

AFTER SCHOOL EDUCATION AND SAFETY (ASES) PROGRAM PLAN

RECREATION & EDUCATION ACCELERATING CHILDREN'S HOPES (REACH) AFTER
SCHOOL PROGRAM



City of Pico Rivera
REACH After School Program
Department of Parks and Recreation
6767 Passons Boulevard
PO BOX 1016
Pico Rivera, CA. 90660-1016

2024-2027

AFTER SCHOOL PROGRAM PLAN

Grant Identification Number:

19-23939-2384-EZ

Grantee Name:

City of Pico Rivera

County District School (CDS) Code

19645276013304	Birney Tech Academy
19645276013312	Durfee Elementary
19645276013338	Magee Academy of Arts & Sciences
19645276013353	North Ranchito Elementary
19645276013379	Rio Vista Elementary
19645276013387	Rivera Elementary
19645276013403	South Ranchito Dual Language Academy
19645276013411	Valencia Academy of the Arts

Authorized Signatory

Candice V. West

Recreation Supervisor

(562) 801-4438

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Site Information

Site Name	Project Daily Attendance
1. Birney Tech Academy	84
2. Durfee Elementary	84
3. Magee Academy of the Arts & Sciences	84
4. North Ranchito Elementary	84
5. Rio Vista Elementary	84
6. Rivera Elementary	93
7. South Ranchito Dual Language Academy	84
8. Valencia Academy of the Arts	84

School Name	Total Enrollment	Foster	Homeless (1)	Migrant Program: 135	Unduplicated Eligible Free/Reduced Meal Counts	EL Funding Eligible (2)	Hispanic	Am Indian/AisKn Nat	Filipino	Asian	Black/African Am	Nat Hwiin/Othr Pac IsIndr	White	Multiple
Birney Tech Academy	342	7	8	0	291	59	338	0	0	0	0	0	4	0
Durfee Elementary	342	4	2	0	293	68	330	0	3	4	2	0	2	1
Magee Academy of Arts & Sciences	399	5	0	0	331	100	388	0	0	1	4	0	5	1
North Ranchito Elementary	331	7	6	0	287	88	325	0	1	0	0	0	5	0
Rio Vista Elementary	390	3	6	0	313	50	377	0	0	1	0	0	9	3
Rivera Elementary	480	9	4	0	407	103	469	0	1	1	2	0	6	1
South Ranchito Dual Language Academy	353	1	9	0	315	182	345	1	0	1	1	0	4	1
Valencia Academy of the Arts	393	0	3	0	316	70	384	2	2	1	0	1	2	1

Background

The City of Pico Rivera in collaboration with the El Rancho Unified School District have joined efforts to provide an after school program for students open every day that school is in session and is available to students from the time school ends until 6:00 p.m. within all eight (8) elementary schools in the district. The City of Pico Rivera believes that including students with a diversity of needs, gifts and experiences add depth and richness to the program for all students and staff. In collaboration with each school, we work to assure program accessibility to students, subject to the limitations imposed by program capacity.

The REACH After School Program works in partnership with the El Rancho Unified School District to provide students a safe after school environment to enhance the educational experience and promote personal achievement.

The shared goal of The City of Pico Rivera and The El Rancho Unified School District is to improve the academic performance and scholastic success of students in the after school program by providing high-quality academic programming.

To meet this goal, the program offers students hands on activities that supports the regular day curriculum; homework assistance; academic enrichment in the core subjects of literacy, math and science; and additional enrichment that includes physical fitness activities, arts, technology, and life skills.

El Rancho Unified School District (ERUSD), with a current total enrollment of 7,111 students TK-12 students and adult learners in eight elementary schools, three middle schools, two high schools, one adult school, and one continuation school. The District is located 20 miles from downtown Los Angeles and serves a student population from the City of Pico Rivera.

Safe and Supportive Environment

The REACH Program operates on campus at the eight elementary sites in the El Rancho Unified School District. The program is open to all transitional kindergarten to fifth grade students enrolled at each participating school subject to program capacity. Safety in the After School program is a priority. The City of Pico Rivera's REACH Program with the El Rancho Unified School District partner collaborative efforts to provide safe and enriching academic after school experiences. Each campus maintains a locked campus and on site access is limited. Once students are signed in to the program they will remain with their grade appropriate Classroom Leader until they are signed out by an authorized adult via the Site Coordinators supervision.

School Safety Procedures:

Bi-annual site safety plans are reviewed and procedures are discussed between the after school program and school site to ensure understanding and safe procedure in the event of a disaster. During the emergency drills, school emergency alarms are activated and staff/students proceed with evacuation protocols. Staff are graded by Site Coordinator on effective and accurate evacuation procedures in Earthquake, Fire and Lock Down. School administration utilize the on-site public address system, Parent Square (email and text school-to-parent communication) system and on-site walkie talkies to ensure communication is occurring across staff, participants and families.

Site Coordinators and school personnel (Principal, day time teachers, Special Education staff and school nurses) will meet to discuss individual student needs. Based on participants applications submitted by parents, we will review allergies, medications, special need accommodations, and disabilities to ensure student needs are addressed and student(s) are supported during the after school program.

Professional Development:

All REACH staff members are provided with a program orientation and additional training throughout their employment. During orientation staff are provided with a synopsis of the program, the schedule, policy and procedure, emergency procedures, curriculum over view, Common Core State Standards, Quality State Standards and classroom management expectations. The REACH Program strives to provide training topics to assist with providing educational development, social-emotional support, physical education training and behavior management. Training topics are provided by REACH Administration, contracted trainers, ERUSD personnel in: CPR, First Aid/AED, Positive Behavioral Interventions and Supports (PBIS), Mandated Reporting, 21st Century Skills, SPARK Physical Education, LitART LEARN Curriculum, Box Cars & One Eyed Jacks (Mathematics) Curriculum, STEM, Girl Scouts, and Technology.

Active and Engaged Learning

The REACH After School Program maintains communication with regular school day staff through the year to provide meaningful learning opportunities for all participants. This type of communication occurs primarily by means of monthly program meetings, in-person conversations, and by emails. Through these regular encounters, Principals, teachers, day time school personnel and parents are encouraged to provide valuable feedback regarding current lesson plans, California based standards, and areas of student need to successfully align the after school lessons to complement the regular school day.

Students are offered a variety of activities across various instructional areas. Some are designed to provide remediation and others to expand students' knowledge and experience.

In order to create a high quality program, REACH offers daily homework support; California standards based enrichment support activities on literacy, math, and social studies, along with enrichment clubs that include physical fitness, arts, technology, and other activities. Our emphasis on Science Technology Engineering Art and Mathematics (STEAM) and the integration of 21st Century Learning Skills by providing students opportunities to collaborate, communicate, utilize critical thinking skills and tap into their creativity in and out of the classroom.

Homework Support:

Students are placed in groups of no more than 20, typically in the same grade level.

- Groups work in a classroom setting, generally one group per room.
- Supervision is provided by one Classroom Leader, or, as needed, the Site Coordinator and/or Academic Coach.
- The ratio of students to adults is maintained at a 20:1 student/staff ratio. The homework setting is expected to be quiet and organized, with firm behavioral guidelines in place; students continue working while waiting for assistance with some aspect of their homework.
- Classroom Leaders supervise students and provide active individual and group instructional support
- Academic Coaches provide active, direct tutorial assistance to small groups of students in reading and math as needed.
- Appropriate support materials and supplies are provided – pencils, paper, etc.
- Supplemental activities (worksheets, reading material) are provided to students who have completed their homework.
- Independent reading, journal writing and other independent activities are provided when homework is complete.

Literacy Enrichment: LitART

Improving English language and literacy skills for program participants is addressed via LitART, a literacy enrichment program designed specifically for paraprofessional educators to use in after-school settings with students in TK-5.

LitART features engaging thematic curricula, innovative training, and comprehensive program support:

- Aligned with state and national standards
- Effective with English Learners
- Emphasizes research-based strategies
- Used successfully by teachers, paraprofessionals, and volunteers

LitART features books that foster character development, encouraging students to grasp concepts such as responsibility, respect, perseverance, and multi-cultural understanding. Award-winning books are presented using a variety of reading strategies to accommodate to an array of student levels.

Students engage in a variety of literacy enrichment activities that help them make connections between the story and their own understanding, through group discussion, dramatics, movement and a variety of writing activities. The program develops vocabulary through word collection and builds comprehension skills while promoting children's motivation and capacity to read. These materials support school day instruction by promoting enthusiasm for reading, additional vocabulary development, and improved social behavior. The LitART curriculum also encourages students to lead daily activities providing them with a positive youth development opportunity. Students are beginning to extend beyond the text and will be incorporating readers theater as a form of re-telling the text. They will attain skills in developing costumes and understanding of stage dynamics as they present play to their parents, family members and school faculty.

Box Cars and One-Eyed Jacks (Mathematics) Curriculum:

Improving mathematic skills and utilizing manipulatives to enhance concept understanding, Box Cars and One Eyed Jacks provides a disguised learning approach to mathematical concepts. Utilizing a hands-on approach staff reinforce regular day instruction in a competitive and supportive environment.

Box Cars and One Eyed Jacks (BCOEJ) features award winning books that

- Aligned to the state standards
- Integrates manipulatives (dice, cards, dominos, etc.) for a hands on approach
- Reinforces project based learning

Physical Activity/Healthy Benefits Initiative:

Our goal is to offer our student's opportunities to stay healthy, stay active, and further their interests and skills.

The SPARK Program provides a physical activity and healthy benefits program designed for elementary aged children in an after-school setting. Activities range from mild to vigorous with a focus on healthy lifestyles, motor skills, movement knowledge and social/personal skill development.

The physical activity program has the following objectives:

- Involve students in at least 30 minutes of daily, organized, physical activity.
- Involve students in moderate-to-vigorous physical activity during at least 40% of physical activity time.
- Provide students with many opportunities to participate and practice skills.
- Provide students with a variety of enjoyable physical activities
- Fitness activities challenge and encourage students to work as a team, improve communication and coordination skills.
- Fitness activities are rotated monthly per site, for all grade levels, and at least once per day.
- A competition occurs at the end of the monthly cycle allowing students to build social skills and provide them with the opportunity to understand the healthy aspects of competition.

- Provide students with many opportunities to participate and practice skills.
- Provide students with a variety of enjoyable physical activities.

Skill Building

In support of the instructional day, REACH emphasizes students' academic achievement and overall success by focusing on literacy development, homework interventions, skill building, project-based learning and youth leadership. Through the reinforcement of the skills taught in the after school program, students will attain additional instructional time and skills improved through the academic year.

Continued Student Improvements:

The REACH Program strives to support the regular school day and provide students with reinforcement of concepts addressed during the academic day. Utilizing LitART, BCOEJ Mathematics curriculum, SPARK and Enrichment Clubs our students are engaged, motivated and inspired to stand up in class. Activities developed for this academic year are based on recommendations from stakeholders such as day time teachers, parents, staff and student council. Areas that require academic reinforcement are addressed via LitART and Box Cars One Eyed Jacks selected lessons.

Enrichment Clubs:

The REACH After School Program provides students with access to specific instruction in a variety of enrichment activities such as visual arts, technology, culinary arts, and sports and fitness. Students participate in enrichment sessions for ten weeks with a culminating activity, built around the four C's of 21st Century Learning Skills (Communication, Collaboration, Critical Thinking and Creativity). Enrichment club sessions and other enrichment activities include, but are not limited to:

- Visual Arts – Meet the Masters Art Show Case, Theater Show Case
- Music Appreciation & Dance – Themed Spring Recital
- Culinary Arts and Nutrition – Science in the Kitchen
- Health and Fitness – Pickle Ball Tournament, Yoga and Meditation, REACH Mini Olympics
- Journalism & Photography – REACH Yearbook
- Technology – iPad, Sphero aMAZEing Challenge (Coding), OSMO, Little Bits
- STEAM – Green Screen Theater
- Educational and cultural field trip activities

Staff is trained to facilitate the enrichment clubs component. Students receive a minimum of five hours of enrichment weekly. At the conclusion of each thematic unit, each school is required to host a student showcase and program wide competitions.

Each enrichment club theme addresses California State Content Standards in visual and performing arts, math (culinary arts recipes), physical education, and/or health. For example:

- Visual Arts addresses standards of artistic perception and creative expression.

- Physical Education standards of manipulative skills and movement concepts.

The expectations of the enrichment club activities include but are not limited to:

- Give students the opportunity to develop new skills.
- To pursue students interested in greater depth.
- Help students gain self-confidence and raise their self-esteem.
- Give students the opportunity to excel in areas that are non-academic in nature.

Stakeholders Assessments:

The REACH Program understands the evolving nature of education and needs of students. An assessment based on the needs of students, parents, and staff through the use of ongoing surveys help to guide our program structure and further develop curriculum. In addition to the surveys, data sources including the school site Academic Performance Index (API), and California State Testing and Reporting (STAR) are reviewed. Based on the findings of these assessments, program objective goals are established.

Program Objective Goal	Data Source	Responsible Party	Timeline
Support activities that improve student academic achievement	STAR/API	ERUSD/REACH	Sept/Oct
Support activities that improve classroom behavior	PBIS	PBIS/REACH	Annual
	Parent Surveys		Annual
	Student Surveys		Annual
	Site visits/Observations		Monthly
Enrichment activities that complement academic program	Enrichment Club Calendar	REACH	Trimester
	Parent Surveys		
	Student Surveys		
Fitness opportunities for students	Program Planner	REACH	Daily

The REACH Program staff support the overall student success and strive to close the achievement gap. Through the collaborative efforts staff:

- Implement a prevention/early intervention program to educate students on gangs, crime, and substance abuse.
- Develop and implement a club based enrichment program for elementary age students.
- Develop and integrate technology in program curriculum to help accelerate the educational process of students.

- Further develop a parent/guardian representative, Parent REACH Organization (PRO) group for collaboration.
- Continue to collaborate with school personnel to successfully align with the regular school day learning.
- Renew a program curriculum to strengthen alignment with daytime instruction and STAR testing guidelines.
- Work to provide a caring and safe environment for children in the after school setting.

Youth Voice and Leadership

The REACH Program strives to provide opportunities for students to gain a sense of leadership and attain confidence in developing/implementing meaningful activities in the after school program. Annually students are surveyed and provide feedback regarding enrichment curriculum they would like to integrate into the program. All feedback obtained is utilized to develop and improve the program curriculum, enrichment, activities and special events.

Student Council:

A peer elected student advisory group is selected annually per site. Interested candidates work with their Classroom Leaders in developing a speech and improvements to the program they would like to see. The students in the program then proceed to an election process and a student advisory committee is elected. The student council consists of a President, Vice-President, Secretary and Treasurer. The student council meets monthly with the Site Coordinator to discuss the feedback of participants, viewpoints, concerns and interests. Council makes suggestion on practices, curricula, and program events.

At the start of each week, student council makes announcements to the entire program in an assembly style. Additionally during special events, parent nights, etc. student council act as master of ceremonies to parents and family members.

Student Greeters:

Each month a new student greeter is selected by class/grade. Being a student greeter ensures that participants play a leadership role regardless of age/grade. As a student greeter, students are responsible for recording what is being conducted in class, and as Site Coordinator/visitors enter the classroom, the greeter will greet the guest and provide them with information on what they are currently working on. This also serves as a great time for the Site Coordinator to meet with students on activities they like doing in the program.

Intramural Activities:

Building leadership skills for all students is an important aspect of REACH. This is accomplished in a multitude of platforms that highlight student leadership. REACH schedules several events across the eight elementary campuses to provide an

opportunity for students to meet outside their campus and to provide healthy competition. Events include the annual Spring Recital, Mini Olympics, Pickle Ball, Sphero Maze Challenge, etc. Each of these events provides students with an opportunity to represent both their school and their participation in the after school program. During events students are tasked with assignments such as: master of ceremonies, event photographer, stage crew, etc.


Healthy Choices and Behaviors












The City has adopted a Health and Wellness Policy continued in the after school program. The City has a strong interest and moral obligation in providing an all-encompassing environment that is conducive to the health of children.

Since childhood obesity has become an issue in both our school district and our country in general, our program is concerned about the quality, portion-size, and healthiness of the food that is served to our students. The program continues to work at establishing a standard for our students to make healthier food selections before, during, and after school.

The El Rancho Unified School District Food Services Department continues to provide a daily, nutritious snack after school each day in compliance with FDA Food Regulations.

The REACH staff provide student feedback to the snacks provided in order to offer more appealing future selections. The cycle menu repetitively runs through the school year. Snacks are checked against the California Project Lean Elementary School Calculator to meet nutritional standards.

 **REACH**
November 2023

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	 Giant Chocolate Goldfish Grahams & Milk	 Snickerdoodle Cookie & Chocolate Milk	 Yogurt & Fruit Juice	2 Orange, Graham Crackers & Juice	 Cold Cereal & Milk	4
5	6 String Cheese & Juice	 Mini Chocolate Chip Cookies & Milk	 Cheez-It Scrabble & Juice	9 Fresh Apple & Milk	10 No School VETERANS DAY OBSERVED	11
12	13 MANAGERS CHOICE	 Cheese Stick, Crackers & Juice	 Low Fat Brownie & Milk	16 Banana & Chocolate Milk	 Cold Cereal & Milk	18
19	20	21	22 No School - Fall Holiday	23 Thanksgiving	24	25
26	27 String Cheese & Juice	 Mini Chocolate Chip Cookies & Milk	 Yogurt & Fruit Juice	30 Orange, Graham Crackers & Juice		

Menus are subject to change. 1% Lowfat milk contains 14 g of sugar • Fat Free Chocolate Milk contains 20 g of sugar • All juices are 100% fruit juice and do not contain sweetener

Culinary Club:

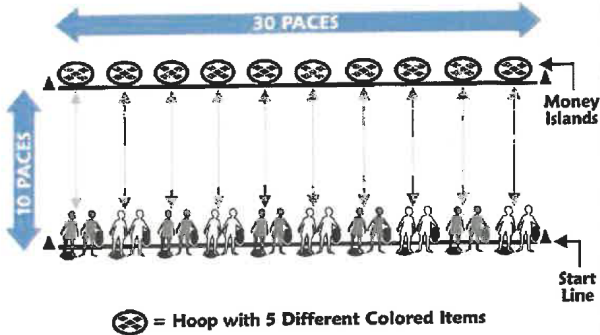
REACH provides students with an opportunity to participate in a high quality Culinary Club that focuses on healthy food options and allows students to gain valuable hands on experience. Each week students will learn about different types of foods from across the country that focuses on hands on activities that are engaging. Our goal is to introduce new fruits and vegetables that are student friendly, budget friendly and simple to reproduce. In an effort to incorporate science, students will be conducting experiments and building on hypotheses of the possible chemical reactions.

SPARK:

REACH recognizes the importance of both eating healthy and participating in regular physical activity as means to maintaining healthy behaviors. REACH works in collaboration with SPARK in implementing curriculum that focuses on the development of healthy lifestyles, motor skills, movement knowledge, social skills and personal skills. By providing 30-45 minutes of mild to vigorous physical activities allows REACH to conduct daily developmentally appropriate exercises that highlight physical wellness. By providing students with skill development they will gain complete understanding of sport.

**SPARK™
ACTIVITY****DOLLARS AND CENTS****Ready...**

- 1 spot marker per student
- 1 hoop per pair; 5 small different colored items per pair. Each color represents a monetary value. Use fluff balls, beanbags, flying discs, etc.
- 4 cones (for boundaries)
- 1 *Dollars and Cents Task Card* (SPARKfamily.org)

**Set...**

- Create a rectangular (30X10 paces) activity area.
- Scatter students in pairs along 1 long sideline; each pair with 2 spot markers. Along opposite sideline, place 1 hoop per pair. In each hoop, place the 5 colored items.
- Assign each pair to a hoop on the opposite sideline. The hoop is their "Money Island."

GO!

1. The object is for you and your partner to travel to Money Island and collect items representing money to buy health and wellness equipment. I'll call out an item and tell you how much it costs.
2. One of you is the Shopper; the other is the Driver. Shoppers may not touch the ground off of the spot markers. If you do, go back to the start line, and begin again.
3. Shoppers start on 1 spot marker. On signal, Drivers place 2nd spot marker in front of the Shopper and toward Money Island.
4. Shoppers step onto the spot, and Drivers grab the 1st spot marker, and move it in front of the Shopper.
5. Keep traveling from spot to spot until you arrive at Money Island. Collect the needed "money" to buy your health and wellness item and return back to the start line in the same manner with the "money."
6. After each round, quickly return the money to Money Island, and get ready for the next round.
7. The value for each color is:
 Red = \$1 Orange = 25¢ Yellow = 10¢
 Green = 5¢ Blue = 1¢
8. The 1st round, you will buy a jump rope for 35¢. Ready? Go!
9. (After each round, partners switch roles. Use sample items in Challenges, or create your own.)

CHALLENGES

- * Toothbrush costs 16¢
- * Flying disc costs \$1.05
- * Water bottle costs 30¢
- * Bike Helmet costs \$1.41

CUES

- * Communicate with your partner, and talk about what you are doing.
- * Drivers, don't put the spot marker too far in front of the Shopper.
- * Help each other with the math.

17**COOPERATIVES****GRADES 3-6**

* SPARK™ IT UP!

★ Pedometer Estimation

Driver wears a pedometer. Shopper estimates the number of steps it will take the Driver to drive to do all the shopping.

★ Lily Pads

Place the spot markers a bit farther apart so your Shopper has to use a 2-foot, jump/land motion.

★ Shopping Cart

Use scooter boards instead of spot markers. Shopper sits on the scooter board, and the Driver pushes. (Discuss safety rules. Drivers cannot let go of the scooter; shoppers keep their hands in their lap, etc.)



ACADEMIC

Social Studies - Currency is the term for the type of money a country uses. In America, we use the dollar.
Japan = yen. Mexico = peso. Thailand = baht.
Europe = euro. Sweden = krona. Russia = ruble.
Kenya = shilling. England = pound sterling. Cavemen = rocks and shells.

• STANDARDS ADDRESSED

NASPE

#2 Problem-solving strategies

#5, 6 Cooperation and teamwork

• Your State (Write in here)

PAULA'S POINTERS

- Write the prices for each color on a poster or whiteboard for students to reference.
- If you don't have 5 different colors, assign different values to different pieces of equipment. E.g., batons = \$1, beanbags = 25¢, fluffballs = 10¢, flying discs = 5¢, and pinnies = 1¢.

NOTES



Diversity, Access, and Equality

The REACH After School Program design is sensitive to the needs of the student population. Staff trainings and partnerships are based upon student, parent, and school site needs. REACH staff meet regularly with parents and day time teachers too discuss student needs, modifications, IEP’s and resources. The El Rancho Unified School District conducts an annual evaluation of student-level data from the STAR report for Language Arts and Math testing results as well as attendance in regular school day and for the after school program. Language Arts and Math are key areas targeted for growth. Considering bridging the achievement gap and equity, REACH has structured the program design by developing diverse enrichment clubs, celebrating cultural differences, STEAM designed Fun Fridays, parent involved events, program special events and diverse rich text.

Recruitment

- Support of instructional day goals
- Brochure information to schools
- Program posters displayed on site
- Recruitment tables before/after school
- Principal and teacher referrals
- Word-of-mouth by parents/students
- Promotion of program at daytime special events
- Press releases, PSAs, Parent Square notices

Retention

- Homework assistance
- Priority to siblings of participating students
- High quality programming
- Provide safe, supervised learning environments
- Provide variety of enrichment activities
- Parent involvement
- Award Certificates of Achievements for students
- Encourage self-confidence through experiences

English Language Learners (ELL):

English language learners are supported by providing them with the opportunity to speak in a non-threatening environment. The district population of Spanish speakers is evident and the program makes every effort to collaborate to meet student and parent needs. Our LitART Literacy Curriculum provides small group instruction, regular use of Spanish words and materials in the program, which creates an atmosphere where Spanish is a desirable skill. Additionally, all program documents are available in Spanish.

Quality Staff

Employment Requirements:

The City of Pico Rivera ensures that all staff members meet the qualifications for an instructional aide. Through the collaboration with the ERUSD, an acceptable candidate would need to meet one of the following criteria:

1. Complete at least two years of study at an institution of higher
2. Obtain an Associates (AA) Degree or Bachelor’s (BA) Degree from an accredited institution of higher education.
3. All prospective employees are required to satisfactorily complete a Department of Justice background check and a physical examination, including a drug screening at the City’s expense.

4. Employees are also required to possess and maintain certification in CPR, First Aid and AED.
5. Required Trainings upon hire include: Mandated Reporting, Sexual Harassment, Heat Stress Symptoms and Prevention, Curriculum, etc.

After a rigorous interview process, staff are required to achieve a passing Department of Justice rating, physical examination and pass a drug screening.

Experience:

- Recent experience, paid or volunteer, in working with children is desired.

Recruitment and Retention:

The REACH After School Program ensures a sufficient number of staff members staff the program with a 20:1 student to staff ratio. The REACH program utilizes several means of staff recruitment and retention:

- Job postings (NeoGov/On-line)
- Word-of-mouth/Walk-Ins
- Press Release
- Social Media Postings
- Job Fairs
- College/Education Postings

Staff Development:

General and specialized staff orientations and trainings

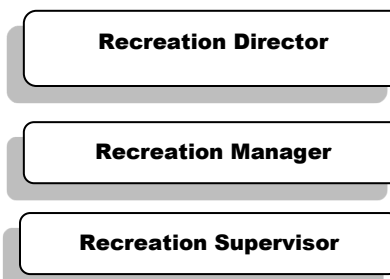
Mentoring & Coaching by Site Coordinators, Academic Coaches, and Program Administrators

Staff Action Plans

Organization Structure:

The program employs an Academic Coach, a day-time teacher to act as a liaison who facilitates communication between the program and the school. Each site has one Site Coordinator employed by the program and one Classroom leader employed by the program for every twenty students. Recent experience, paid or volunteer, in working with children is desired.

REACH After School Program Organizational Chart



REACH Program Coordinator

REACH Quality Assurance Coach

**Academic Coaches (credentialed teacher liaisons) & Site Coordinators
Classroom Leaders**

Staff Development:

The City of Pico Rivera REACH Site Coordinators, Academic Coaches, and Classroom Leaders receive comprehensive staff training on the following topics:

- First Aid and CPR, AED certification
- Behavior and classroom management
 - PBIS
 - PAX
- Safety policies for students and staff (emergency plans)
- Homework and tutoring management
- Policies & Procedures – staff responsibilities, program goals and guidelines, effective external and internal communication (parents, site staff, and partners), departmental forms such as time sheets, mandated child abuse reporting, time management for supervisors, etc.
 - Mandated Reporting
 - Heat Stress Symptoms and Prevention
 - Sexual Harassment
- Enrichment & recreation training (lesson plans, activity building, field trips)
 - LitART
 - Box Cars & One Eyed Jacks
 - Quarterly Club Trainings
- Site-level program assessment for purposes of program improvement
- Fitness activities - physical activity program and safe management of physical activity
 - SPARK
- Program compliance– record-keeping, accounting policies and procedures
- Site-specific curricula
- Leadership training
- Technology

Other topics and lessons across a variety of curriculum (e.g. Science, Math) and recommendations based on site observations and performance evaluations.

Clear Vision, Mission, and Purpose

The REACH After School Program recognizes that millions of children return to an empty homes after school. When the final school bell rings, the anxiety for parents often just begins. They worry about whether their children are safe, whether they are completing homework, and whether they are engaging in activities that are positive, productive, and safe. These concerns ring true for the children in Pico Rivera. Out of this need the REACH program brings opportunities for students to increase their academic achievement, have a safe, supportive place to be in the after school environment from after school until 6:00 p.m. and have fun with friends and caring adults while developing social relationships and engaging in enriching activities. As program, we have adopted the vision that in the after school program children believe in themselves, acquire a sense of personal achievement, and gain a sense of belonging in the Pico Rivera community.

REACH Acronym:

The City of Pico Rivera in collaboration with the El Rancho Unified School District have addressed areas that the after school program would focus on to both close the achievement gap and enhance the overall success of participants. The REACH After School Program name was adopted through the acronym Recreation, Education, Accelerating Children's Hopes. The program has strived to educate through play and disguised learning in an effort to help children achieve in academics and the arts.

Program Goals and Purpose:

REACH is an interactive "hands-on" program whose goal is to provide students the tools to achieve academically through participation in literacy and the arts.

The mission of the REACH After School Program is to provide a safe after school environment in an enrichment filled environment across academics, the arts and technology.

In an effort to accomplish our mission, the program recognizes the following program goals:

1. Provide a safe-haven that includes educational and recreational enrichment.
2. Increase creativity and academic performance through participation in arts.
3. Provide homework assistance.
4. Enhance academic skills.

Collaborative Partnerships

The REACH After School Program personnel meet with community partners, stakeholders and instructional day staff on a regular basis to maintain a line of participatory communication. Regular communication allows the program and its collaborators to maintain a sustained and successful program.

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

- Formal communication in the form of biannual meetings with the Assistant Superintendent of the El Rancho Unified School District.
- Formal communication in the form of quarterly meetings with Principals to discuss program updates and shared goals.
- Informal communication in the form of quick, effective meetings, emails, other written communication, and special meetings scheduled on an as-needed basis.
- REACH Coordinator, Site Coordinators, and Academic Coaches when appropriate are invited to participate in school staff meetings, student assessment meetings and parent association meetings.
- Site Coordinators meet regularly with day-time teachers to identify a needs assessment of students, group or grade level.
- Academic Coaches are credentialed teachers who provide day time instruction and use the experience to support the after school program; Academic Coaches act as liaisons, meet with Principals on an as needed basis to provide direct assistance to students with the greatest academic needs.

Principals:

The Principal is responsible for matters regarding the use of the school facility and recommendations on program model. Communication with REACH program staff is oftentimes informal, but frequent. Principals participate in meetings to discuss program updates with program administrators.

Instructional Day Teachers:

The role of the instructional day teacher is to provide essential student information relating to achievement and behavior. Some instructional day teachers collaborate/communicate directly with after school program staff to better meet the needs of students.

Parents and Students:

Parents and students are encouraged to be involved in the ongoing improvement and evaluation of the program. Annual parent meetings are conducted by the Site Coordinator to discuss program goals and updates at each site. Site staff communicates on a daily basis with parents and students, either in-person, via phone calls, when questions or concerns arise. Both parents and students are included in the evaluation process by participating in program surveys.

Continuous Quality Improvement

The REACH After School Program has adopted the Continuous Quality Improvement Plan as a framework and guide for the implementation of curriculum, enrichment, activities and program improvements. Through the Parent REACH Organization (PRO) Committee, we will assess the program quality and discuss areas of improvement per

trimester. Utilizing the framework in the twelve standard areas across point-of-service and programmatic, REACH strives to continue to provide quality after school programming to the youth of Pico Rivera. The quality standards are listed below:



Continuous Quality Improvements (CQI)

Safe and Supportive Environment:	The program provides a safe and nurturing environment that supports the developmental, emotional and physical needs of all students.
Active and engaged learning:	Program design and activities reflect active, meaningful and engaging learning methods that promote collaboration and expand student horizons.
Skill Building:	The program maintains high expectations for all students, intentionally links program goals and curriculum with 21st-century skills and provides activities to help student achieve mastery.
Youth Voice and Leadership:	The program provides and supports intentional opportunities for students to play a meaningful role in program design and implementation, and provides ongoing access to authentic leadership roles.
Healthy Choices and Behaviors:	The program promotes student well-being through opportunities to learn about practice balance nutrition, physical activity and other healthy choices in an environment that supports a healthy life style.
Quality Staff:	The program recruits and retains high quality staff and volunteers who are focused on creating a positive learning environment and provides ongoing professional development based on assessed staff needs.
Diversity, Access and Equity:	The program creates an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression.
Clear Vision, Mission and Purpose:	The program has a clearly defined vision, mission, goals and measurable outcomes that reflect broad stakeholder input and drive program design, implementation and improvement.
Collaborative Partnerships:	The program intentionally builds and supports collaborative relationships among internal and external stakeholders, including families, school and community to achieve program goals.
Continuous Quality Improvement:	The program use data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcome and impact.
Program Management:	The program has sound fiscal and administrative practices supported by well-defined and documented policies and procedures that meet the grant requirements.
Sustainability:	The program builds enduring partnerships with the community and secures commitments for in-kind and monetary contributions.

Program Management

The vision of the REACH Program is that children believe in themselves, acquire a sense of personal achievement, and gain a sense of belonging in the Pico Rivera community. In providing a safe environment (both physically and emotionally) for students they will feel comfortable to experiment and be themselves. They will have an opportunity to learn from the REACH staff as role models in words and actions. They will be provided with exciting and enriching activities across various topics to provide success in academics, social setting, and build confidence. Through evolving curriculum, engaging enrichment and activities students will gain success and attain support in the after school setting.

Program Staffing Model

REACH After School Program Organizational Chart



Recreation Director:

The City of Pico Rivera employs one Recreation Director who is responsible for the management, administrative and operational functions as part of the departmental programs. The Recreation Director is a full-time employee with a college degree.

Duties include, but are not limited to the following:

- Develop program goals, objectives, policies and procedures.

- Plan, organize and manage program; evaluate the effectiveness of work operations and make or implement adjustments by using auditing and system control procedures related to the program.
- Perform analyses, prepare reports and make presentations to partners.
- Consider school district needs and implement new policies that will improve the program.
- Promote program events and interact with media representatives to advertise and market program services.
- Coordinate projects, programs and staff within program; interpret regulations and standards for program in the event of conflict situations and new developments.
- Conduct program evaluation to discuss and evaluate the effectiveness of program management techniques and content.

Recreation Supervisor:

The City of Pico Rivera employs one Supervisor who is responsible for the oversight and supervision of a comprehensive program consisting of eight school sites and program staff. The Supervisor is a full-time employee with a college degree.

Duties include, but are not limited to the following:

- Oversight and management of REACH After School & Safety Grant (ASES); management and documentation of all financial issues to funding source (CDE); compliance of grant guidelines.
- Responsible for ASES Re-Application and the renewal of a program plan to create a framework for operations and enhance partnerships with community partners and stakeholders.
- Responsible for preparation and monitoring of division budget and revenue; development of additional funding partners to offset program costs.
- Staff liaison for community groups and school district officials (El Rancho Unified School District) and the Los Angeles County of Education (LACOE); facilitation of meetings with principals and district employees for program updates.
- Generation of daily attendance tracker and monthly attendance per site; generation of attendance reporting to the California Department of Education via ASSIST, the online reporting system.
- Preparation of Annual State Wide Evaluation Reporting for Elementary Schools in collaboration with El Rancho Unified School District (ERUSD) personnel.
- Management of the hiring process two to three times per year (testing and interviews) and evaluations for program staff.
- Development and amendment of program forms in English and Spanish.
- Management of program staff; organize and coordinate projects and assignments for lead staff.
- Implementation and documentation of counseling for staff, including work plan development.
- Development and oversight of a healthy benefits initiative and healthy eating habits to program participants.

- Development and oversight of marketing program emphasizing program recognition.
- Management of special events and enrichment programs.
- Program assessment in the form of conducting formal and informal site visits and evaluations on a monthly basis.
- Preparation of program and project status reports to management.

Program Coordinator:

The City of Pico Rivera employs one Coordinator who plans, organizes, and implements the after-school program, directly supports and evaluates the work of front line staff. The Coordinator is responsible for providing program support and leadership to ensure program effectiveness and success at eight sites. The Coordinator is a full-time employee with a college degree.

Duties include, but are not limited to the following:

- Assist in the preparation of program budget, fiscal reports and school site budgets.
- Maintenance of compliance documentation such as sign-in sheets, early release forms, late pick-ups, absences, student additions and withdrawals.
- Maintenance and submission of weekly and monthly snack checklists to El Rancho Unified School District Food Services.
- Maintenance of inventories/lists including, but not limited to inventory of program equipment, staff contact information, staff timesheet tracking, and CPR/First Aid certification for staff.
- Preparation of program and project status reports to management.
- Lead investigations and identify resolutions for parent and student complaints, and facilitate communication with school officials, staff, parents, and teachers on a regular basis.
- Development of activities such as family nights to increase parental participation and build stronger partnerships.
- Coordination of an arts-based enrichment program; curriculum development incorporating teachers and staff in visioning process.
- Organize, coordinate and schedule school sites projects, staff assignments and/or programs.
- Coordination of LitART curriculum and annual staff trainings in the form of curriculum building, classroom management, instruction and enrichment curriculum.
- Curriculum development for seasonal workshops; development and oversight of City wide collaborative projects with school sites.
- Preparation of monthly Site Coordinator/Academic Coach meetings for updates and trainings.
- Program assessment in the form of conducting formal and informal site visits and evaluations on a monthly basis.

Quality Assurance Coach:

The City of Pico Rivera employs one part-time Quality Assurance Coach who are responsible for providing the highest level of service in the daily oversight, coaching, and training of Site Coordinators, as well as acting as a model for Classroom Leaders.

The Quality Assurance Coach ensures that the mission and values of the organization are being met with 21st Century Quality Standards model.

Duties include, but are not limited to the following:

- Supervise and ensure the uniformity of programs goals/expectations.
- Provide hands on trainings to Site Coordinators with planning, organization, and supervision of the site;
- Lead, coach, instruct and motivate Classroom Leaders; provide clear work instruction; train and supervise Classroom Leaders on developing and implementing program-specific activities.
- Develop and train staff in new quarterly curriculum based on stakeholders input.
- Train and model the delivery of the Box Cars and One Eyed Jacks, SPARK, and LitART Literacy Curriculum including the literacy, math, enrichment, recreational and homework support activities.
- Ensure the use of positive classroom management and discipline techniques in collaboration with program and instructional-day staff. Provides training to both Site Coordinators and Classroom Leaders to ensure PBIS is met.
- Communicate regularly with school principal, teachers, parents, and community; maintains a connection between the instructional day and after school program via regular formal and informal communication with instructional day staff.
- Assist in the management and maintenance of program logistics such as the collection of student data, attendance records, curriculum and program plan.
- Performs in the role of a substitute Site Coordinator during staff absences.
- Assist the Supervisor and Coordinator with program evaluation activities.

Site Coordinators:

The City of Pico Rivera employs eight part-time Site Coordinators who are responsible for providing the highest level of service in the daily oversight, coaching, and training of program staff and projects at each of their respective sites. Recent experience, paid or volunteer, in working with children is desired.

Each City of Pico Rivera REACH After School Program site is assigned to one Site Coordinator who oversees the program at their designated school site. The Site Coordinator is not assigned to supervise a single group of students, rather is responsible for the overall operation of the site. Recent experience, paid or volunteer in working with children is desired.

Duties include, but are not limited to the following:

- Supervise and ensure the safety of children in programs at all times.

- Provide the highest level of service in the planning, organization, and supervision of the site; scheduling of programs components and use of space in collaboration with school staff.
- Effectively supervise front line staff (Classroom Leaders); foster a teamwork environment.
- Lead, coach, instruct and motivate Classroom Leaders; provide clear work instruction; train and supervise Classroom Leaders on developing and implementing program-specific activities.
- Develop and facilitate the delivery of lesson plans aligned with the instructional day and educational standards.
- Facilitate the delivery of the LitART Literacy Curriculum including the literacy, math, enrichment, recreational and homework support activities.
- Ensure the use of positive classroom management and discipline techniques in collaboration with program and instructional-day staff.
- Communicate regularly with school principal, teachers, parents, and community; maintains a connection between the instructional day and after school program via regular formal and informal communication with instructional day staff.
- Manage and maintain program logistics such as the collection of student data, attendance records, curriculum and program plan.
- Performs in the role of a substitute Classroom Leader during staff absences.
- Assist the Supervisor and Coordinator with program evaluation activities.

Classroom Leaders:

Classroom Leaders are responsible for providing engaging and positive daily learning experiences to a group of (20) students. Recent experience, paid or volunteer in working with children is desired.

Duties include, but are not limited to the following:

- Supervise and ensure the safety of students at all times.
- Implement and execute project-based learning; facilitate in the delivery of the LitART Literacy Curriculum including the literacy, math and science, enrichment, recreational, and homework support activities.
- Employ positive classroom management and discipline techniques.
- Record and maintain daily attendance records.
- Communicate with parents and volunteers as needed.
- Actively participate in professional development activities including training workshops, coaching and facilitated meetings.

Academic Coaches:

Academic Coaches are responsible for providing direct assistance to the students with the greatest academic needs and to facilitate communication between the REACH program and the school.

Academic Coaches must possess a Bachelor's Degree from an accredited college and must be currently teaching for the El Rancho Unified School District.

The program employs (2) credentialed Academic Coaches, each assigned to one site. Coaches may provide assistance to other sites on an as needed basis.

Duties include, but are not limited to the following:

- Act as a liaison between the REACH program and the school to establish cooperation between programs.
- Utilize advanced knowledge in the respective fields to educate and train staff on developing and implementing program-based activities.
- Facilitate communication between the schools' Principals, Supervisor and Coordinator, Site Coordinators, Classroom Leaders and school staff.
- Conduct weekly observations using after school quality observation tools and provide immediate feedback to Principals and Site Coordinators.
- Conduct demonstrations of LitART and other literacy enrichment strategies and effectively train classroom leaders on those strategies.
- Provide active, direct tutorial assistance to small groups of students in reading and math on a weekly basis.
- Facilitate the acquisition of assessment data (e.g. end of unit tests, portfolios) from school staff for after school program planning and evaluation purposes.
- Facilitate the acquisition of classroom space for instructional purposes.

Volunteers:

The program encourages volunteer services to help parents and family members develop leadership skills in support of the program. Volunteers undergo an on-site orientation, are provided with support materials, and must always be supervised by an employee of the REACH After School Program. Volunteers usually assist with fieldtrips and site events.

Program Plan:

The REACH After School Program is reviewed annually, at the beginning and at the end of the academic year. This program plan is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement in the development of an effective after school program. The program plan is documented and filed in administration offices and school sites for a period of (5) years. Access to the program plan is available to all program staff.

Fiscal Accounting:

Policies and guidelines for the use of categorical funds are strictly adhered to, as directed by the California Department of Education (CDE). The REACH After School Program uses categorical funds only to supplement, and not supplant, state and local funds. All fiscal and auditing standards required by the CDE including annual fiscal audits, submission of annual budget report, quarterly expenditure reports, in-kind

donations (facilities and space usage fulfills not more than 25 percent of matching funds), and ensure no less than 85 percent of funding be allocated to direct services to students.

The system used to address the fiscal accounting and reporting requirements for the grant is an internal document itemizing, the in-kind local matching funds, the contributors and values of each contribution. Expenditures are listed such as on-site classified and certified salaries (administration and clerical support staff), snack, attendance, facilities use, and custodial services and supplies. These expenditures are tracked by the City of Pico Rivera's Finance and Accounting Departments.

In-Kind Services:

The grant award is \$1,238,233.79 annually. The City of Pico Rivera exceeds the match of 30% of the award (\$371,470) of total in-kind contributions. The table below includes both the City's and the El Rancho Unified School District's in-kind matches for the REACH After School Program.



City of Pico Rivera
REACH After School Program
2023-2024
IN-KIND VERIFICATION FORM

Grant #: 19-23939-2384-EZ

Name of Organization: City of Pico Rivera

Items/Services Contributed	Monetary Value of Items/Services
<u>Department of Parks & Recreation</u>	
Director Salary	\$23,000
Supervisor Salary	\$28,000
Department Processing of Accounts Receivables	\$12,000
Department Processing of Timesheets	\$17,000
Secretarial/Clerical Assistance	\$30,000
Information Technology Support	\$4,000
<u>Equipment & Storage</u>	
Office Space	\$2,070
Office Storage	\$2,500
<u>Department of Human Resources</u>	
Hiring/Onboarding	\$12,000
<u>Department of Finance</u>	
Accounts Payable Services	\$5,453
Payroll Services	\$5,453
<u>El Rancho Unified School District</u>	
Facilities	\$85,000
Administrative Collaboration	\$40,000
Custodial Services	\$30,000
Daily Nutritious Snack	\$75,000
TOTAL VALUE:	\$371,476

Attendance:

In order for REACH to qualify for state funding and for students to receive a well-rounded extended learning experience, students are expected to attend the full program (6:00 pm). In order for these activities to be meaningful and influence academic success, daily attendance is required. Students may however leave the program early or arrive late for reasons outlined by the Early Release/Late Arrival policy. Please note that priority for enrollment is given to students who consistently attend the extended day program on a daily basis, and take advantage of the full extent of the service. If a student accumulates three unexcused absences, the student may be subject to a withdrawal from the extended day program. This policy ensures that this valuable service is maximized by our students throughout the academic year. Daily attendance for each student is recorded on a sign-in and sign-out sheet. The REACH After School Program operates every school day immediately after school until 6:00 pm, including modified days. Students may be picked up between 5:30 pm–6:00 pm and between 4:30 pm–6:00 pm on modified/minimum days. A daily signature and sign-out time is required. Sheets will be used to record attendance using the following system:

1. Attendance forms must be completed by the REACH After School Program each month.
2. The following must be completed for every month of every program year (July 1-June 30):
 - Site name
 - Attendance month
 - Number of attendance days
 - Student names (last name, first name)
 - Student PERM/SSID numbers
 - Student grade
 - Totals (number of days student was in attendance for the month, number of students attended each day, number of students served in one month).
3. If a student drops from the program, the student's name is kept on the list using a zero (0) for attendance.
4. Using the sign-in sheets, a (1) is entered for students who were in attendance on the given day. A (0) is entered for students who were absent on the given day.
5. Attendance records are maintained for the duration of the grant period at the Pico Rivera Parks & Recreation Department and can be requested for auditing purposes.
6. All records are kept and maintained for at least three (3) years for auditing purposes.

Sign-in and Sign-Out Procedures:

Documentation of student attendance at the REACH After School Program occurs on a daily basis and is completed as follows:

1. Every student that attends the REACH After School Program is required to be signed-in and signed-out each day by an authorized adult who is at least 18 years of age.
2. There must be a written record of all those that attend each day for how long each day.
3. Current month's records must be maintained at the site location and Smith Park (REACH Central Office), and can be requested for an audit at any time.
4. Past month's records must be maintained for the duration of the grant period at Smith Park and can be requested for audit purposes at any time. All attendance records including Sign-In and Sign-Out sheets can be requested for audit purposes at any time.
5. All records including Sign-In/Sign-Out sheets must be kept for at least (5) five years for auditing purposes.

Early Release Policy:

Parents/Guardians may apply for early release for children who have regularly scheduled, standing appointments each week. Early releases are granted on a limited case-by-case basis and must be approved prior to the student's absence from the after school program. An early release form must be filled out by the parent/guardian. Early release dismissal will only be for child accidents/illnesses that occur during program time, dismissal by staff member due to behavior/discipline policy, parallel programs, family emergencies, medical appointments, observing religious or cultural events, weather conditions, transportation, safety/well-being of family, district sponsored events and special cases.

Late Arrival Policy:

All students attending the REACH Program must be signed into the program within 30 minutes of the end of the regular school day. Any student that arrives after the 30-minute timeframe will be counted as tardy for the program that day. All tardy students must be accompanied with appropriate documentation issued by school staff (e.g. teacher, nurse, principal) in order to be counted as excused/approved tardy.

Sustainability

The REACH Program is planned through a collaborative process that includes parents, youth, the Los Angeles County Sheriff's Department, the Los Angeles County Fire Department, City of Pico Rivera, City of Pico Rivera Parks & Recreation Department, El Rancho Unified Food Services, and other private businesses in the area. Collaborations will foster learning opportunities outside of the regular instructional day. District Administration, Principals and City staff will meet annually to discuss modifications for the REACH Program in the following areas:

- Maximize current resources
- Opportunities for additional resources
- Partnership with enrollment and identification of at risk youth
- Program updates and modification