP includes an Annual Update that reviews the actual implementation of the LCAP's actions, services and expenditures to help

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analyze what is working and what may need to be changed for next year's LCAP. In completing the Goal Analysis, Local Education Agencies (LEAs) use actual annual measurable outcome data, including data from the Dashboard, to analyze whether the planned actions were effective in achieving the goal. LEAs submit the Annual Update for the prior school year with each LCAP Submission.

Question/Comment: Is there a policy on offering tutoring districtwide?

Response: HLPUSD offers Tutor.com districtwide. Students have unlimited access to 24/7, on-demand, online tutoring support services through Tutor.com at no cost to families. Students can connect online any time, any place, and in most subjects for however long they need. Tutoring may be on-demand and/or scheduled at a time convenient for the student and/or family. Tutoring is focused instruction provided to students in a one-on-one format (voice and/or text chat). Tutors will focus on developing student's strengths and capabilities in reading, mathematics, or other specified subjects. Tutoring services may be accessed before, during or after school hours and/or weekends. Furthermore, Think Together offers in-person tutoring afterschool to high school students. Think Together will conduct an Advancement Via Individual Determination (AVID) style tutoring model, where students drop in for help and are guided in completing assignments from their classes

In addition, each school has developed a multi-tiered system of support (MTSS) to meet the needs of their students. Leveled interventions may take place during the regular day, and/or and may extend beyond regular school hours based on student needs and the intervention design that reflects the school's implementation plan. The School Plan for Student Achievement (SPSA) process is utilized at each school site to determine how the school's supplemental funding will be utilized to provide the site's academic intervention program, based on the identified student needs, and educational partners' input.

Question/Comment: Additionally, Saturday academies should be made available for students who need extra help, or as an optional resource for those who wish to attend.

Response: For students who need additional support, each school has developed a multi-tiered system of supports. Leveled interventions take place during the regular day and may extend beyond regular school hours, such as on Saturdays, based on student needs. Additional tutoring may be provided if the intervention is an identified priority at the school. Parents are encouraged to contact their school counselor or principal to discuss specific support available at their school site.

Question/Comment: Cell phones are a problem in middle and high schools. Something needs to be done so that teachers can teach in class.

Response: The District has a cell phone policy which can be found in the District Handbook. Students in the Hacienda La Puente USD may possess these devices provided that such devices do not disrupt the educational program or school activity. They shall be turned off during the school day and at any other

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time directed by a district employee. If disruption occurs, the employee may direct the student to turn off the device and/or confiscate the device until the end of the class period, school day or activity. Repeated violations of the cell phone policy may result in the device being confiscated until the end of the semester.

Question/Comment: There is a need for additional summer math classes for the “F” students to recover HS credits. Students apply for summer school but are told there is a priority list to the upcoming seniors only.

Response: Summer school continues to be provided for High School students to make-up credits, or who wish to accelerate their course completion. Although there may be a priority list, students in other grade levels are able to attend and the District makes every effort to accommodate as many students as possible for summer courses based on staffing availability. If students are unable to attend summer school during the school year, interventions and support are also offered after school and during the school day.

Question/Comment: When the District knows things need to be fixed, what is the timeline to get it fixed? What is the priority process?

Response: The District remains fully committed to ensuring that all school facilities are well maintained, safe, and in good repair. The Facilities Department maintains and improves district facilities as needed to support LCAP priorities, per long-term maintenance and improvement projects and timelines.

Question/Comment: How does school input get incorporated into the District as every school is different? For example, dual immersion aides aren’t relevant for all schools. Do all schools get aides distributed/focused according to school needs?

Response: The District conducts a comprehensive needs assessment to identify, understand, and prioritize the needs that must be addressed to improve outcomes for all students. As part of HLPUSD’s strategic planning, the information helps set priorities for future action and inform the budgeting process by establishing necessities first, then prioritize how existing funds can best be utilized to reach goals for all students. Classroom bilingual instructional aides have been assigned to all school sites to support English learners.

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