

**HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT
EXPANDED LEARNING OPPORTUNITIES PROGRAM
(ELO-P) PLAN GUIDE**

2024-2027

November 8, 2024 - June 30, 2027
DRAFT

Prepared by:
HLPUSD Adult Education Department

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Hacienda La Puente Unified School District
Expanded Learning Opportunities Program Plan
2024-2027

Local Educational Agency (LEA) Name: Hacienda La Puente Unified School District

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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, California Elementary, Cedarlane Academy, Fairgrove Academy, Grandview College Prep, Grazide Elementary School, Kwis Elementary School, Lassalette Elementary School, Los Altos Elementary School, Los Molinos Elementary School, Mesa Robles School, Nelson Elementary School, Newton Middle School, Orange Grove Middle School, Palm Elementary School, Sierra Vista Middle School, Sparks Elementary School, Sparks Middle School, Valinda School of Academics, Wedgeworth Elementary, Wing Lane Elementary School, and Workman Elementary School.

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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.

The Hacienda La Puente Unified School District (HLPUSD) is a larger school district in the San Gabriel Valley of Southern California. The district serves close to 16,000 K-12 grade students and over 14,000 adult education students. The district covers an 11.5 square mile area serving the diverse communities of City of Industry, Hacienda Heights, La Puente and portions of Valinda and West Covina. Parents, community members, school district officials, and students collaborate to provide a daily after school program for over 4,000 students in grades TK-8. The After School Education and Safety (ASES) Program grant and Expanded Learning Opportunities Program (ELO-P) fund HLPUSD's After-School Program.

HLPUSD's After-School Program is conducted onsite at fourteen elementary and eight middle school sites. The elementary and middle school programs are operated by both HLPUSD and Community Based Organization (CBO) staff with oversight responsibility assigned to the HLPUSD Assistant Director, Adult Academics and Community Education. The After-School Program operates daily, from school dismissal until 6 p.m. The district does not charge registration or program fees to students and families. HLPUSD and its community collaborators and partners share a vision to meet the diverse needs of our community.

The after-school programs are conducted in a "closed campus" model to ensure that all visitors check-in with the program staff site and that unauthorized people do not enter the campus during program hours. The program site director's contact information is provided to parents and guardians to help ensure efficient program communication at all times. The safety of all students is of highest priority and responsibility.

Students report directly to the program where staff receive and conduct student attendance routines. Program staff scan-in all registered students with a barcode scanner. Procedures are in place to ensure that students are accounted for at all times. During the checkout process, parents and guardians provide identification before the program staff scan-out students. This procedure assists in tracking of all students and enables staff to maintain a high level of security in the program.

It is critical to provide on-going training opportunities for the after-school vendor staff to ensure they are well equipped and trained to support their students. At the beginning of the school year, all program staff are trained by HLPUSD in the following areas:

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- Mandated Reporting
- Suicide Risk Assessment (SRA) and Threat Assessment (TA)
- Child and Adult Care Food Program (CACFP) Snack and Supper Annual Training
- School Safety (Lockdowns, Active Shooter, etc.)
- Attendance (Scanning Barcodes, Methods, Absences, etc.)
- Safety and Child Abuse Reporting (Mandated Reporting Training)

Throughout the school year, vendor partners actively participate in monthly professional development opportunities and refresher trainings in the following areas:

- Tutor.com
- CPI Nonviolent Crisis Intervention Training
- Social Emotional Behavior Supports
- Resources to Address Escalating Behaviors
- Overview of Common Disabilities
- Positive Behavior Strategies
- De-escalation Techniques
- Management and Leadership Skill Building
- Suicide Risk Assessment (SRA) and Threat Assessment (TA)
- Basic Food Handling for distribution of program snacks and supper
- School Safety (Lockdowns, Active Shooter, etc.)
- Attendance (Scanning Barcodes, Methods, Absences, etc.)
- Behavior and Classroom Management
- Program Policies and Procedures (Active Site Supervision, Attendance, Timesheets, incident and injury reports, parent communication, etc.)

Each program vendor also provides internal training for their staff in various topics such as Cardiopulmonary Resuscitation (CPR), Sexual Harassment, Active Supervision, Mandated Reporting and Child Abuse Prevention. This training is provided by each vendor partner and open to their staff. Some of the training overlap between program vendors.

Each school is assigned a Site Director. They are responsible for ensuring a safe program for all students and staff. The Site Directors maintain regular communication with their coaches, school office staff, site administrative team and district administration. Monthly Site Directors meetings ensure program continuity and improvement through training with updated procedures and policies. For example, HLPUSD's Special Education Program Specialists provided training on the overview of common disabilities amongst students, positive behavior strategies, and de-escalation techniques. The vendor partners are encouraged to provide ongoing feedback so the monthly meetings can be tailored to meet their needs. This is a collaborative effort and the vendor partners have the opportunity to provide training on various best practices to ensure program success.

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Vendor staff are included on the district contact list and receive message alerts to potential dangerous situations (attempted child abduction, lock downs etc.). Rotation schedules with student rosters are updated regularly, and multiple counts are held daily to ensure all students are accounted for. When incidents occur, staff follow procedures that are aligned with the instructional day to ensure the highest level of communication between staff, parents, guardians and administration. Incidents are documented on the same day and a copy of the report is sent to vendor directors, program coordinators, HLPUSD district administrators, and school site administrators. All pertinent information such as description of incident, those involved, witnesses and steps taken are documented.

Program staff complete an incident form documenting steps taken for head injuries to ensure the highest level of care is provided. Incidents are 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 and guardian. Maintaining current emergency information is critical and parents will be reminded to update their emergency contact list. The Site Director will carry the list, procedures and emergency contact information, at all times. The emergency list will also be shared with the school administration to ensure it is current.

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, vendor staff 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 reinforce the school's behavior matrix describing safe, responsible, and respectful behaviors in various campus locations. Program coaches and staff identify, monitor, and report any behavior that may indicate that a student is experiencing anxiety, stress, depression, or other mental-health conditions. They alert the school administrator who makes a referral to counseling staff.

Another option is a referral to Care Solace who is a HLPUSD 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 provides support to the student and family including help with insurance, Medicaid, or to those families with no insurance.

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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 operated engaging after-school programs through a variety of best practices, learned experience and strong partnerships with CBOs. As a best practice, HLPUSD utilizes vendor partners to operate the after-school program at all elementary and middle school sites. Such partnerships allow HLPUSD to maximize not only staffing, but brings a varied level of programming ideas and experience to the table. These vendor partnerships, some which are long-standing, bring an enhanced after-school culture with planning, resources, and activities which create dynamic programs throughout the district. For example, one vendor introduced “PopUp Art” assemblies where a local artist would visit school sites and go through a hands-on art activity. The students would create various artwork and display it at the annual After-School Program Family Festival. Family and community members had an opportunity to view the art gallery where students shared their personal pieces. Vendor partners do not work separately, as they collaborate with the entire HLPUSD After-School Team in planning various activities throughout the school year:

- National Family Literacy Week
- Elementary Math and Science Olympiad
- Soccer Tournament
- School of Beats DJ Program
- Mariachi Program
- Folklorico Dance Program
- Basketball Tournament
- Middle School Math and Science Olympiad
- Drone Program
- Annual Pie Social
- Winter Literacy Festival Book Giveaway
- Runners’ Marathon
- Spring Literacy Festival
- Annual After-School Talent Show
- Annual Family Festival
- Musical Program

Another best practice that is highly encouraged with our vendor partners is building capacity with the site-level stakeholders. Monthly meetings are held between the Vendor Program Director, Program Coordinator, Site Director, school administrator, and office manager. These meetings help build positive working relationships between the regular day and after-school team members, help 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

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required at a minimum, Site Directors communicate with their school administrative team on a regular basis.

The Site Director works very closely with the regular school day team to fine tune and enhance unique site-based program details to ensure that the after-school program complements and mirrors the needs of the students as a whole. The after-school teams are present at Back-to-School, Open House 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 incorporates site-level learning themes about natural disasters and how to prepare a safety plan for communities. These thematic units are further supported by having student teams compete in the annual Math and Science Olympiad where they have to give a presentation on various natural disasters like hurricanes, tsunamis, earthquakes, wildfires and volcano eruptions.

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 programs that retain students participating in a fun, safe and impactful way. In the Math and Science Olympiad tournament, student leaders help develop the themes allowed with the challenges in which each site team will be competing. In addition, literacy-promoting activities such as the National Adult Education and Family Literacy Week and Literacy Festival events are 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. Other student and family engagement events include the annual Family Festival in which families and students across varied sites come together for a fun-filled carnival event. Each vendor partner designs and contributes 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 the students' overall well-being.

After school students have a clear voice in the types of activities and challenges they have throughout the year. Youth leadership groups at each site have opportunities to express that voice including mentorship and youth leadership development. These young leaders 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 are planned throughout the school year. To name a few, culminating in program-wide sports championships (soccer and basketball), Elementary and Middle School Math & Science Olympiad, District Talent Show, School of Beats 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 representatives.

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Educational Enrichment Component: The after-school program offers a variety of educational enrichment activities provided by experienced, contracted staff with expertise that reinforce and complement the academic curriculum. Through interesting, hands-on and experiential disguised learning activities, students strengthen their reading, writing, math and science abilities while addressing social emotional skills, safety, and health. Strategies are continually being developed to integrate literacy, math, and science skills into enrichment activities. Students are given activity interest surveys that are reviewed and used to develop new course offerings. Some of the additional educational enrichment components include the following:

- Project Kinship Social Emotional Learning (SEL) Assemblies
- BMX Red Ribbon Week Assemblies
- School of Beats DJ Program
- Mariachi Program
- iPads to Apps (Disguised Learning)
- Folklorico Dance Program
- Open House
- Annual Pie Socials
- Annual Talent Show
- Annual Family Festival
- Educational Field Trips
- Drone Program
- Musical Activities
- Bicycle/Street Safety Workshops

Program Components:

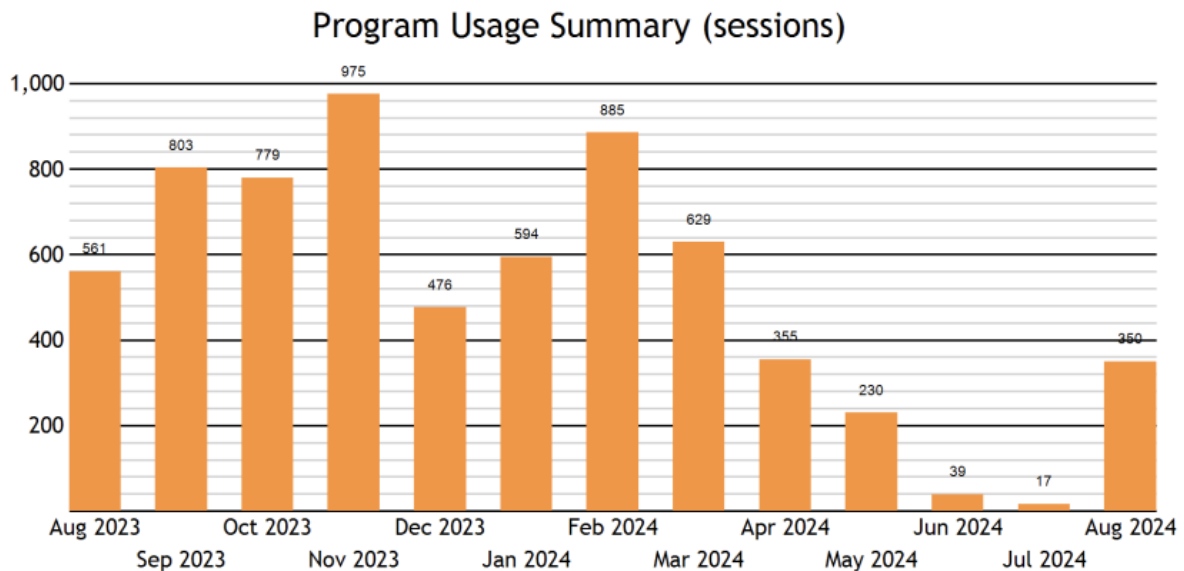
Homework Assistance: Students have a designated time to work on their homework assignments from 3pm through 4pm. They're placed in small groups of one or two grade levels close in age. After-school staff assist students with their homework. Additionally, they supervise students as they log into their Tutor.com account. Tutor.com is an online, on-demand, 1-to-1 tutoring service provided by HLPUSD. After-school staff have been trained in Tutor.com and they are familiar with assisting students access the tutoring service.

- Groups work in a classroom setting or cafeteria if space is limited, generally one group per room.
- Supervision is provided by an after-school program staff.
- Group leaders are expected to provide active supervision by walking around the room and assisting students in their seats.
- Appropriate support materials are provided such as pencils, paper, etc.,
- Group leaders will spot check students' work and review for accuracy.
- After homework is complete and checked, students are instructed to read independently.

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- Each school site has a library of books available for students to check out.
- In addition to books, resources and activities are available for students to work independently and quietly. Such activities may include, but are not limited to puzzles, language arts, history, science, math cards, activity boards and more.
- Every effort is made to support the students to complete their homework. In the event that a project needs parent and guardian input, staff will keep families informed about any homework that still needs to be completed when they pick up their child. Additionally, Site Directors can communicate with school day teachers when there are any questions or concerns related to students' homework.

The following bar graph below reflects the Tutor.com program usage summary from August 2023 through August 2024. This data reflects both students that are enrolled and not enrolled in the after-school program. The total usage summary reflects both the regular school day as well as the after-school program. All after-school staff were trained on Tutor.com prior to the 2023-2024 school year in August 2023. They also received training in August 2024 prior to the start of the 2024-2025 school year.



For the 2024-2025 school year, we have contracted with Think Together to provide direct in-person tutoring services at all middle-school sites. Each middle school has dedicated tutors that focus on English Language Arts and Mathematics. This is an optional tutoring service that is available to all students. Think Together provides direct feedback to students, families, and the after-school vendor staff with student progress. They also provide weekly reports to site and district office administrators regarding student attendance and tutoring focus areas.

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Weekly Report

School Site Dashboard					
Program Supervisors	School Site	Current Enrollment	Average Daily Attendance	Tutoring Focus	Notes
Ashley Chavez	Grandview College Prep	16	10	Math	Attendance decrease last Friday
	Fairgrove Academy	33	14	Math	Attendance decreases from last week
	Sparks MS	12	9		Correction to last week: 18 students identified, 12 have complete enrollment application. Attendance doubled from last week
	Sierra Vista MS	6	3	Math	No change in attendance. 1 new enrollment.
Stephanie Duran	Orange Grove MS	1	0		Recruitment in progress
	Newton MS	17	3		Attendance decrease. Increase 5 new enrollments
	Mesa Robles MS	15	9	ELA	Attendance increase. 3 new enrollments
	Cedarlane Academy	42	Group A: 8 Group B: 8		Attendance decreased for both groups.

Academic Enrichment: Students are offered a variety of academic enrichment activities that provide a holistic approach to education. Examples of district-wide academic enrichment activities include the Elementary and Middle-School Math and Science Olympiad, National Adult and Family Literacy Week and the Winter Literacy Festival Book Giveaway.

Literacy Enrichment: The After School program is committed to promoting literacy as one of its key academic enrichment opportunities under the literacy enrichment umbrella, we have a variety of activities such as the National Adult and Family Literacy Week to raise awareness of adult education and family literacy. To celebrate, Hacienda La Puente Adult Education in partnership with our Hacienda La Puente Unified School District’s After-School Program hold a variety of activities at 22 schools throughout HLPUSD. Students had an opportunity to take part in multiple activities and choose a brand new book to take home during our annual book giveaway event. Adult Family Literacy Week may be a national week to highlight literacy in the home, but the week of September 16th is just one of many opportunities Hacienda La Puente Adult Education and HLPUSD’s After-School Program utilizes to celebrate it’s ongoing commitment to family literacy.

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<i>Date</i>	<i>Event</i>	<i>Description</i>
Monday September 16, 2024	“Creating Community Through Literacy”	Students will be introduced to this year’s theme of “Creating Community Through Literacy.” Reading encourages students to actively participate in social events and activities, improving the world around them.
Tuesday September 17, 2024	Annual Book Giveaway	Each student in the After-School Program will have the opportunity to choose a brand-new book to take home, keep and share with their family.
Wednesday September 18, 2024	“Book Talks for Fun!”	Students will give a short book talk on their favorite book. They can read aloud to other students, family members, and their community.
Thursday September 19, 2024	Designing a Bookmark	Students will design a bookmark that represents the After-School Program Community.
Friday September 20, 2024	Exploring Your Local Community	Students will explore their local communities by visiting libraries and/or researching community service projects inspired by their favorite book.

3) Skill Building

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

After-school activities are not only designed to provide enrichment, but also seek to contribute to the improvement of student academic achievement as well as overall student success. Elementary and middle-school students have access to tutoring services through Tutor.com, a district-wide on-demand tutoring program. For the 2024-2025 school year, Think Together provides direct in-person tutoring services at all middle-school sites. Additionally, coaches 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, 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 staff provide enrichment lessons to participating students. Subjects could include art, dance, music, coding, science exploration, and more. Students may also have the opportunity to participate in field trips and assemblies, further exposing them to experiences that strengthen

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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-week summer enrichment program to support student learning and engagement through fun and educational resources. Students 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.

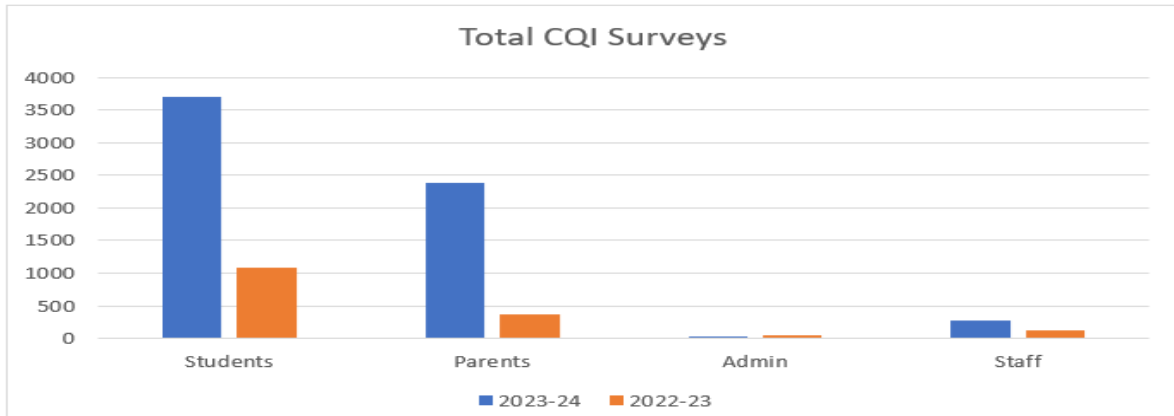
HLPUSD staff and after-school vendors developed a program that is planned and tailored around the needs of the students and community to position ourselves to successfully engage students and stakeholders. The program successfully creates activities that reflect the unique needs of each school by taking the initiative of inviting parents, students, and school administration to provide input through our partnership with the regular school day and the annual Continuous Quality Improvement (CQI) Survey. The CQI survey is used to assess the academic, socio-emotional and general needs of their school and community to gain an insight on what areas to expand, improve and consider. Based on the survey results, a list of priorities and an action plan is developed. A team is assigned the task of developing activities and strategies to meet the priority needs. Once finished prioritizing and developing the suggested activities and strategies, the after-school staff 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 with the goal of achieving a program that expressly meets school and community needs.

The following 2023-2024 year CQI summary results from students, parents, administrators and program staff are reflected below. A total of 3699 students, 2386 parents, 26 school site administrators and 285 program staff participated in the annual CQI survey. Participation rates have increased with student surveys (71%), parents (84%) and staff (55%). This increased in survey participation was due to conducting the survey earlier in the spring semester. Also, all vendors actively promoted the survey to parents and guardians during daily pick-up. Parents had access to a digital QR code where could take the survey before departure. Some sites provided optional iPads to parents so they can complete the survey during pick-up. Also, the staff sent communication through via emails and text message reminders during the survey participation window. The following five questions were asked from each participant group: 1. Program provides a safe and supportive place for students. 2. Program provides ample time to complete homework. 3. Program offers a variety of active and engaging activities. 4. Program encourages students to make good decisions regarding behavior and health. 5. I would recommend the program to other families.

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The following five questions were asked from each participant group: **Program provides a safe and supportive place for students (93% agreed).** There was a 12% increase from the previous school year with all

Total Number of Survey Participants	Students	Parents	Admin	Staff
2023-24	3699	2386	26	285
2022-23	1081	375	43	130



stakeholders stating that the after-school program provided a safe and supportive place for students.

(2023-24) Program Provides a Safe & Supportive Place for Students

	Students	Parents	Admin	Staff	Average	Increase
(2023-24) Agree	80%	99%	92%	99%	93%	12%
(2022-23)	74%	92%	79%	77%	81%	
(2023-24) Somewhat Agree	17%	NA	NA	NA	4%	
(2022-23)	21%	6%	19%	19%	16%	
(2023-24) Somewhat Disagree	NA	NA	NA	NA	NA	
(2022-23)	NA	1%	2%	2%	2%	
(2023-24) Disagree	3%	1%	8%	1%	3%	
(2022-23)	4%	1%	NA	2%	2%	

Program provides ample time to complete homework (95% agreed). There was a 22% increase from the previous school year with all stakeholders that the after-school program provided ample time for students to complete their homework.

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(2023-24) Program Provides Ample Time to Complete Homework

	Students	Parents	Admin	Staff	Average	Increase
(2023-24) Agree	87%	94%	100%	97%	95%	22%
(2022-23)	60%	76%	74%	81%	73%	
(2023-24) Somewhat Agree	NA	NA	NA	NA	NA	
(2022-23)	23%	19%	23%	14%	20%	
(2023-24) Somewhat Disagree	NA	NA	NA	NA	NA	
(2022-23)	8%	4%	2%	3%	4%	
(2023-24) Disagree	13%	6%	NA	3%	5%	
(2022-23)	9%	1%	NA	2%	4%	

Program offers a variety of active and engaging activities (92% agreed). There was a 26% increase from the previous school year with all stakeholders that the after-school program offered a variety of active and engaging activities.

(2023-24) Program Offers a Variety of Active & Engaging Activities

	Students	Parents	Admin	Staff	Average	Increase
(2023-24) Agree	84%	96%	92%	95%	92%	26%
(2022-23)	57%	81%	63%	62%	66%	
(2023-24) Somewhat Agree	NA	NA	NA	NA	NA	
(2022-23)	24%	16%	23%	28%	23%	
(2023-24) Somewhat Disagree	NA	NA	NA	NA	NA	
(2022-23)	11%	2%	9%	7%	7%	
(2023-24) Disagree	16%	4%	8%	5%	8%	
(2022-23)	8%	1%	5%	2%	4%	

Program encourages students to make good decisions regarding behavior and health (97% agreed). There was a 25% increase from the previous school year with all stakeholders that the after-school program encouraged students to make good decisions regarding behavior and health.

(2023-24) Program Encourages Students to Make Good Decisions regarding Behavior and Health

	Students	Parents	Admin	Staff	Average	Increase
(2023-24) Agree	92%	98%	100%	98%	97%	25%
(2022-23)	64%	83%	63%	79%	72%	
(2023-24) Somewhat Agree	NA	NA	NA	NA	NA	
(2022-23)	21%	13%	23%	17%	19%	
(2023-24) Somewhat Disagree	NA	NA	NA	NA	NA	
(2022-23)	8%	2%	9%	2%	5%	
(2023-24) Disagree	8%	2%	NA	2%	3%	
(2022-23)	7%	1%	5%	2%	4%	

I would recommend the program to other families (91% agreed). There was a 22% increase from the previous school year with all stakeholders that the after-school program enc

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(2023-24) | Would Recommend the Program to Other Families

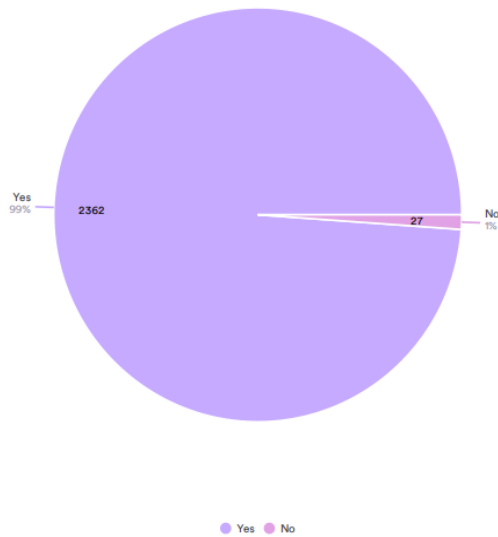
	Students	Parents	Admin	Staff	Average	Increase
(2023-24) Agree	86%	98%	88%	NA	91%	22%
(2022-23)	55%	90%	63%	NA	69%	
(2023-24) Somewhat Agree	NA	NA	NA	NA	NA	
(2022-23)	24%	9%	23%	NA	19%	
(2023-24) Somewhat Disagree	NA	NA	NA	NA	NA	
(2022-23)	10%	1%	9%	NA	7%	
(2023-24) Disagree	14%	2%	12%	NA	9%	
(2022-23)	11%	1%	5%	NA	6%	

An overwhelming majority of parents and guardians (99%) believed that HLPUSD’s After-School Program provided a safe and supportive place for their students. This mirrored 98% of parents recommending the program to other family members. This has been the best way to promote the district’s after-school program within the community. Families will typically re-enroll their students into the program every year.

Parent/Guardian CQI-2024

The After-School Program provides a safe and supportive place for students during after school hours?

2389 Responses

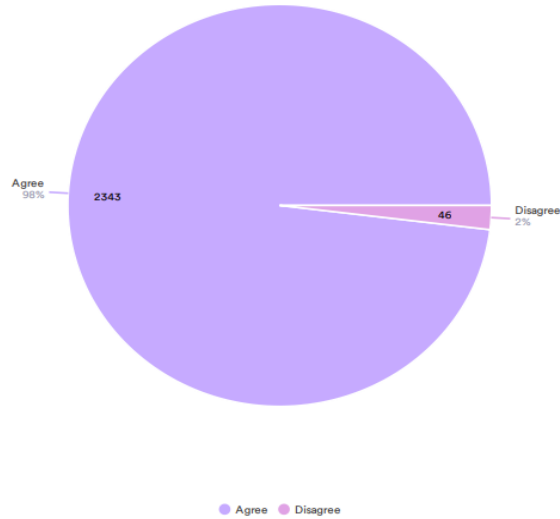


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Parent/Guardian CQI-2024

I would recommend the After-School Program to other families?

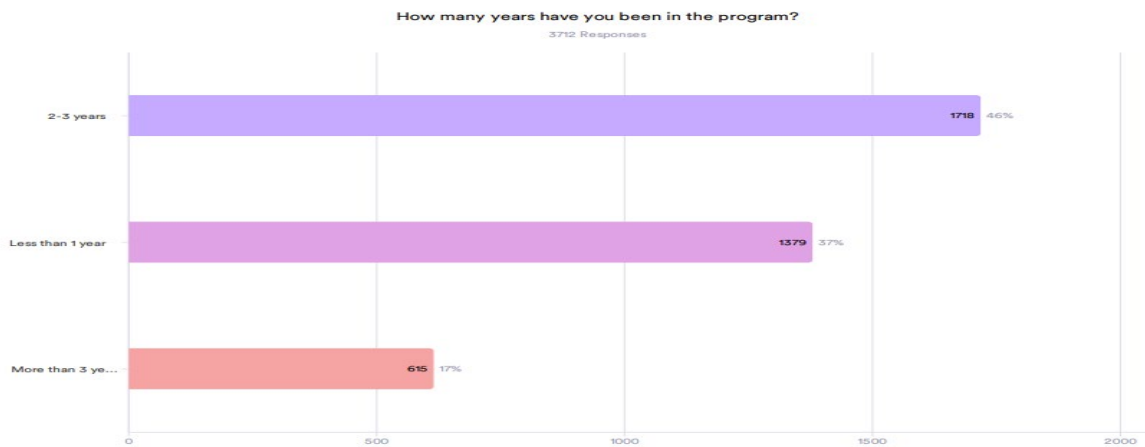
2389 Responses



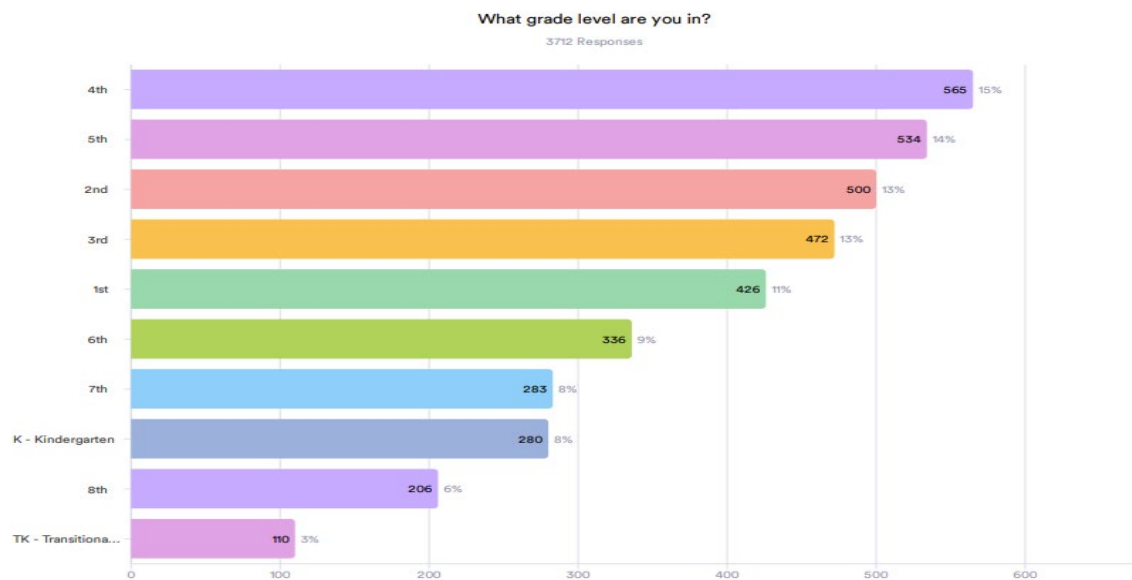
The 2023-2024 CQI Student Results revealed 15 strengths of the HLPUSD After-School Program. A total of 3712 students, grades TK - 8th grade participated in the survey. This was an increase of 71% with student participation. Students in 4th, 5th and 2nd grades had the most participation. Most students have participated in the after-school program for 2-3 years (46%). A smaller percentage of students (17%) have participated in the after-school program for more than 3 years. The remaining students (37%) are first year participants in the after-school program.

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Student CQI-2024



Student CQI-2024



This student survey is a representation of all fourteen elementary and 8 middle school sites within our district. Some of the key strengths of the program include homework assistance, activities, outside sports and a fun after-school program. The student responses were aggregated and simplified from their initial responses.

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Student CQI-2024

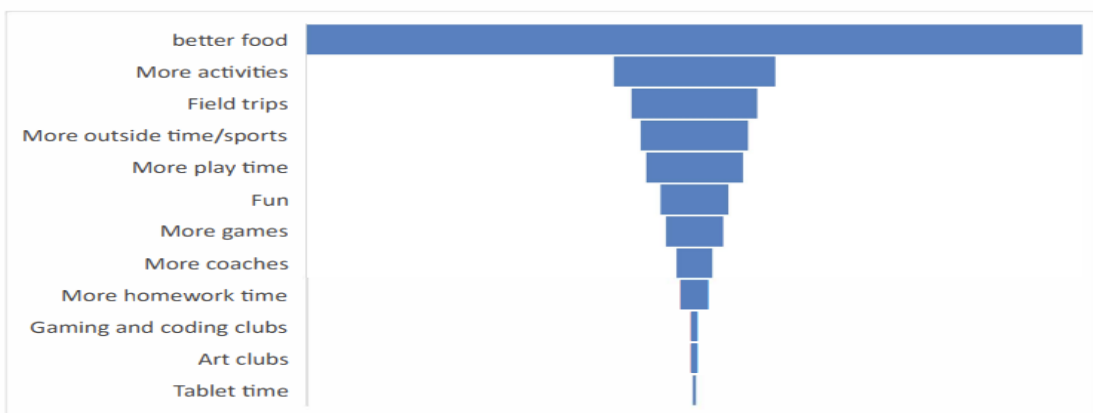
What are the key strengths of the After-School Program?



The students also had 12 recommendations for the after-school program including better supper, more activities, and more field trips, etc. The student responses were aggregated and simplified from their initial responses. Since the student responses were anonymous, it was difficult to understand the site-specific concerns. HLPUSD administrative staff shared the CQI survey results with after-school vendor staff. They had an opportunity to review the data, individually and in small and whole group settings. The after-school vendor staff reflected and took inventory of program improvements for this school year.

Student CQI-2024

What recommendation do you have for the program?



One of the goals of the after-school program is to provide tailored programming that is developed

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based on the results of the direct input of students, parents and school administration. The after-school program 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. 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.

STEAM Enrichment: STEAM activities include the Elementary and Middle School Math and Science Olympiad, and School of Beats DJ program (grades 7-8) which started in the fall of 2023. The Math and Science Olympiad teams focus on multiple disciplines within the fields of science and mathematics including but not limited to computation, statistics, earth and physical science, chemistry, physics, geology, engineering and technology. Site teams study topics related to annual program themes, engage in project based learning and compete in program competitions that not only engage and assess the team's knowledge, their ability to work as a team, and their annual projects. Students develop mathematical, science and team building skills, gain confidence in their abilities, increase their enjoyment of science, mathematics and improve their ability to work cooperatively.

The after-school program has added new and engaging STEAM programs targeting middle school students. The School of Beats DJ program was identified as a new targeted program to be implemented in the 2020-2021 school year. However, the program was on hold due to the COVID lockdowns. The DJ program started again in the fall of the 2023-2024 school year. The DJ program targets STEAM activities with its focus on signal flow, speaker functionality, analog vs. digital (Science); DJ software, equipment and midi language (Technology); equipment setup, set performing, and midi mapping (Engineering), performing arts and music creation (Arts); as well as time signatures, phrasing, bit and sample rates (Mathematics). In addition, the DJ program includes performances at various after school and community events, allowing students to practice their knowledge and demonstrate their work while building potential job skills for the future.

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 is used to guide the development of training, curricula, and projects that meet the students' needs and interests. The involvement of students in the 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, 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.

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During the school year, interested students are provided the opportunity to participate on student youth leadership at the program site. The student leadership members 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 leadership team can assist on the ongoing planning of after-school activities, especially as they pertain to the enrichment activities. Student leadership members also help plan and organize student recruitment and enrichment activities. Based on the input of surveys, and student leadership input, training and a plan will be developed prioritizing the areas of interest. These focused training equips our staff to lead quality programs and project-based activities that are engaging; based on the student needs and interests.

The after-school staff strongly believe that students support what they help create. On that premise, the after-school program coordinates student leadership teams. The student teams will meet with the Program Site Director. These meetings provide student leaders the opportunity to address any 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 Team will have a Site Director or coach to help guide and support them. 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 the after-school program.

Youth Voice and Leadership within the after-school program creates a physically and emotionally safe place where students will feel they are acknowledged and heard. Through program staff engaging students from the beginning, they 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 after-school 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. A goal that all students who participate and who are a part of the after-school program are empowered to voice and communicate effectively, free from any discrimination. Students learn skills that will help them to be effective and proactive communicators and leaders. All students involved in the program will learn the skills of time management and perseverance to see a project through from beginning to end. Students challenge themselves and help one another understand the material and or subject presented to ensure all have an understanding on the subject. Students 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

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learning, deliberately planned hands-on activities that are focused on teaching and learning with the goal of fostering student success.

The after-school program is looking forward to experiencing great success in creating opportunities for student leadership in all grade levels. Each grade level can have representatives in the Student Leadership Team to ensure that students in the lower grade levels can have a voice and be a part of the programs being offered. Students in upper grades will serve as mentors to students in lower grades and therefore, practice their leadership skills

The after-school program offers a sports program that helps students advocate their leadership skills and team building. The program is 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 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.

Service learning will be a component of the current after-school program. The 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 Leadership Team and their peers. The after-school program 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 programing.

The after-school program aligns its wellness initiative with the district's health and wellness policies. Additionally, ensures that all students are engaged in regular physical activity, that healthy food choices are served and promoted, and that self-regulating behaviors are fostered and practiced. A portion of the program schedule is dedicated to supporting health and wellness through physical activity, nutrition, self-care, and social emotional learning. At no cost to program participants, all students are provided supper by HLPUSD's Nutrition Services. In order to establish healthy nutrition and reinforce healthy choices, these meals meet the Federal Free and Reduced Lunch guidelines for nutrition and portions.

In collaboration with HLPUSD's Nutrition Services Department, the after-school program designs

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a wellness plan that is implemented throughout all elementary and middle school sites. Parents can sign up for monthly emails to receive a detailed nutritional menu for snacks and supper in the after-school program. The nutrition plan will encourage students to make healthy choices for healthy lifestyles which includes a combination of both good nutrition and physical activity. This includes eating a healthy diet that includes fruits, vegetables and whole grain products. Students are taught to control portion sizes and to get active for at least 60 minutes, five times a week for students K-8th grades. Also, students are encouraged to avoid tobacco and illegal drugs all together. Students who are physically and mentally fit are able to better handle the academic and emotional challenges they encounter during the day.

The after-school program will collaborate with community partners to enhance the health and nutrition component at all its sites. For example, we have previously partnered with the American Cancer Society Relay for Life, where the after-school administration was part of the planning committee for the relay event. Each school site planned and organized a fundraising event where they were able to raise funds that went directly to the American Cancer Society. The after-school program will follow the Team California for Healthy After Schools (TCHAS) 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 California Department of Education (CDE) After School Physical Activity Guidelines.

Healthy Food Choices—Provide only healthy snack and supper choices to students.

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

The after-school program is motivated by research and trends that encourage all students 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 is 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, HLPUSD's After-School Program hosts the annual "Runners Marathon." Students will be joining a walker/runners club where they will learn the importance of healthy eating and physical exercise. Students will walk and/or run 26.2 miles in a three month's span. The last mile will be completed at each school site while all their classmates will cheer them on. Students who complete the run will receive a participation certificate and medal on the day of the event. The runners marathon

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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!" Providing and allowing students access to a variety of programming that instructs, supports that reinforces healthy and nutritional practices creates a true healthy culture amongst the students.

The after-school program works directly with HLPUSD’s Nutrition Services Department to plan and deliver all after school meals to all elementary and middle school sites. The nutrition department has the expertise in the area of the California Nutritional Guidelines, to ensure that all meals during programming meet all the necessary nutritional guidelines. The after-school program will offer daily supper from 3:00pm – 3:30pm at all sites. The only exception is Mesa Robles School (K-8) and Cedarlane Academy (K-8) where supper is served from 2:45pm to 3:30pm due to the large enrollment at these sites. Supper is offered at no cost to students and families. The addition of supper in the after-school program will help 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 supper, no child goes hungry in the after-school program. The following is a sample supper menu for students in the after-school-program.

Sample Supper	Day 1	Day 2	Day 3
	<p><u>Entree</u> Grilled Cheese</p> <p><u>Vegetables</u> Grape Tomatoes</p> <p><u>Fruit</u> Seasonal Fruit Variety</p> <p><u>Milk</u> 1% Milk Fat Free Chocolate Milk</p>	<p><u>Entree</u> Bean and Cheese Burrito</p> <p><u>Vegetables</u> Edamame</p> <p><u>Fruit</u> Seasonal Fruit Variety</p> <p><u>Milk</u> 1% Milk Fat Free Chocolate Milk</p>	<p><u>Entree</u> PB&J Sandwich</p> <p><u>Vegetables</u> Celery Sticks</p> <p><u>Fruit</u> Seasonal Fruit Variety</p> <p><u>Milk</u> 1% Milk Fat Free Chocolate Milk</p>

In efforts to support the mental health of students, mental health resources and social emotional learning practices will be offered to ensure the well-being of students.

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 monitors and teaches 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.

After-school program staff are 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 higher tier of support will be referred to their school counselor who can provide additional

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support. A meeting will take place with the school administrator, counselor, parents, and after-school staff in determining a plan to support the student in the regular school day as well as the after-school program.

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.

The after-school program sites use a variety of curriculum to provide fun and engaging physical activities for all students. Students participate in regular, inclusive physical activities that are aligned with the CDE After School Physical Activity Guidelines. In addition to the daily physical activity, organized sports and recreation activities are provided and are age appropriate.

The physical activity program:

- Involve students in 60 minutes of daily physical activity (K-8)
- Involve students in moderate-to-vigorous physical activity during at least 45 minutes of physical activity time
- Provide students with opportunities to practice skills aligned with California State physical education content standards
- Provide students with a variety of enjoyable physical activities

A sports coordinator organizes the physical and sports activities at each school. A district-wide sports program is organized that includes all elementary and middle school sites. Students are bused from their home school site, and equipment is brought in so students from different sites are able to play against other schools within the district. A playoff game is organized and the winning schools go to the culminating championship game. Culminating events are held at a variety of locations throughout the community. For all culminating events, all district board members, administration, stakeholders, parents, and students are invited to attend the championship game. The event is designed to not only give the students an opportunity to demonstrate their sports skills and sportsmanship in front of both district and community representatives, but their families alike. In addition to the daily and regular physical activities available throughout the after school programs, there are a variety of additional activities and events. Physical activity related After School events throughout the year include:

- Soccer League, Playoffs and Championship Games
- Runners Marathon and Final Mile Event
- Basketball League, Playoffs and Championship Games

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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.

The HLPUSD After-School Program creates 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 are successful in building trust, community, and relationships. To that end, staff are trained on the different cultural, emotional and intellectual needs of each individual they may encounter, based on model promising practices. The following strategies will continue to be implemented to build trusting relationships with diverse students:

- Express a genuine interest in the background of all students. Encourage them 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 their tasks.
- Self-analyze success. Identify success markers. Students developed progress toward goal checks and creating cooperative learning opportunities.
- Maintain an inclusive curriculum. Ensure student inclusion in the after-school program. Recognize student cultural life and background. Synthesize cultural differences into a knowledge base. Identify and develop progressive strategies to improve curriculum.

The after-school program hosts family-centered events such as the annual Family Festival as an opportunity for students to learn about and celebrate their own 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 are invited to design a site booth at the Family Festival based on what they learned in the previous weeks. During the event, students not only have the opportunity to display their site's booth, but also explore over twenty other booths created by students from the other after-school 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 for our community within the Hacienda La Puente area.

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The after-school program will be prepared to serve all students including traditional learners, as well as non-traditional learners. Staff are trained to help assist students with language, mental health, physical, and learning needs. The program has a strong 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. The program's close communication with various district departments aids us in identifying students that would greatly benefit from the program.

The HLPUSD After-School Program provides support to students with disabilities, English Language Learners and other students by partnering with parents, site administrators, and school staff. They will meet to discuss the individual needs, supports and strategies that can be effectively used to support the student in the program. HLPUSD will provide on-going training to support vendor staff in the following areas:

- Tutor.com (Online tutoring service)
- Think Together Tutoring (In-Person)
- Overview of Common Disabilities
- Positive Behavior Strategies
- De-escalation Techniques
- Crisis Prevention Institute (CPI) Training

Access to expanded learning programs is essential to meet the needs of students, especially those with disabilities, English language learners, and students that have barriers that could potentially limit their participation. The after-school team 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 disabilities. In addition, the Special Education Department conducts onsite training and coaching when sites need additional support with students with disabilities. Furthermore, they 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 given professional development opportunities 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.

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7) Quality Staff

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

In the after-school program, the district and partner vendor's administrative teams work closely together to ensure that all staff including coaches and program administrators not only meet minimum qualifications for each respective position, but that ongoing professional development and continuous support and resources are provided. When there is a need for a new site director at a school site, in addition to reviewing their qualifications to ensure they meet all requirements, the program vendor and district program administrator are also involved in the review and decision-making process as it is imperative that they have input in the hiring process in order to build the positive working relationship necessary between the daytime school program and after school program. Monthly meetings will be scheduled with the district, vendor partner vendors, and site directors and will include professional development and or team building activities.

The program employs a tiered staffing structure that enables the district to deliver a safe and consistently high-quality, after-school experience for participating TK-8th 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. Qualifications for after-school program staff providing direct instructional services to students must 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. Program assistants and 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. HLPUSD's After-School Program is committed to providing high quality continuous professional development to all staff. These training sessions 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 at the beginning of the school year. The training opportunities will align with new and developing guidance and best practices from the Los Angeles County Office of Education (LACOE), California Department of Education (CDE) and other agencies.

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During the onboarding process, all program staff will typically participate in a week-long training 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 our 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 are covered in a policy and procedure manual discussed at the orientation. New staff are assigned a seasoned staff member and “shadow” them for one week. Direct feedback will be provided to the new staff so they will know their strengths and areas for growth. Even after the new staff member has completed their training the site director will continue to monitor them and provide the necessary support they need.

The after-school program is led by both HLPUSD and vendor partners. As far as the day-to-day program and direct student services, the vendors are responsible for direct student services, materials and supplies, and attendance reporting. The vendor area coordinator will oversee several sites, whereas the site directors are responsible for a single site’s operation. The coaches work directly with our students through various activities, clubs, and will assist them with their homework and other basic needs throughout their program day.

The After-School central office consists of one full-time Director, Assistant Director, a part-time Adult Training Children for Student Success (ATCSS) teacher, one full-time senior office assistant and part-time office assistant positions. Program administrators are District staff funded by ASES and ELO-P. The vendor staff consists of the Program Coordinator, Program Director, Site Directors and coaches. All staff has an Activity Supervisory Clearance Certificate granted by the California Commission on Teacher Credentialing. Each vendor partner has a Program Coordinator or Program Director who is a college graduate with a minimum of four years experience in the after-school programs. Their duties are as follows:

- Hire and/or supervise other staff
- Make presentations to the community
- Make presentations to the school board, businesses, and community agencies
- Meet regularly with the principal
- Work closely with school staff
- Assume responsibility for the building in the afterschool hours Write reports
- Oversee evaluation activities
- Develop and track budgets
- Secure donations and funding for the program
- Plan activities
- Offer activities

The Site Directors are currently college students or college graduates. Site Directors are placed at a school site that best matches their strengths and abilities. Typically, the school administration team will have an opportunity to provide input in the final selection of the site director. The Site Directors at the elementary and middle schools are employees of the Boys and Girls Club, Champions, and Delhaven Community Center. The Site Director is responsible for the supervision of the overall program at the site. Site Directors help assure student and staff

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safety and program effectiveness in a variety of ways, including, but not limited to, the following:

- Supervising and supporting student and staff safety
- Scheduling of program components and use of space in collaboration with the school administration
- Daily preparation for all groups
- Substituting for absent staff when a Substitute Group Coach is unavailable
- Managing student behavior and communicating with parents on discipline issues
- Providing and reinforcing training or coaching on program delivery
- Supervising and assisting line staff with lesson planning
- Communicating with parents in collaboration with school staff
- Maintaining a connection between the instructional day and after-school program by informal and formal meetings, written communications and attending all relevant school day meetings
- Timely completion of paperwork required by the HLPUSD
- There is one coach for every group of 20 students. Group Coaches are hired through Boys and Girls Club, Champions, and Del Haven Community Center. They are required to lead a group of 20 elementary and middle school students in an instructional setting, maintaining high standards for behavior and safety. The ratio for TK/K students is 10:1.
- Serve as a positive adult role model for children in the program through appropriate dress, speech, and attitude
- Develop and implement enrichment activities that reflect the needs and interests of students in the program
- Provide a wide variety of experiences for the students with an emphasis on enriching their school experience and their outlook on life
- The ability to communicate and collaborate with other after-school staff, classroom teachers, administrators, parents and community members is essential
- Provide homework assistance, academic enrichment and physical activity, using curriculum and materials provided by the program
- Create an environment and a sense of belonging that kids want to be in
- Coaches and take disciplinary measures when appropriate
- Ensure student safety by assisting in set up, break down, and ongoing maintenance in an effort to keep the school or community site clean orderly
- Maintain a safe environment for students in accordance with child safety guidelines

Staff Health and Safety Requirements: All staff must meet health screening and fingerprint clearance requirements according to district policy. Each program vendor uses a third party company to conduct all live scans for after-school program staff

HLPUSD will host monthly Site Director Meetings with partner site directors, program coordinators for professional development opportunities and team building activities. It is critical to provide on-going training opportunities for the after-school vendor staff to ensure they are well

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equipped and trained to support their students. Before the regular school year begins, all program staff will be trained in the following areas:

- Mandated Reporting
- Suicide Risk Assessment (SRA) and Threat Assessment (TA)
- Child and Adult Care Food Program (CACFP) Snack and Supper Annual Training
- School Safety (Lockdowns, Active Shooter, etc.)
- Attendance (Scanning Barcodes, Methods, Absences, etc.)
- Safety and Child Abuse Reporting (Mandated Reporting Training)

Throughout the school year, vendor partners will have the opportunity for monthly professional development opportunities and refresher trainings in the following areas:

- Tutor.com (Online)
- Think Together Tutoring (In-Person)
- CPI Nonviolent Crisis Intervention Training
- Social Emotional Behavior Supports
- Resources to Address Escalating Behaviors
- Overview of Common Disabilities
- Positive Behavior Strategies
- De-escalation Techniques
- Management and Leadership Skill Building
- Suicide Risk Assessment (SRA) and Threat Assessment (TA)
- Basic Food Handling for distribution of program snacks and supper
- School Safety (Lockdowns, Active Shooter, etc.)
- Attendance (Scanning Barcodes, Methods, Absences, etc.)
- Behavior and Classroom Management
- Program Policies and Procedures (Active Site Supervision, Attendance, Timesheets, incident and injury reports, parent communication, etc.)

Each program vendor will also provide internal training for their staff in various topics such as Cardiopulmonary Resuscitation (CPR), Sexual Harassment, Active Supervision, Mandated Reporting and Child Abuse Prevention. This training is provided by each vendor partner and open to their staff. Some of the training will overlap between the program vendors.

8) Clear Vision, Mission, 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 is proud to serve a diverse population, from Transitional Kindergarten to Adult Education. Two of our schools have been designated as National Blue Ribbon School, 13 Gold Ribbon Schools, and three high schools that have been honored in the U.S. News and World Report among the best high schools in the nation. Our

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district serves a diverse student community with the goal of preparing every student for college and career upon graduation. We are aware of some of the challenges that our students and families face such as living in single parent homes, living in lower income community areas with measurable crime rates. 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 (HLPUSD) 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. We believe that our children are our future. We have formed a partnership with vendor partners at all our elementary and middle school sites to provide a safe, nurturing and enriching environment for students and community members 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 by keeping student participants engaged in a variety of programs through 6 pm.

Our Mission: 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 our families and we're committed to education and mentorship opportunities that will enrich our students' lives in their own unique ways.

We developed a team network of students, staff, community members and other stakeholders to build on the after-school 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.

9) Collaborative Partnerships

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

The HLPUSD After-School Program 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 district divisions that are collaborative partners with the after-school program; representatives from the Business Division, Nutritional Services Division, School Police and Safety, Transportation Department, Maintenance and Operations, Equity and Access, Student and Family Services and Hacienda La Puente Adult Education. In addition to the district division partners,

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the after-school program is in partnership with the Boys and Girls Club of West San Gabriel Valley, Champions and DelHaven Community Center to not only provide direct student services, but will also braid resources to support unduplicated students not currently participating in the after-school program. We'll also partner with local community partners like Project Kinship and Project Hope to provide Social Emotional Learning training and student assemblies. Third party vendors like Think Together Tutoring and Mariachi Divas will be used to enhance our middle school students academic support and experience with performing arts. Local government entities such as the City of La Puente, City of Industry, and local Los Angeles Sheriff's Department (Industry Station) and 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 are regularly invited to participate in the after-school program events as special guests. These interactions 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 annual District Talent Show. The Hacienda La Puente Adult Education Division, specifically the parent education program area, will continue to offer free parent education workshops to program parents and families. The workshops will be offered in-person, online via Zoom meetings and both morning and evening options to accommodate parent schedules. The workshops will also be offered in English, Mandarin and Spanish. The topics of these workshops are varied: Digital Literacy, Understanding Different Parenting Styles, College Preparation and Improving Communication and Building Trust. In addition to the workshops provided, the program will also host various literacy events such as our book giveaways and Literacy Festival.

The after-school program also has a positive long-standing relationship with both our school district Police and Safety Division, but also our local Sheriff's Department (Industry Sheriff). 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 after-school program seek community providers enrichment programs 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 and Operational Design
- Experience
- Staffing
- Budget & Funding Sources

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Hacienda La Puente Adult Education (HLP AE) Director of Adult Academics, Assistant Director, Adult Training Children for Student Success (ATCSS) part-time teacher, Program Coordinators, Site Directors, and Coaches are responsible for maintaining clear regular communication with the regular school day staff and all community stakeholders. They are responsible for frequent and appropriate communication with the school day principal or designee.

This collaboration may take any and all of the following forms:

- A regular means of communication with the principal and agencies. This is a combination of formal and informal meetings, emails, and written communications.
- Monthly meetings are held with district administrators, principals and site directors.
- The Site Director, Program Director or Coach may participate in School Site Council meetings, parent advisory meetings, or any meeting organized by the district as the site administrator or district representatives deem applicable.
- The Site Director may ask the principal or teacher for information about the specific needs of a particular student.
- Site administrators communicate with the Site Director by personal, email or written communication about special reports or projects that require our support.
- Our many community collaborators and partners provide staffing, programming and resources.

10) Continuous Quality Improvement

- **Describe the program's Continuous Quality Improvement plan.**

HLPUSD's Expanded Learning Opportunities Program reflects the needs of the community as indicated on the District's Local Control Accountability Plan (LCAP) survey. The district uses 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 the after-school program which clearly communicate how expanded learning programs contribute to a child'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 Los Angeles County Office of Education (LACOE) and California Department of Education (CDE) and other agencies have proven to be imperative to the growth and development of the after-school program. Below is a description of the methods employed to implement quality program standards:

Program design and activities reflect active, meaningful and engaging learning methods that promote collaboration and expand student development. Staff receive training on afterschool principles and reflect 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 competitions including the Math and Science Olympiads and talent show.

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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.

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. The district 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 regular staff. They provide other resources dedicated to the 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.

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 after-school 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.

- Provide at one-hour per day structured homework assistance with 80% of participating students completing their homework assignments.
- Provide one-hour of physical activity, implementing and reinforcing strategies from the day school instructor to address physical education needs.
- Provide opportunities for students to participate in recreational activities and sports programs to help maintain a healthy body. 80% of students involved in recreational activities and sports programs participate weekly.
- Provide service-learning opportunities to help students develop a sense of community responsibility and self-worth.
- Provide youth development activities that help students develop leadership, and social life management skills. 80% of students participate in youth development activities that increase their level of self-esteem, leadership abilities and social skills.

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The quality improvement process is implemented across all elementary and middle school sites. The after-school staff will continue to 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. The after-school team is open to improving the quality of the program and welcomes feedback from staff, students and parents in an effort to exceed established goals.

HLPUSD in collaboration with community partners report all data required by the California Department of Education. This includes program attendance, test data, homework completion and any other performance measures that are required. HLPUSD conducts a number of surveys to measure program satisfaction and program outcomes. In addition to surveys and required reports to ensure that outcomes are met and student participants are engaged, supplies and equipment needs are regularly assessed to ensure that sufficient supplies are available to all participants and that equipment and technology is sufficient and in good working order to support continuous program needs for activities and events.

The action plan focuses on several key goals for expanding and enhancing STEAM enrichment activities and improving resource management across after-school programs. One of the primary goals is to continue and enhance existing programs such as Math and Science Olympiad, while introducing more hands-on and Career Technical Education (CTE) opportunities. This involves assessing and updating current supplies, adding new STEAM activities by Fall 2024, and tracking student engagement through attendance and feedback.

Additionally, the plan emphasizes maintaining up-to-date equipment by replacing outdated technology and identifying new equipment needs on a bi-annual basis. Creating more welcoming environments in classrooms used for after-school programs is another key goal, with plans to add posters and student art to make these spaces more engaging.

Other goals include exploring automatic attendance systems to replace paper-based methods, expanding family literacy programs with hybrid workshops and an online portal, and providing additional professional development opportunities for vendor program staff. Each objective is accompanied by clear timelines and accountability, ensuring that the Assistant Director, along with other program coordinators and directors, plays a key role in implementation of the action plan.

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Goal	What needs to be done	Timeline	Accountability Who is responsible	Quantifiable Key Performance Indicators
Expand STEAM Enrichment Activities & Clubs	Continue existing STEAM activities such as Math and Science Olympiad. Explore additional options to add particularly STEAM activities involving more hands-on and/or Career Technical Education (CTE)	Assess current STEAM supplies and replace as necessary by end of Fall 2024	Assistant Director, Adult Academics and Program Vendor Coordinators, Directors	Plan and organize the Math and Science Olympiad competition, monitor participation and attendance
	Update existing STEAM activity supplies as needed	Identify potential new STEAM activity by Fall 2024 Implement new STEAM activity by Fall 2024	Assistant Director, Adult Academics and Program Vendor Coordinators, Directors	Addition of new enrichment activities in the area of STEAM & CTE. Track participation and engagement based on student attendance and feedback
	Continue School of Beats DJ Program (STEAM) enrichments activities for Middle School aged students; focusing on CTE areas	Starts program by Fall 2023 (Continuous)	Assistant Director, Adult Academics and Program Vendor Coordinators, Directors	Monitor student participation and attendance in the SOB DJ Program
Identify and Replace Outdated and/or Damaged Equipment	Due to regular wear and tear and advances in technology, some equipment will become outdated and in need of replacement	Bi-Annually - Ongoing	Assistant Director, ATCSS Teacher	Up-to-date and working equipment and supplies for all program areas Sufficient equipment and supplies available for all after school enrichment activities
Identify beneficial additional equipment technology needed for programming	Identify equipment and technology that needs to be replaced and or equipment/supplies that need to be supplemented to ensure that students are getting the best enrichments experience through the after school programs. Keep track of supplies used to better identify supply needs in a timely manner.			
Create welcoming environments in classrooms assigned to the after school program	Some classrooms designated for after school programming not used during the regular school day could be more welcoming for students. Add posters, student art, and other materials to create a welcoming environment.	Annually	Assistant Director, ATCSS Teacher, Coordinators, Site Directors, Coaches	Rooms/areas that are colorful, engaging, fun, and inspiring.

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Goal	What needs to be done	Timeline	Accountability Who is responsible	Quantifiable Key Performance Indicators
Explore Automatic Attendance Systems	Explore after-school scan-in attendance platforms. Receive feedback and determine the pros and cons of switching from paper attendance system	Fall 2024	Assistant Director, Office Assistants	Train staff on attendance procedures
Continue to expand and promote Family Literacy throughout district	Explore option of providing hybrid online/in-person parent education workshops to provide opportunities for those with varying schedules Continue annual Literacy Festival	Fall 2024	Assistant Director, ATCSS Teacher	Monitor attendance of parent participation Development of online parent education portal with added Literacy Festival linked portal creating a one stop portal for parents
Explore and implement additional Professional development opportunities for Vendor Program Staff	Explore restructuring of monthly Site Directors Meetings to incorporate more professional development. Explore options to provide more professional development and growth opportunities for site coaches.	Fall 2024	Assistant Director, After School ATCSS, Vendor Program Coordinators	Feedback from vendor staff on new professional development trainings and refresher meetings Monitor attendance and participation at meetings

11) Program Management

Describe the plan for program management.

HLPUSD’s After-School Program funding supports the district's 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 our communities we serve are empowered through an organization and we value our connection to the families. As an after-school program, we 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 program site coordinators overseeing select sites, meeting monthly and maintaining seamless lines of communication with each and every site, we help ensure that those goals, missions and vision are met.

The after-school program is administered out of the Hacienda La Puente Adult Education (HLP AE) office. The Director of Adult Academics and Community Education oversees the district’s after-school program. The Assistant Director of Adult Academics and Community Education is responsible for the daily operations of the after-school program. The Hacienda La Puente Unified School District (HLPUSD) Fiscal Services Department oversees the budgetary

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process to ensure allowable operating expenditures, fiscal accounting and reporting requirements. The team works closely with district administrators to ensure financial stability and integrity of the district's after-school program. HLPUSD's Executive Director of Elementary (K-8) Schools supports the program planning, coordination, and daily operations. This includes incident reporting, collaborating with site administrators, special events and summer school enrichment programs, and special events.

HLPUSD's After-School Program works closely with vendor partners (CBOs) and several departments within the district to provide in-kind services to the program. For the 2023-2024 school year we had a total in-kind match of \$3,552,761.90. We are above the grant required in-kind match (1/3 or 33.33%) for a total amount of \$1,172,411.00. Hacienda La Puente Unified School District's Nutrition Services provided nutritional snacks and supper for a total of \$2,483,436.38. The Hacienda La Puente Adult and Continuing Education provided the administrative staff, parent education and literacy, purchasing budgets for a total of \$385,943.08. The Hacienda La Puente School Police and Safety provided security for a total of \$16,000. The use of classrooms and site areas at 22 elementary and middle school sites totaled \$200,237.4. The custodial support necessary to upkeep the schools totaled \$159,271.12. The Boys and Girls Club provided community services, program prizes, and additional staff for a total of \$177,616. Delhaven Community Center provided craft supplies, staff development, field trips and promotions for \$130,257.92. Each elementary and middle 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 (SSC). The district after-school administrative team ensures program alignment with the district's vision and mission. Vendor Program Site Directors meet weekly with principals to ensure that program implementation is aligned with the school's Single Plan for Student Achievement (SPSA) and District Local Control and Accountability Plan (LCAP). Expanded Learning Opportunities Program (ELO-P) will be included in the LCAP process, including stakeholder feedback.

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Hacienda La Puente USD After School Program 2023-2024 In Kind Match

Source of Match	Type/Description	Dollar Value
22 School Sites	Use of Classrooms & Site Areas (*max. of 25% of required match) actual total is \$3,203,798.40 = 6 hrs X min. 4 areas/site X 22 sites at average fair value rate \$33.71/hr.	200,237.40
Custodial Support	2 hour per day at 22 school sites at average hourly rate \$ 20.11/hr	159,271.12
Boys & Girls Club	Community Services, Program Prizes, and Additional Staffing	177,616.00
Delhaven Community Center	Facility, Craft Supplies, Staff Development, Sports Equipment, Field Trips, Promotion, etc.	130,257.92
Hacienda La Puente USD Food Service	Nutritional Snacks and Supper	2,483,436.38
Hacienda La Puente Adult & Continuing Ed.	Administration, Parent Education and Literacy, Purchasing, Budgets, Materials Management	\$385,943.08
Hacienda La Puente Police & Safety	Security	16,000.00
Total In-Kind Match		\$ 3,552,761.90
Grant Required In-Kind Match (1/3 or 33.33% of total grant amount)		\$1,184,136

HLPAE’s Director of Adult Academics and Community Education and vendor partners ensure that every member of the team is qualified, trained, and the best person for every role within the program itself. Staff ensures this by involving both program and site stakeholders in the decision-making processes. The Assistant Director of Adult Academics and Community Education works very closely with each CBOs Program Coordinators and Site Directors to ensure compliance with all grant requirements. The Assistant Director ensures that professional development is current and relevant, and that program equipment, supplies, transportation, and coordination with other departments, such as Nutrition Services.

Vendor Program Area Coordinators provide site-specific support to an average of 3 to 5 sites each. While professional development is provided to all team members live, some teams may need additional training, support and program refinement. Program 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 supervision, developing site specific activities in collaboration with the Area Coordinator and site Principal. 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 to staff ratio of 20:1, unless working with TK/K pupils, where the staff to pupil ratio must be 1:10 (exclusive of the Site Director and Area Coordinator).

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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). The coaches communicate with their site directors and program leaders during the operation of the program through the use of walkie talkies and cell phones. Each coach is generally responsible for their same group for the entire program day (snack, supper, homework assistance, physical activity and enrichment). The exception to this would be for specialized meetings and events where students would break into alternate groups led by a coach specializing in that activity; such as the annual Math and Science Olympiad, Talent Show, and sports.

The vendor Program Coordinators and Directors are meeting with their Site Directors and Coaches on a weekly basis. Depending on the needs of each site they might be meeting more frequently to address any program issues that might arise. The Assistant Director of Adult Academics and Community Education will host monthly Site Director's meetings to ensure program compliance, provide professional development training and to give vendor partners an opportunity to share their best practices. This collaborative approach has been well-received by all stakeholders as they believe in the partnership with the district to improve their services to our students, school sites and families.

A formal annual review of the after-school program plan will occur at the beginning and end of each year. The annual review involves all stakeholders including students, parents, site administrators, program staff and community members. The annual CQI survey takes into account the results from the annual survey as well as previous year data. The CQI survey covers multiple areas including safe and supportive environment, active and engaging learning, skill building, youth voice, healthy choices, collaborative partnerships, program management, quality staff, etc.

Each Program Site Director is responsible for maintaining the sign-in and out sheets and scanning attendance into Aeries and CitySpan for every student enrolled at that site. Each program Site Director oversees the attendance tracking, including sign-in and sign-out procedures. The program staff ensure that every student is properly scanned out (or 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 and sign-out sheets are copied and forwarded to the after-school division office for review and recording each month. Once the office receives the sign-in and sign-out sheets, the district conducts a final cross reference of the attendance with the Aeries software that is used during the regular school day. Once all attendance is cross referenced and checked, a final monthly tracker is printed and added to the sign-in and sign-out sheets for filing and record keeping. HLPUSD provides an annual professional development training on the attendance tracking, including sign-in and sign-out procedures which now includes scanning a barcode for each enrolled student.

The early release and late arrival policies and procedures information is included in the annual student registration packet that parents complete in order to enroll their student into the district's after-school program. During the parent orientation meeting, the vendors will review this information with parents and answer any questions they might have regarding the early release and late arrival policies.

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General Questions

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.

The Hacienda La Puente Unified School District (HLPUSD) provides an after-school program for over 4,000 students in grades TK-8th grade. HLPUSD's After School Program is considered a single, comprehensive program that is conducted onsite at fourteen elementary and eight middle school sites. Currently, the After School Education and Safety Program (ASES) and Expanded Learning Opportunities Program (ELO-P) funding is used to provide the after-school program at no charge to all students and families within our district.

ASES funding has stricter attendance guidelines compared to the ELOP funding requirements. HLPUSD After-School Program has adopted the stricter ASES attendance requirements for the 2024-2025 school year. The following updates were made for the new year:

- Students are expected to attend program until 5pm daily.
- Absences and early pickups can be excused for approved reasons (e.g. medical appointments, parallel programs, religious events, etc.)
- If a child is absent or picked up prior to 5pm without an approved reason which exceeds five unexcused absences and/or early releases, the student may be disenrolled from the after-school program

The elementary and middle school programs are operated by both HLPUSD and Community Based Organization (CBO) staff with oversight responsibility assigned to the HLPUSD Assistant Director, Adult Academics and Community Education. The After-School Program operates daily, from school dismissal until 6 p.m. HLPUSD After-School program has partnered with the following Community Based Organizations (CBOs) in building a robust and sustainable after-school program: Boys and Girls Club of West San Gabriel Valley, Champions (Kindercare Education), and Delhaven Community Center. These CBOs are currently contracted to provide the after-school programs to the elementary and middle school sites within HLPUSD. HLPUSD has developed a long-term relationship with Boys and Girls Club of West San Gabriel Valley and Delhaven Community Center since the beginning of the afterschool program within the district. Champions contracted with HLPUSD within the last two years to provide the after-school program.

The Boys and Girls Club of West San Gabriel Valley first opened its doors in 1972 in the city of Monterey Park, California. They provide a safe and structured environment for students ages 6-17 years old. The Boys and Girls Club offers multiple programs that they have introduced to

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our students in the after-school program. For example, they started a “Kindness is Free Program” at their sites to empower students by teaching kindness and bringing awareness to its importance in the equal treatment, respect and consideration of others. They hosted assemblies promoting the Kindness campaign and students have taken the Kindness pledge.

Champions is a member of the KinderCare Education family of brands and they bring over 25 years of experience in serving more than 186,000 children in 40 states. Champions focuses on character development, community, creative expression, inquiry-based learning and literacy. They have taken the lead with several after-school programs including the soccer program for all 16 elementary and 10 middle school sites. Champions collaborated with the other vendor partners in organizing the soccer training for vendor staff, game location, transportation and championship game.

Delhaven Community Center is a local CBO that started in 1972 in the community of La Puente, California. They service the vast majority of the San Gabriel Valley which includes students and families within the Hacienda La Puente Unified School District boundaries. Delhaven Community Center has provided over 25 programs for children ages 5-18 years old, at-risk youth, special needs children, adults and those struggling with emotional and/or mental challenges, and family services.

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?

HLPUSD After-School Program on-boards highly qualified candidates that can meet the unique needs of all students in the program. All CBOs actively recruit the best candidates that have the necessary experience and education to support our Transitional Kindergarten and Kindergarten students. During the interview process, each CBO reviews the candidates work experience, resume, and educational goals. CBO’s will inquire about the preference of age groups that the candidate prefers. Candidates will also be asked additional questions around building relationships with students and their classroom management style to gain insight into which age groups they are best suited to. Candidates that have expressed interest or are currently in a child-development or early education program are given additional consideration for the position. This includes those candidates that have previous work experience with Transitional Kindergarten and Kindergarten students and those that successfully completed a childcare and development program.

The onboarding process for new after-school staff includes on-site training during the first week. Staff are given the opportunity to shadow an experienced Transitional Kindergarten and Kindergarten coach. They’re also given the opportunity to shadow other coaches with various grade levels to determine the best fit. Each CBO provides professional development trainings

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where coaches are grouped by grade-level, so the activities and conversations are relevant. Additional online and in-person training includes the following:

- Developmental Relationship Framework
- Social Emotional Learning
- Curriculum Development (daily challenges, journal prompts, activities, etc.)
- Vendor Prepared Lesson Plans

The appropriate pupil-to-staff ratio is maintained by each CBO. Each Site Director maintains a database of current student enrollment numbers. Once a classroom is at capacity, new student registrations are placed on a temporary waitlist. The Assistant Director of Academics will regularly meet with each CBO to review appropriate pupil-to-staff ratios with Transitional Kindergarten and Kindergarten students.

Most sites have access to Transitional Kindergarten and Kindergarten classrooms as a shared program space. This includes the playground for outside enrichment to ensure the equipment is age appropriate and the space is designed for maximum supervision. Site Directors and lead teachers prepare the daily lessons and activities to ensure they are age appropriate. They also solicit input and feedback from Transitional Kindergarten and Kindergarten teachers to keep activities meaningful and fun for the students. Staff can incorporate various curriculum including *Scholastic Teachable* with nearly 5,000 lesson plans and activities that span a wide range of subjects and topics for grades Pre-Kindergarten through 8th grade. For example, staff have incorporated Harvest of the Month lessons and activities for students, families, and the community to engage in hands-on opportunities to explore, taste, and learn about the importance of eating fruits and vegetables and being active every day.

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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.

Instructional Day Schedule

2024-25 HLPUSD After-School Program Thursday Schedule						
	Day School Starts	Early Release Time	Tutoring Academic Schedule	Supper Schedule	Enrichment Program (Arts, Dance, Games, STEM, DJ Club, etc.)	Program Release
Lassalette	8:00 AM	1:55 PM	2:15 PM	3:00 PM	3:30 PM - 5:00PM	6:00 PM
Nelson	8:00 AM	12:55 PM	1:30 PM	3:00 PM	3:30 PM - 5:00PM	6:00 PM
Sparks Elementary	8:00 AM	2:05 PM	2:15 PM	3:00 PM	3:30 PM - 5:00PM	6:00 PM
Champions						
Grandview	8:00 AM	1:07 PM	1:45 PM	3:00 PM	3:30 PM - 5:00PM	6:00 PM
Orange Grove	8:00 AM	1:26 PM	1:45 PM	3:00 PM	3:30 PM - 5:00PM	6:00 PM
Sierra Vista	8:00 AM	1:05 PM	1:45 PM	3:00 PM	3:30 PM - 5:00PM	6:00 PM
Sparks Middle	8:00 AM	2:00 PM	2:15 PM	3:00 PM	3:30 PM - 5:00PM	6:00 PM
Mesa Robles	8:00 AM	1:19 PM	1:45PM	3:00 PM	3:30 PM - 5:00PM	6:00 PM
Palm	8:00 AM	1:07 PM	1:45 PM	3:00 PM	3:30 PM - 5:00PM	6:00 PM
Wedgeworth	8:00 AM	1:48 PM	1:45 PM	3:00 PM	3:30 PM - 5:00PM	6:00 PM
Los Altos	8:00 AM	1:14 PM	1:45 PM	3:00 PM	3:30 PM - 5:00PM	6:00 PM
Los Molinos	8:00 AM	1:10 PM	1:45 PM	3:00 PM	3:30 PM - 5:00PM	6:00 PM
Grazide	8:00 AM	1:05 PM	1:45 PM	3:00 PM	3:30 PM - 5:00PM	6:00 PM
Delhaven						
Baldwin	8:00 AM	12:45PM	1:20 PM	3:00 PM	3:30 PM - 5:00PM	6:00 PM
California	8:00 AM	1:10PM	1:30 PM	3:00 PM	3:30 PM - 5:00PM	6:00 PM
Cedarlane	8:00 AM	1:08 PM	1:30 PM	3:00 PM	3:30 PM - 5:00PM	6:00 PM
Fairgrove	8:00 AM	1:02 PM	1:30 PM	3:00 PM	3:30 PM - 5:00PM	6:00 PM
Kwis	8:00 AM	1:16 PM	1:35 PM	3:00 PM	3:30 PM - 5:00PM	6:00 PM
Newton	8:00 AM	1:07 PM	1:30 PM	3:00 PM	3:30 PM - 5:00PM	6:00 PM
Valinda	8:00 AM	1:05 PM	1:15 PM	3:00 PM	3:30 PM - 5:00PM	6:00 PM
Wing Lane	8:00 AM	12:50 PM	1:20 PM	3:00 PM	3:30 PM - 5:00PM	6:00 PM
Workman	8:00 AM	1:00 PM	1:00 PM	3:00 PM	3:30 PM - 5:00PM	6:00 PM

Hacienda La Puente Unified School District
Expanded Learning Opportunities Program Plan
2024-2027

Summer Intercession Schedule

PROGRAM RUNDOWN **WEEKS 4-8**
8:30AM-5:30PM

8:30AM	STUDENT CHECK IN
8:45AM-9:15AM	BREAKFAST + RESTROOM
9:15AM-9:30AM	DAILY DOODLE
9:30AM-11AM	MOVIE MAKING
11:00AM-11:45AM	PHYSICAL ACTIVITY
11:45AM-12:30PM	RESTROOM AND LUNCH
12:30PM-1:00PM	ART
1:00-1:45PM	SCIENCE/STEAM
1:45PM-2:30PM	MATH
2:30PM-3:30PM	SUPPER + RECESS
3:30PM-4:15PM	NUTRITION
4:15PM-5:00PM	PBL
5:00PM-5:30PM	STUDENT CENTERS/DISMISSAL