

Hacienda-La Puente Unified School District

The Hacienda-La Puente Unified School District (HLPUSD) is the largest district in the San Gabriel Valley and one of the largest suburban school districts in the state. HLPUSD serves 21,000 pre-K-12 students and over 20,000 adult education students. HLPUSD covers an 11.5 square mile area serving the diverse communities of the City of Industry, Hacienda Heights, La Puente and portions of Valinda and West Covina. Eighty percent (80%) of the students served are Hispanic or Latino, 12% are Asian, and all other ethnic groups represent approximately 8%. Seventy-five percent of the students served in the district qualify for free or reduced lunch status with a significant percentage of the students residing in lower-income community areas.

The Hacienda La Puente Unified School District is a community committed to developing lifelong learners who value themselves and the diversity of all people; apply decision-making skills leading to responsible actions; and use creativity, critical thinking, and problem solving in meeting the challenges of a changing society. District stakeholders, including parents, business leaders, community members, school district officials, and students, all agree that safe, enriching after-school learning opportunities play a critical role in the future of its students and in the community areas served, and in response to the changing needs of its citizens.

The After School Education and Safety Program

Introduction

The After School Education and Safety (ASES) Program is the result of the 2002 voter-approved initiative, Proposition 49. This proposition amended California *Education Code* (EC) 8482 to expand and rename the former Before and After School Learning and Safe Neighborhood Partnerships Program. The ASES Program funds the establishment of local after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through ninth grade (K-9). Funding is designed to: (1) maintain existing before and after school program funding; and (2) provide eligibility to all elementary and middle schools that submit quality applications throughout California. The current funding level for the ASES program is \$550 million. The ASES Program is the result of three bills in the 1998 legislative session (Senate bill 1756, Assembly Bill 1428, and Assembly Bill 2284). These statutes fund the establishment of local after school educational and enrichment programs. These programs are created through partnerships between schools and local community resource to provide literacy, academic enrichment, and safe constructive alternatives for students in grades kindergarten through nine. The increased funding is designed to (1) maintain existing before and after school program funding; and (2) provide eligibility to all

elementary and middle schools that submit quality applications throughout California. The total funding level for all of the ASES grants for 2009 is \$121.5 million.

Purpose and Objectives

The ASES program provides an opportunity to merge school reform strategies with community resources. The goal is to support local efforts to improve assistance to students and broaden the base of support for education in a safe, constructive environment. It is the intent of ASES program legislation to encourage schools and school districts to provide safe and educationally enriching alternatives for children and youth during non-school hours. The program creates incentives for establishing locally driven before and after school education and enrichment programs.

The ASES program involves collaboration among parents, youth, representatives from schools and governmental agencies, such as local law enforcement and local parks and recreation departments, and individuals from community-based organizations and the private sector. Programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment, and safe, constructive alternatives for students in grades K-9.

Program Elements

The ASES program must be aligned with, and not be a repeat of, the content of regular school day and other extended learning opportunities. A safe physical and emotional environment, as well as opportunities for relationship building, must be provided. After school programs must consist of the two elements below and ASES program leaders work closely with school site principals and staff to integrate both elements with the school's curriculum, instruction, and learning support activities.

1. An **educational and literacy element** must provide tutoring and/or homework assistance designed to help students meet state standards in one or more of the following core academic subjects: reading/language arts, mathematics, history and social studies, or science. A broad range of activities may be implemented based on local student needs and interests.
2. The **educational enrichment element** must offer an array of additional services, programs, and activities that reinforce and complement the school's academic program. Educational enrichment may include but is not limited to, positive youth development strategies, recreation and prevention activities. Such activities might involve the visual and performing arts, music, physical activity, health/nutrition promotion, and general recreation; career awareness and work preparation activities; community service-learning; and other youth development activities based

on student needs and interests. Enrichment activities may be designed to enhance the core curriculum.

Operational Requirements

All staff members who directly supervise pupils must meet the minimum qualifications, hiring requirements, and procedures for an instructional aide in the school district. School site principals approve site supervisors for the after school program and ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1.

A nutritious snack is provided daily to students participating in the program. The snack provided must meet the standards identified in EC Section 49430.

ASES grantees are required to operate programs a minimum of 15 hours per week and at least until 6:00 p.m., beginning immediately upon conclusion of the regular school day. Programs must plan to operate every regular school day during the regular school year.

After School Programs

It is the intent of the legislation that elementary school pupils participate in the full day of the after school program every day. Middle schools may adopt a flexible schedule to meet student needs and interests to accomplish program goals; students may attend three days within nine hours. However, the program must remain operational five days per week and three hours per day on every regular school day.

Evaluation Criteria

Before and/or after school programs participating in the ASES Program are required to submit annual student outcome data to the California Department of Education from local program evaluations. Data must include research-based indicators and measurable student outcomes for academic performance, attendance, and positive behavioral changes. The California Department of Education may consider the results of these evaluations when determining eligibility for three year grant renewal.

21st Century High School After School Safety and Enrichment for Teens (ASSETs) Programs

Introduction

The No Child Left Behind Act of 2001 was signed into law in January 2002, authorizing the California Department of Education (CDE) to administer California's 21st Century Community Learning Centers (CCLC) Program. Education Code sections 8484.7 - 8484.9 further define California's 21st CCLC Program. This state-administered, federally funded program provides five-year

grant funding to establish or expand before-and after-school programs that provide disadvantaged kindergarten through twelfth-grade students (particularly students who attend schools in need of improvement) with academic enrichment opportunities and supportive services to help the students meet state and local standards in core content areas.

Purpose

The purpose of the 21st CCLC Program, as described in federal statute, is to provide opportunities for communities to establish or expand activities that focus on:

1. Improved academic achievement
2. Enrichment services that reinforce and complement the academic program, and
3. Family literacy and related educational development services

Entities eligible to apply for funding include: local educational agencies (LEAs), cities, counties, community-based agencies, other public or private entities (which may include faith-based organizations), or a consortium of two or more such agencies, organizations, or entities. Applicants are required to plan their programs through a collaborative process that includes parents, youth, and representatives of participating schools or local educational agencies, governmental agencies (e.g., cities, counties, parks and recreation departments), community organizations, and the private sector.

Statewide Evaluation

California Education Code Section 8427 states that high school after school programs shall submit annual outcome-based data for evaluation, including measures for academic performance, attendance, and positive behavioral changes. The California Department of Education (CDE) may consider these outcomes when determining eligibility for grant renewal. As soon as the spring semester (or trimester) concludes, the lead person for evaluation should collect school data on educational results including attendance, Standardized Testing and Reporting (STAR) Program test scores, and California High School Exit Examination (CAHSEE) data for each student who participated in the ASSETs program. Most of the requested data can be found in students' cumulative records or on a district-based electronic student information system. This evaluation report is important in the overall evaluation of after school programs. It will demonstrate program effectiveness and enable the CDE to collect consistent statewide data for policymakers.

Program Evaluation

In May and June of 2011, an independent review of the ASES Program and ASSETs Program was conducted to verify that the Hacienda La Puente USD

ASES and ASSETs Program was on target to fulfill the requirements of the grant and eligible for renewal. HLPUSD has 21 schools that are funded through ASES funds and 2 high schools that are funded through the ASSETs fund. In order to evaluate the effectiveness of these programs, surveys were administered, to students, staff, and parents. The quantitative and qualitative data collected and transcribed from those surveys are provided in the following sections. The survey data is divided by school site and includes an evaluation by school. Overall evaluations of HLPUSD's ASES and ASSETs programs are also included.