Siskiyou County Board of Education
Wednesday, August 23, 2023 – 2 p.m.

Siskiyou County Office of Education
609 S. Gold Street, Yreka CA 96097

AGENDA

Consistent with AB 361, Government Code Section 54953 and subsequent board action, this meeting will also be offered by Zoom. Follow the instructions below to access the meeting. Teleconference protocols will be provided at the opening of the meeting, including how to address the County Board with public comments.

To join this meeting, click on the link below:
https://us02web.zoom.us/j/85615627266?pwd=YjNTdUcwVGkxRTlsdmZXWVk2Zi9TZz09

Meeting ID: 856 1562 7266
Password: 686644
To join by telephone: 1-669-444-9171

In compliance with the Americans with Disabilities Act, the Siskiyou County Board of Education will make available to the public who has a disability, any needed modification or accommodation in order for that person to participate in the public meeting. Contact the Siskiyou County Office of Education at 530-842-8400 at least one (1) week prior to the scheduled meeting.

Public Comments: Persons who wish to address the Board for items listed on the agenda must complete the Speaker Card provided and hand it to the Board of Trustees' secretary, preferably prior to when the items are called on the agenda.

Meeting Schedule

- Call to Order
- Salute to the Flag
- Public Comment
- Announcements
- Agenda Items
- Adjournment

Hearing of persons desiring to address the Board or present petitions. Presentations not on the agenda will be limited to five minutes. The Board is prohibited by law from taking action on any item presented if it is not listed on the agenda.

Item 01
Subject: Approval of Minutes
Approval of June 28, 2023, meeting minutes.

Type of Action: Action

Item 02
Subject: Credential Registration
Credentials granted by the Commission on Teacher Credentialing will be submitted for registration.

Type of Action: Action

Item 03
Subject: Quarterly Report on Williams Uniform Complaints
The Quarterly Report on Williams Uniform Complaints for July, 2023 will be submitted as an information item.

Type of Action: Information

Item 04
Subject: Expanded Learning Presentation
Kelly Smith, Director of Expanded Learning will present on Expanded Learning and their program plan.

Type of Action: Information

Item 05
Subject: Klamath River Elementary School District – Deferment of Lapsation
Request for approval of a resolution from the Klamath River Elementary School District Board seeking deferment of lapsation.

Type of Action: Action

Item 06
Subject: Consolidated Application
Request for approval of the 2023-2024 Consolidated Application.

Type of Action: Action

Item 07
Subject: RESOLUTION 23-24-01
Request for approval of resolution 23-24-01 for exemption to the separation-from-service requirement pursuant to Education Code, section 24214.5 and 26816.

Type of Action: Action

Item 08
Subject: Superintendent's Report

Type of Action: Information, Discussion

Item 09
Subject: Board Comments

Type of Action: Information, Discussion

Item 10
Subject: Items for Next Agenda

Type of Action: Discussion

ADJOURNMENT OF MEETING

This agenda and meeting materials are posted on the Siskiyou County Board of Education webpage. For more information concerning this agenda, please contact the Siskiyou County Office of Education at 530-842-8400.

Members of the public wishing to send written comments about an agenda item to the board are encouraged to send an email to siskiyoucbe@siskiyoucoe.net with the item number clearly marked in the subject line no later than noon on Tuesday, August 22, 2023. The following information should be included in the body of the email:

- Commenter's first and last name
- Organization affiliation, if applicable
- Agenda item number or general public comment

Questions: Siskiyou County Office of Education | siskiyoucbe@siskiyoucoe.net | 530-842-8400

Posted: Friday, August 18, 2023

Siskiyou County Board of Education Meeting
Regular Meeting, Wednesday, June 28, 2023, 2 p.m.
Siskiyou County Office of Education
609 S. Gold Street, Yreka CA 96097

Meeting Minutes

Members Present
John Bennett, President
Len Foreman, Vice President
William Enos, Ed.D.
Brenda Duchi
Michelle Harris
Sherry Crawford

Members Absent
Michelle O'Gorman

Call to Order
President Bennett called the meeting to order at approximately 2:00 p.m.

Public Comment
There was no public comment.

AGENDA ITEMS

Item 01
CLOSED SESSION
Interdistrict Transfer Appeal Hearing – Represented Case #01-22-23. Report of action taken. Mr. Bennett voted no, Mr. Foreman voted no, Dr. Enos voted no, Mrs. Duchi voted no, Mrs. Harris voted no, Mrs. Crawford voted no. Motion passed unanimously to deny the request and uphold the decision of the Superintendent/Principal of McCloud Elementary.

Item 02
Approval of Minutes
Mrs. Crawford moved to approve the minutes of the May 17, 2023, regular meeting with the following correction: in section 10, the minutes read "Mr. Sarah Applegate". It should have read "Mrs. Applegate". Mrs. Harris seconded. Motion carried unanimously.

Item 03
Approval of Minutes
Mr. Foreman moved to approve the minutes of the June 27, 2023 meeting. Dr. Enos seconded. Motion carried unanimously.

Item 04
Credential Registration
Mrs. Crawford moved to approve the Credentials presented for registration. Mr. Foreman seconded. Motion carried unanimously.

Item 05
Local Control and Accountability Plan
Mr. Foreman moved to approve the SCOE Local Control and Accountability Plan and Annual Update. Dr. Enos seconded. Motion carried unanimously.

Item 06
LCAP Budget Overview for Parents
Mrs. Crawford moved to approve the LCAP Budget Overview for Parents. Mrs. Duchi seconded. Motion carried unanimously.

Item 07
Local Performance Indicator
The Local Performance Indicator information was presented by Mr. Allan Carver.

Item 08
SCOE Annual Budget
Mrs. Duchi moved to approve the SCOE 2023-2024 Annual Budget. Mr. Foreman seconded. Motion carried unanimously.

Item 09
SCOE Differentiated Assistance – 2023-2024 Annual Summary Report
Mr. Mike Matheson provided information about the template and goals in the SCOE Differentiated Assistance – 2023-2024 Annual Summary Report.

Item 10
RESOLUTION 22-23-09
Mrs. Duchi moved to approve Resolution 22-23-09 regarding the Education Protection Account. Dr. Enos seconded. Motion carried unanimously.

Item 11
California State Preschool Program Self Evaluation
Mrs. Duchi moved to approve the CSPP Self Evaluation Plan. Mr. Foreman seconded. Motion carried unanimously.

Item 12
Klamath River Deferment of Lapsation
Mr. Carver provided background information and an update on Klamath River Elementary's deferred lapsation. It will be signed at the next Klamath River Elementary Board Meeting and added to our next agenda.

Item 13
Superintendent's Report

- Mr. Carver provided an update on finding another office building for some of our staff and finding a temporary solution in the main SCOE building by adding some cubicles and workstations.
- Mr. Carver confirmed that the July County Board Meeting would be canceled due to not having a quorum.
- Mr. Carver thanked Mrs. Sarah Applegate and Mrs. Jennifer Glueck for their hard work on updating job descriptions, salary schedules, interviewing, hiring, contracts, etc., as SCOE is in the process of hiring 22 people. The HR department is now a team of four people instead of two. Mr. Carver is proud of the work and is excited for the future of this organization.

Item 10
Subject: Board Comments
There were no board comments.

Item 09
Items for Next Agenda
There were no suggested items for the next agenda.

Adjournment
The meeting was adjourned at approximately 5:00 p.m. The next county board meeting will be held on August 23, 2023, at 2 p.m.



Allan S. Carver, County Superintendent

Siskiyou County Board of Education

AUGUST 2023 CREDENTIALS

Arkie "Sandoval", Andrea	Weed	Preliminary TC- Multiple Subject General Subjects Issued: 06/29/2023 Expires: 07/01/2028
Boyd, Donna	Mount Shasta	Emergency Permit-30 Day Substitute Substitute Issued: 10/01/2023 Expires: 10/01/2024
Bussard, Carissa	Happy Camp	Clear TC- Single Subject English (Exam), Math Issued: 07/01/2024 Expires: 07/01/2029
Cross, Parish	Mt. Shasta	Emergency Permit - 30 Day Substitute Substitute Issued: 08/10/2023 Expires: 09/01/2024
DeBortoli, Bradley	Mt. Shasta	Emergency Permit - 30-Day Subsitute Substitute Issued: 08/01/2023 Expires: 08/01/2024
Dibelka, Kamille	Weed	Preliminary TC- Multiple Subjects General Subjects Issued: 01/01/2023 Expires: 02/01/2024
Dolcini, Kalynn	Ft. Jones	Emergency Permit - 30-Day Substitute Substitute Issued: 07/21/2023 Expires: 08/01/2024
Elsmore, Nicole		Intern TC- Single Subject Mathematics Issued: 08/21/2023 Expires: 09/01/2025
Gannon, Michelle	Yreka	Permit- Child Development Associate Teacher Issued: 02/01/2023 Expires: 03/01/2028
Garcia-Mitchell, Eva	Weed	Emergency Permit- 30 Day Substitute Substitute Issued: 12/01/2023 Expires: 12/01/2024
Geyer, Casey	Salyer	Clear TC- Single Subject Intro Mathematics, Physical Education Issued: 08/1/2019 Expires: 08/01/2024
Geyer, Casey	Salyer	Valid SC- Administrative Services Certificate of Eligibiliy Issued: 12/1/2022 Expires:
Greenspan, Randi	Weed	Clear TC - Single Subject Mathematics (Exam) Economics Issued: 07/01/2023 Expires: 07/01/2028

*No expiration date indicates not applicable.

Hargett, Kellie	Etna	Clear TC - Specialist Instruction Agriculture Issued: 06/27/2023 Expires: 07/01/2028
Hays, Ceara	Montague	Intern TC - Multiple Subjects General Subjects (Exam) Issued: 07/01/2023 Expires: 08/01/2025
Higer, Deborah	Mount Shasta	Emergency Permit- 30 Day Substitute Substitute Issued: 10/01/2023 Expires: 10/01/2024
Irons, Tamara	Weed	Clear TC- Multiple Subject General Subjects (Exam) Issued: 05/26/2022 Expires: 06/01/2027
Jackson, Kristal	Hornbrook	Emergency Permit- Substitute 30 Day Substitute Issued: 05/24/2023 Expires: 06/01/2024
Jaffe-Stender, Laura	Seiad Valley	Preliminary TC- Multiple Subjects General Subjects (Exam) Issued: 05/27/2023 Expires: 06/01/2028
Jenott, Irene	Ft. Jones	Clear TC - Multiple Subject General Subjects (Exam) Issued: 09/01/2023 Expires: 09/01/2028
Keeler, Susan	Mt. Shasta	Clear TC - Multiple Subject General Subjects Issued: 11/1/2023 Expires: 11/1/2028
Kinsella, Emily	Happy Camp	Preliminary TC- Multiple Subject General Subjects Issued: 06/12/2023 Expires: 04/01/2028
Lang, Raylene	Etna	Clear TC - Multiple Subject General Subjects (Exam) Issued: 09/01/2023 Expires: 09/01/2028
Laub, Stacey	Dunsmuir	Clear TC - Multiple Subject General Subjects (Exam) Science Issued: 07/01/2023 Expires: 07/01/2028
Lemos, Kenneth	Edgewood	Clear TC - Multiple Subject General Subjects (Exam) Issued: 09/01/2023 Expires: 09/01/2028
Lowenthal, Justin	Foster City	Emeregency Permit - 30-day Substitute Substitute Issued: 09/01/2023 Expires: 09/01/2024
Marx, Courtney	Mt. Shasta	Clear TC- Multiple Subject General Subjects (Exam) Issued: 11/01/2023 Expires: 11/01/2028

*No expiration date indicates not applicable.

McPherson, Kayla	Klamath Falls	Preliminary TC- Single Subject Music Issued: 03/01/2023 Expires: 04/01/2028
Merrihew, Casandra	Etna	Clear TC - Multiple Subject General Subjects (Exam) Issued: 08/02/2023 Expires: 09/01/2028
Mitchell, Erica Dawn	Scott Bar	Clear SC- Administration Administrative Issued: 06/22/2023 Expires: 09/01/2026
Monroe, Shannon	Ft. Jones	Emergency Permit - 30-Day Substitute Teaching Permit for Statutory Leave Issued: 7/12/2023 Expires: 8/1/2024
Oates, Joshua	Weed	Clear TC - Single Subject Social Science (Examination) Journalism Issued: 07/31/2023 Expires: 08/01/2028
Rees,Dennis	Douglas City	Clear TC - Multiple Subjects General Subjects Issued: 07/01/2022 Expires: 07/01/2027
Ristuccia, Patricia	Weed	Emergency Permit- CLAD Crosscultural, Language and Academic Development Issued: 01/01/2023 Expires: 02/01/2024
Rogers, W. Kent	Weed	Preliminary TC- Multiple Subject General Subjects (Exam) Issued: 11/25/2022 Expires: 12/01/2024
Rompon, Lindsey	Etna	Preliminary TC- Multiple Subjects General Subjects, Science, Biological Science Issued: 06/14/2023 Expires: 07/01/2028
Russ, Thomas	Mt. Shasta	Clear TC- Career Technical Education Building and Construction Trade Issued: 06/09/2023 Expires: 07/01/2028
Scott, Sydney	Mt. Shasta	Short Term Staff Permit Permit - Multiple Subjects General Subjects Issued: 01/15/2023 Expires: 07/01/2023
Shanks, James	Malin	Clear TC- Single Subject Agriculture Issued: 08/01/2023 Expires: 08/01/2028
Shanks, James	Malin	Clear TC- Specialist Instruction Agriculture Issued: 08/01/2023 Expires: 08/01/2028
Solus-Blankenship, Allison	Mt. Shasta	Clear TC - Multiple Subject Administration Issued: 06/27/2023 Expires: 10/01/2024

*No expiration date indicates not applicable.

Stokes, Edwin	Mt. Shasta	Clear TC - Single Subject Business (Exam); Social Science (Exam) Issued: 06/14/2023 Expires: 07/01/2028
Stokes, Edwin	Mt. Shasta	Clear SC - Administrative Administrative Issued: 06/14/2023 Expires: 07/01/2028
Torres, Fatima	Dorris	Permit- Child Development Associate Teacher Issued: 03/14/2023 Expires: 04/01/2028
Turner, Jakob	Yreka	Emergency Permit- 30 Day Substitute Substitute Issued: 10/01/2023 Expires: 10/01/2024
Walton, Joyce	Ashland	Preliminary TC- Single Subject Social Science, World Language: German Issued: 03/01/2023 Expires: 04/01/2028
Wright, Darren	Dorris	Emergency Permit- 30 Day Substitute Substitute Issued: 09/01/2023 Expires: 09/01/2024
Wyatt, Jonni	Klamath River	Emergency Permit- 30 Day Substitute Substitute Issued: 8/7/2023 Expires: 09/01/2024
Yeager, Tiffani	Oroville	Short Term Staff Permit Permit- Multiple Subject General Subjects Issued: 12/20/2022 Expires: 07/01/2023

*No expiration date indicates not applicable.

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Quarterly Report on Williams Uniform Complaints

[Education Code § 35186]

District: Siskiyou County Office of Education

Person completing this form: Debbie Medeiros Title: Associate Superintendent

Quarterly Report Submission Date: (*check one*)

- ☐ April 2024
- ☒ July 2023
- ☐ October 2023
- ☐ January 2024

Date for information to be reported publicly at governing board meeting: August 23, 2023.

Please check the box that applies:

☒ No complaints were filed with any school in the district during the quarter indicated above.

☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Misassignment	0	0	0
Facilities Conditions	0	0	0
TOTALS	0	0	0

Debbie Medeiros

Print Name of District Superintendent

Debbie Medeiros

Signature of District Superintendent

August 17, 2023

Date

Siskiyou County Office of Education
Expanded Learning Program

Siskiyou Afterschool For Everyone
SAFE
Program Plan
2023 - 2026

Prepared by:
SCOE Expanded Learning Program

609 South Gold Street
Yreka, CA 96097

530-842-8439

SISKIYOU COUNTY
OFFICE OF EDUCATION

This Program Plan Guide is required by California *Education Code* (*EC*) 8482.3(g) (1). It must be completed in its entirety and submitted as part of the After School Education and Safety (ASES) Grant Renewal application process.

Revised January 2023

After School Education and Safety (ASES) Program Plan

Grantee/Local Educational Agency (LEA):

Siskiyou County Office of Education
609 South Gold Street
Yreka, CA 96097

Grant Identification Number:

47-23939-1047-EZ

County District School (CDS) Code:
47104700000000

Authorized Signatory – LEA Program Administrator

Name: Allan S. Carver
Title: Superintendent of Schools
Telephone: 530-842-8440
Email:acarver@siskiyoucoe.net

LEA ASES Grant Administrator:

Name: Barry Barnhart
Title: Assistant County Superintendent
Telephone: 530-842-8461
Email: bbarnhart@siskiyoucoe.net

LEA ASES Fiscal Agent:

Name: Sarah Applegate
Title: Associate Superintendent of Business Services
Telephone: 530-842-8424
Email: sapplegate@siskiyoucoe.net

LEA ASES Program Director:

Name: Kelly Smith
Title: Director of Expanded Learning
Phone: 530-842-8442
Email: kelly.smith@siskiyoucoe.ne

Siskiyou County Expanded Learning Programs
SAFE Program Plan

Purpose

Mission

Siskiyou **A**fterschool **F**or **E**veryone (SAFE) programs offer academic support; quality expanded learning opportunities and fitness promotion to Siskiyou County students in a positive and safe environment.

Vision

Our goal is to facilitate a mindset to thrive by fostering an enthusiastic, creative community of learners and by positively impacting the lives of Siskiyou County youth.

Operating Principles

SAFE programs will strive to implement high quality SAFE programs by fostering the below Operating Principles to guide the quality of their site.

- Employ and train high-quality staff.
- Host SAFE services at a high-quality facility.
- Implement high-quality afterschool programming.
- Connect with and collaborate with high-quality partnerships in the community.
- Foster high-quality engagement for student attendees.

Universal Program Requirements

SAFE programs are to follow the mandated program requirements listed in the table in order to receive funding to run an ASES program; all twenty (20) SAFE sites follow the program and receive funding. To ensure all Universal Program Requirements are being met, the Director of Expanded Learning works with school administrators while the Area Liaisons of Expanded Learning visit SAFE sites at a minimum of one time per month and work with SAFE site coordinators. Area liaisons assist with providing program support; observe programs in action; and provide technical assistance, resources, and professional development training when appropriate. Area liaisons are not evaluators but provide needed support to make sure all SAFE site staff are equipped to meet the Universal and LEA program requirements. Each area liaison visit to a site is documented on the Site Observation Visit form. The area liaison will document on the form that the program requirements are being met.

Siskiyou County Expanded Learning Programs
SAFE Program Plan

Purpose

Mandated Program Requirements	
Fiscal Accuracy	Ensure all SAFE funds are in accordance with grant guidelines and complete fiscal paperwork monthly.
Attendance Accuracy	Signature, time, and Early Release documented, target number met, and daily entry into Cityspan electronic attendance system.
Program Hours	Min. of 15 hours per week and operational every school day until 6:00 p.m. Frontier Sites have a board-approved alternate hours schedule.
Parent Communication Board	All items listed are posted: enrichment and snack calendar, daily schedule of hours and activities, Quality Standards for Expanded Learning, and Justice for All poster.
Educational and Literacy Element	Homework assistance in one or more of the following areas: language arts, mathematics, history, social science, science, and computer science.
Educational Enrichment Element	Enrichment that may include fine arts, career technical education/awareness, recreation, physical activity, health promotion, or technology.
Safe Physical and Emotional Environment	Provide a safe physical and emotional environment and opportunities for relationship building.
Staff Training and Development	Professional development will be offered from SAFE Site, School District, SCOE, Expanded Learning Program, State, and National levels.
Integration with Regular School Day	SAFE sites will integrate with the regular school day to align with educational offerings school-wide. Regular school day will support SAFE programs when needed.
Community Collaboration	SAFE sites will find ways to collaborate with a variety of community partners that demonstrate support of the school site's needs.
Snack Requirements	Offer a nutritional snack, meal, or both that conforms to the nutrition standards in California Education Code, Part 27, Chapter 9, Article 2.5, commencing with Section 49430.
Physical Activity	Provide opportunities for planned and organized physical activity for students weekly.

<u>Program Administration</u>

As the Local Education Agency (LEA) of SAFE programs, SCOE – Expanded Learning Program currently oversees twenty (20) individual afterschool programs located throughout Siskiyou County. The current SAFE set-up is unique because although the funding to operate this program is administered by SCOE, each site is allowed flexibility to operate its own program, provided SCOE – Expanded Learning Program and California Education Code guidelines are followed.

Each SAFE site is administered by its own superintendent and/or principal. SCOE – Expanded Learning Program works collaboratively with each site administrator during site visits and monthly SCOE-sponsored administrator's meetings. A monthly newsletter, Expanded Learning Update, is published and handed out at each administrator's meeting as well as sent to administrators and site coordinators via email.

SCOE is the grantee and fiscal agent of SAFE programs, which are funded entirely with ASES dollars. As the fiscal agent, SCOE is responsible for all financial aspects of the grant and ensuring compliance with the grant requirements, guaranteeing no less than 85% of the grant award is expended on direct services to students.

Siskiyou County Expanded Learning Programs
SAFE Program Plan

Target Population
Sites and Target Number

Site Name	Project Daily Attendance Target Number	Grades Served
1. Big Springs Elementary – Frontier	75	K-8th
2. Bogus Elementary – Frontier	20	K-8th
3. Butte Valley Elementary – Frontier	40	K-8th
4. Delphic Elementary	50	K-8th
5. Dunsmuir Elementary	65	K-8th
6. Etna Elementary - Frontier	75	K-5th
7. Evergreen Elementary	84	K-3rd
8. Fort Jones Elementary – Frontier	72	K-5th
9. Gazelle Elementary	28	K-8th
10. Grenada Elementary	70	K-8th
11. Happy Camp Elementary – Frontier	54	K-8th
12. Hornbrook Elementary – Frontier	31	K-8th
13. Jackson Street Elementary	112	4th-8th
14. Junction Elementary - Frontier	20	K-8th
15. McCloud Elementary – Frontier	32	K-8th
16. Montague Elementary – Frontier	69	K-8th
17. Scott Valley Jr. High – Frontier	53	6th-8th
18. Seiad Elementary – Frontier	20	K-8th
19. Weed Elementary	112	K-8th
20. Willow Creek Elementary – Frontier	20	K-8th

Siskiyou County Expanded Learning Programs
SAFE Program Plan

Target Population
Students Served

All students in kindergarten through eighth grade are eligible and welcome to participate in SAFE programs, as the LEA, in collaboration with each school district, can determine the grades to be served at each SAFE site, including Transitional Kindergarten students, based on the local needs of the community. (EC Section 8482.3(a)). Transitional Kindergarten students are not funded by the ASES Grant unless they meet the set qualifications of turning 5 years of age by December 2nd of the current school year or until they turn 5 years of age when their birthday falls after December 2nd.

SAFE School Site	Foster	Homeless	English Learners	Free and Reduced
Big Springs Elementary	2%	4%	9%	60%
Bogus Elementary	0%	7%	0%	80%
Butte Valley Elementary	0%	1.5%	21%	86%
Delphic Elementary	0%	0%	0%	58%
Dunsmuir Elementary	35%	12%	0%	86%
Etna Elementary	0%	4%	0%	60%
Evergreen Elementary	17%	20%	3%	72%
Fort Jones Elementary	<1%	3%	0%	58%
Gazelle Elementary	0%	5%	0%	53%
Grenada Elementary	0%	0%	<1%	36%
Happy Camp Elementary	0%	6%	0%	49%
Hornbrook Elementary	0%	30%	0%	93%
Jackson Street Elementary	1%	6%	2%	69%
Junction Elementary	0%	0%	0%	38%
McCloud Elementary	0%	5%	0%	74%
Montague Elementary	1%	5%	2%	76%
Scott Valley Jr. High	<1%	6%	2%	64%
Seiad Elementary	0%	0%	9%	100%
Weed Elementary	<1%	4%	12%	79%
Willow Creek Elementary	3%	3%	0%	85%
Total average for all ASES funded sites.	3%	6%	3%	69%

Siskiyou County Expanded Learning Programs
SAFE Program Plan

Target Population
Recruitment

SCOE – Expanded Learning Program staff work collaboratively with all twenty (20) SAFE sites to recruit and retain students to achieve and maintain attendance requirements of the afterschool programs.

Recruiting Plan to increase enrollment in SAFE programs
1. Each site will offer registration for SAFE programs as follows: a. Back-to-School Night offered by each site in the beginning of the school year will provide information packets for their SAFE program and include registration information. b. Allow for open registration for new student enrollment throughout the year. c. Encourage pre-registration in the spring for the following school year.
2. SCOE – Expanded Learning Program and SAFE sites will collaboratively advertise programs using: a. Monthly School Newsletter – outlining what is taking place in individual SAFE sites. b. SCOE Newsletter and Administration Meetings c. Websites d. Brochures e. Attendance at Community Events f. Positive Word of Mouth On average, many of the school SAFE sites serve more than their funded amount. With waiting lists at some sites, annual recruitment is not an issue. It will be the focus to have continual recruitment activities throughout the year to communicate the positive impact SAFE programs have on the students and families in Siskiyou County.
3. The site coordinators will collaborate with their SAFE site administration and teaching staff to identify students with low academic performance to determine their need for homework assistance in afterschool programs as a recruitment option. Each site will determine a student's need for homework assistance per the district benchmarks.
4. Additional Recruitment to Consider a. Student Safety – no one home, transportation, etc. b. Waitlist – Every student attending a school operating a SAFE site is eligible to participate in the program subject to program capacity. If a waiting list is established, students are enrolled according to the date their enrollment application was received. c. Recruitment efforts will focus on homeless and foster youth students. As indicated in the above list of students served, many fall in this category. Site coordinators will work with SCOE – Expanded Learning Area Liaisons and the Foster and Homeless Youth Director to identify and invite students. d. Attendance and enrollment are tracked through the Universal Cityspan electronic attendance system. This is monitored monthly to evaluate a site's need for additional recruiting efforts throughout the year.

Siskiyou County Expanded Learning Programs
SAFE Program Plan

1 -Safe and Supportive Environment

All twenty (20) of the afterschool programs throughout Siskiyou County are located on their designated school campuses. In order to provide a safe physical and emotional environment during SAFE, each program must intentionally involve students, families, school staff, and community members as stakeholders. Based on information from annual surveys, the data collected will be used to inform implementation of best practices and establish systems that evidence shows will enhance the quality of the learning environment in afterschool.

Programmatic Level:

SCOE – Expanded Learning Program	It is the expectation that SCOE – Expanded Learning Program will provide guidance to each SAFE site on best practices that promote safe and supportive environments. Suggestions will be documented on the SAFE Site Visit form each month to support districts to develop policies and procedures that will ensure students are in a safe and nurturing environment that supports the developmental, social-emotional and physical needs of all. ● When a need arises for social-emotional support, SCOE – Expanded Learning Program will connect a school district with the SCOE – School Based Mental Health and Wellness program for any available support or programs available. ● Annual training on topics that cover safe and supportive environments will be provided to all SAFE staff including superintendents, principals, site coordinators, SAFE aides, and volunteers. Trainings sponsored by SCOE – Expanded Learning Program: (Topics are determined by staff input, program need, and cover areas such as child development, classroom management, curriculum, enrichment activities, community partners, or self-care.) o SAFE Back-to-School Conference o Mid-Year Refresher o Individual training and technical assistance to all SAFE sites as needed
School District Superintendent and/or Principal	It is the expectation that each school district will develop its own procedures that establish protocols regarding how students will be kept emotionally and physically safe, align regular day to afterschool, and have clearly defined systems for: ● Transitioning from regular school day to afterschool ● Providing facilities and associated resources for on-site SAFE programs that have physically and emotionally safe environments for students. ● Meeting the health and medical needs of students ● Behavior management ● Emergency preparedness: o Families, staff, and students know how to contact SAFE o Establish an emergency contact process for staff in the event of an emergency o Staff are trained in safety, child abuse reporting, first aid, and CPR o Ensure staff and volunteers are subject to the health screening and fingerprint clearance per current law and district policy o Clear documentation process for any injuries/incidents o How to connect families to service resources; i.e. food, health, mental health services, parent education, etc.

Siskiyou County Expanded Learning Programs
SAFE Program Plan

Staff Level:

Site Coordinator SAFE Aides	It is the expectation that all SAFE staff will provide a welcoming environment for students creating an atmosphere where students want to be in SAFE. The environment will offer a physical and emotional environment that supports the developmental, social-emotional, and physical needs of all students. Staff will provide experiences in which students feel safe to express emotions, feel secure, feel confident in taking risks, are challenged, and feel excited to try something new. ● The environment will be free from discrimination, intimidation, taunting, harassment, and bullying form others. ● Site coordinators will use the Universal Cityspan electronic attendance system to accurately document the approved entry and exit process from SAFE including how the student is transported home and the reason for leaving via the Early Release Code established at the beginning of every school year. ● Site coordinators will provide orientation to SAFE Aides and volunteers on roles and responsibilities and the use of program technology. ● Maintain a student-to-staff overall ratio of no more than 20:1. Non-school staff volunteers are not to be used in the required ratio. ● Site coordinators will collaborate with school district administration to establish emergency protocols specific to their SAFE site's needs. In addition, periodically host safety and/or emergency drills, i.e. fire drills, during SAFE hours with students.
Development	Overall development of students will consist of: ● Collaboration with regular school day for a smooth transition and support of continued student academic learning in the SAFE program through homework assistance. ● Adult support given to promote academic development with homework during specific designated time documented on the SAFE Daily Schedule. ● Homework Assistance as a time that provides space for students to work on homework in a non-pressured environment to better understand concepts being taught during the regular school day. It is encouraged that homework be completed; however, it is not the expectation that homework will be completed during this time. ● Homework Assistance that supports one of the following content areas: language arts, mathematics, history, social science, science, and computer training. Alternate activities in these content areas are welcomed in the event students do not have homework assignments; i.e. no homework Friday. ● SAFE staff who are encouraged to introduce students to new ideas, develop skills, and incorporate student interests through enrichment activities that engage student exploration and creative thinking.
Social-Emotional	Social-emotional needs of students will consist of: ● SAFE staff taking time to build positive relationships with students. In doing so, SAFE staff will learn about student likes and dislikes, know triggers, and address each student by their preferred name. ● Implementing positive behavior management systems that focus on prevention versus punishment.

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	● Aligning and following regular school day behavioral management systems. ● Enrichment activities that promote students learning to listen, communicate, empathize, accept, and support others. ● Team building or collaborative enrichment opportunities where students learn how to work as a group. These activities will support a welcoming environment for all. ● SAFE staff communicating with each other to strategize best practices to help students who show signs of trauma related behaviors and implement trauma informed practices. ● SAFE staff utilizing resources from community partners such as SCOE – School Based Mental Health and Wellness, First 5 Siskiyou, Local Resource Centers, Karuk Tribe, or other local partners with resources that promote the social emotional wellbeing of students and families.
Physical	Physical needs of students will consist of: ● SAFE staff who offer physical activities daily to students in the form of outside recess, planned physical enrichment, community programs, sport participation through SAFE, or physical fitness clubs. ● SAFE staff who plan ahead on the activity calendar, at a minimum one time per week, a physical fitness enrichment. Student participation will be highly encouraged. ● SPARK curriculum and a sports cart with additional physical fitness materials to help in planning engaging enrichment activities. ● Nutritious snacks and/or meals provided to every student each day in attendance. The school district will ensure that the nutritious snacks and/or meals meet all state guidelines and requirements.

Participant Level:

Students and Families	Students and families are also responsible for contributing to the safe and supportive environment while attending SAFE programs. ● Students and family will interact with all participants, including staff, while attending the SAFE program using positive communication to build a community of acceptance and encouragement. ● Students and families provide input through their participation in the program and in responses to annual surveys. Behaviors exhibited while attending SAFE will help inform the implementation of daily practices that contribute to a safe and supportive environment.

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2—Active and Engaged Learning

Having active and engaged students during SAFE is the ultimate goal of the program. Experiential student-centered learning in afterschool includes "doing" activities that allow them to be physically active, stimulate their innate curiosity, value their topics of interest, and allow them to be hands-on. SAFE site staff will engage in a project-based learning approach where they facilitate student activities for active learning as opposed to adult-focused instruction.

All levels will continually use research and evidence-based practices to guide and plan their educational literacy and enrichment activities, streamline daily schedules, and develop trainings and meetings to support the learning focus of SAFE students.

Programmatic Level:

SCOE – Expanded Learning Program	It is the expectation that SCOE – Expanded Learning Program will provide guidance to each SAFE site on best practices to provide active and engaged learning in afterschool. Suggestions will be documented on the SAFE Site Visit form each month to support districts to develop systems that will ensure students are participating in an active and engaged learning environment for all. ● Sponsor engaged learning activities to all twenty (20) SAFE sites. A calendar of activities will be provided to all sites at the Back-to-School Conference. ● Collaborate with Ninja Coalition and Valor Talent agency to bring high-quality and interactive experiences to Siskiyou County that will foster community collaboration, student growth and confidence, and increased engagement. ● STEM checkout library is available that offers curricula for NueroMaker Robot Hands and BCI Headbands, Piper computer build kits, and Wonder Robots. ● Each spring, an evaluation designed by SCOE – Expanded Learning Program will be provided to obtain feedback on participant experiences in afterschool.
School District Superintendent and/or Principal	It is the expectation that each school district will develop its own procedures that establish protocols regarding how students will be provided an environment that promotes opportunities for culturally relevant and high-interest activities. ● Each District will use its designated research and evidence-based best practices, district benchmarks, and data-driven feedback to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance positive youth development. ● Support SAFE site coordinators to develop active and engaged learning enrichments for all students which can include providing needed supplies, inviting community guests to do activities, or planning field trips. ● SAFE programmatic level staff will participate in disbursing student, parent, and staff surveys on an annual basis in the spring.

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Staff Level:

Site Coordinator SAFE Aides	It is the expectation that all SAFE staff will research, plan, and implement culturally relevant, high-interest activities where students are encouraged to be actively engaged. ● Each SAFE site provides SCOE – Expanded Learning program with their monthly project-based activity calendar outlining high-interest, creative, and active engagement learning that has relevance to the students. ● Use district research and evidence-based best practices, benchmarks, and data-driven feedback to plan enrichments and/or activities that allow students to have purposeful experiences using multiple senses to work independently and in groups. ● Continually plan opportunities for students to be interactive with others in a larger community and even globally. In addition, offer students a time to engage in local service projects that build positive youth development. ● Plan community events that invite SAFE site families to come take part in the afterschool program and see what the program has to offer. Some events sites have planned are Back-to-School Night presentations, Lights on Afterschool, carnivals, inviting parents to be activity presenters, or Siskiyou County Fair project displays.

Participant Level:

Students and Families	Students and families are encouraged to share their ideas for engaging activities to be offered. ● Be open to participate in new hands-on, project based experiences through group work, understanding others perspectives, and accessing appropriate technology to be fully engaged.

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3—Skill Building

Active learning opportunities that develop new skills or create mastery of skills are a focus of SAFE programs. All SAFE participants will ensure hands-on, project-based activities focus on skill-building through 21st Century Skills: creativity, collaboration, communication, information literacy, media literacy, technology literacy, critical thinking, and flexibility.

Programmatic Level:

SCOE – Expanded Learning Program	It is the expectation that SCOE – Expanded Learning Program will provide guidance to each SAFE site on best practices for students being provided developmentally appropriate skill building for academic and social-emotional success in afterschool. Suggestions will be documented on the SAFE Site Visit form each month to support districts to implement systems that exhibit exemplary skill-building practices. ● Collaborate with Ninja Coalition and Valor Talent agency to bring high-quality and interactive experiences to Siskiyou County that will foster enhancement of student 21st Century Skills. ● Partner with Write Brain to offer project based learning to enhance skills in social-emotional learning and English language: writing, reading, speaking, and listening. ● Sponsored activities or contests will be offered throughout the year covering topics that will build skills in community impact, computer science, writing, and science. ● Each year all SAFE sites will be encouraged to complete a project to present at the Siskiyou County Golden Fair. The CEO of Siskiyou Golden Fair will communicate what the fair topic/theme will be so that programs can align their projects. The completed SAFE fair projects will culminate in a final presentation where all Siskiyou County community members can view them.
School District Superintendent and/or Principal	It is the expectation that each individual school district will develop its own procedures that establish protocols regarding how students will be provided opportunities to develop and demonstrate 21st century skills. ● Locate and offer tutoring support for students to achieve academic success. ● Provide guidance to site coordinators on homework assistance and reading support. Decide appropriate time length to ensure students are getting the help needed to align with regular day academics. When regular day and afterschool are aligned and both are aware of the learning taking place during the school day, it will ensure consistency in building skills over time. ● Support SAFE site coordinators to offer clubs related to student interests which can include providing needed supplies, finding a space to host the club, or collaborating with people and agencies that are specialized in the club theme. ● No-cut policies for all to play sports are in place for schools utilizing sports through the SAFE program. Team sports are an excellent avenue for skill building.

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Staff Level:

Site Coordinator SAFE Aides	It is the expectation that all SAFE staff will create projects that are relatable, have a specific goal communicated, facilitate 21st Century skills, provide a sense of personal and social responsibility, build on previously learned skills, offer knowledge of life and career options, and allow for mistakes, feedback, and success for all students. ● Homework assistance and reading are offered daily to support student academic and organizational skills. ● Enrichment offerings are included weekly on the activity calendar for each site. Site coordinators will plan according to student interest and current development levels to enhance their 21st Century Skills. ● Several sites have incorporated clubs into their programs. o Possible clubs students can participate in ▪ Lego ▪ Robotics ▪ Physical Fitness – basketball, volleyball, track, cross county, etc. ▪ Makerspace ▪ Role Play Games ● Projects and clubs will develop better conflict resolution skills as students work and play with their peers. ● Site coordinators will connect with regular day for educational literacy and enrichment projects to align with current learning and skills students are gaining.

Participant Level:

Students and Families	Students and families are encouraged to exercise their voice in making creative choices of projects they would like to do in SAFE. ● Students work independently or in groups and become involved in projects, clubs, or program events to practice 21st Century Skills and become collaborative members, effective communicators, creative thinkers of the afterschool community.

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4—Youth Voice and Leadership

SAFE programs will provide and support intentional opportunities for students to play a meaningful role in program design and implementation and provide ongoing access to authentic leadership roles. Students will be encouraged to take on leadership roles and responsibilities during the course of SAFE.

Programmatic Level:

SCOE – Expanded Learning Program	It is the expectation that SCOE – Expanded Learning Program will provide guidance to each SAFE site on best practices for students to have opportunities for youth voice and leadership in afterschool. Suggestions will be documented on the SAFE Site Visit form each month to support districts to implement systems that exhibit exemplary youth voice and leadership practices. ● Each spring an evaluation designed by SCOE – Expanded Learning Program will be provided to obtain feedback on student experiences in afterschool. ● Student surveys will be intentionally designed to give students a more meaningful role in program design and implementation at all SAFE sites. Student survey questions will include more open-ended questions used to elicit meaningful answers. ● Offer professional development throughout the year to all SAFE site staff in addition to site specific training based on community need to facilitate youth voice and leadership.
School District Superintendent and/or Principal	It is the expectation that each school district will develop its own procedures that establish protocols regarding how students will be provided opportunities to develop youth voice and leadership. ● Provide spaces for programs to permit students to share their viewpoints, concerns, or interests in order to impact program practices by participating in program surveys, leadership programs, or student-lead group discussion. ● Encourage programs to identify a need in their community where student voice and leadership can develop a solution. ● Through student feedback, the needs and interests will be implemented and adjustments to homework and enrichments will be made.

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Staff Level:

Site Coordinator SAFE Aides	It is the expectation that all SAFE staff will create an environment that facilitates youth voice and leadership in ways that promote positive relationships within the program and empower students to have a positive impact on their peers and the program. ● Adjust monthly activities from feedback provided by both younger and older students where they can communicate their viewpoints, concerns, or interests impacting their experience in the SAFE program. ● Student choice will drive different clubs offered at SAFE. ● Provide opportunities for "Buddy" programs, such as older students working with younger students during homework assistance, reading buddies, or during collaborative enrichment activities like Piper Kit Computers. ● Allow for student helpers to participate in distributing snacks, choosing and leading activities, greeting or salutations to visitors, and planning and carrying out special events. ● Coach and mentor students until they are confident to express their voice and carry out leadership activities on their own when given the chance. ● Model leadership skills to students for them to learn what leadership means. Show action speaks louder than words by using quality leadership skills. This has a positive impact on students. ● Service learning projects are offered to students to allow older students to actively exercise their leadership skills by addressing community and real world problems. Examples of service learning projects happening in SAFE: o Taking care of animals o Building gardens o Planning program events like a carnival o Making collections for donation to the needy o Connecting with other service-oriented organizations to better the community

Participant Level:

Students and Families	Students and families are encouraged to engage in authentic and meaningful leadership roles. ● Exercise their voice in making creative choices. ● Be empowered to give opinions on the annual survey, during group discussion, and through impactful relationships.

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5—Healthy Choices and Behaviors

SAFE programs will promote 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.

Programmatic Level:

SCOE – Expanded Learning Program	It is the expectation that SCOE – Expanded Learning Program will provide guidance to each SAFE site on best practices to ensure recommended guidelines for healthy snacks and meals are provided and physical behaviors are being implemented each day. Suggestions will be documented on the SAFE Site Visit form each month to support districts to implement systems that exhibit exemplary healthy choices and behaviors. ● Partner with First 5 Siskiyou. CalFresh, and Public Health to provide training annually on healthy choices and behaviors ● Contract with SCOE Nurses to provide SAFE sites with training as needed to meet student nutritional and educational needs ● Provide professional development opportunities to explore the connections between health and academic performance and positive social emotional interactions. ● Provide healthy food options at training throughout the year, modeling nutritious choices to implement in programming.
School District Superintendent and/or Principal	It is the expectation that each school district will develop its own procedures to establish protocols regarding how students will be provided services promoting health education, physical education, health services, nutrition services and a healthy school environment. ● Snacks and/or supper are provided by each school district following their designated food programs for the whole school. ● Programs can participate in the “No Cut Policy” and allow sports programs to operate through SAFE. Allowing sports through SAFE means all students interested in the program will be allowed to participate. District will submit an updated “No-Cut Policy” annually to SCOE – Expanded Learning Program. <u>Sports some schools choose to run through SAFE are:</u> o Cross Country o Volleyball o Basketball o Track ● Create and maintain a healthy culture: o Use of non-nutritious food as incentives is strongly discouraged; o Provide nutrition education to parents/guardians to use at home; o Partner with CalFresh, 4H, resource centers, food banks, and/or community gardens to give healthful information to students and families.

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Staff Level:

Site Coordinator SAFE Aides	It is the expectation that all SAFE staff will create an environment that facilitates healthy choices and behaviors in ways that promote overall student well-being and encourage participation in activities to enhance student knowledge and skills. ● Model healthy behaviors by only consuming healthy food and drinks while in direct supervision of students. ● Meet with school nurses to determine needs of students and training of front-line staff as needed. ● Partner with CalFresh Healthy Living to include Harvest of the Month to provide SAFE programs with educator and family newsletters that highlight one fruit or vegetable per month, training materials, and samples for students to try each month. ● Provide planned physical fitness activities to encourage movement. Use SPARK curriculum to teach sports skills and games, Tiny Might, Sports Carts, and model physical activities to engage greater student participation. ● Ensure on a daily basis physical activity is taking place in the form of free play, planned and purposeful activities, guest presenters or programs, and/or “No Cut” sports activities. ● Provide nutritious snacks to students during SAFE that will contribute to their physical and social-emotional well-being following the National School Lunch Program. Snack examples: ● Oranges, pretzels, and water ● Strawberry yogurt parfait, graham cracker, and water ● Whole grain cereal and milk Supper examples: ● Peanut butter and jelly sandwich, string cheese, carrots, apple slices, and milk ● Chicken sandwich, cantaloupe, carrots, and milk ● Boiled Egg, whole grain soft pretzel, garden salad, orange, and milk

Participant Level:

Students and Families	Students and families are encouraged to engage in physical enrichments and nutritional elements of the program. ● Participate in nutrition and physical activities that support knowledge, skills, and behaviors around health that contribute to improving academic and social-emotional learning.

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6—Diversity, Access, and Equity

SAFE programs will create an environment in which students 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. High quality SAFE programming will play a key role in offering a safe place for students to be their authentic selves in a space of acceptance to and from others.

Programmatic Level:

SCOE – Expanded Learning Program	It is the expectation that SCOE – Expanded Learning Program will provide guidance to each SAFE site on best practices to ensure SAFE programs are offering an environment that welcomes all students to be their authentic selves. Suggestions will be documented on the SAFE Site Visit form each month to support districts to implement systems that promote positive atmospheres that honor diversity, access, and equity. ● Utilize SCOE resources to ensure any students who have barriers are able to participate in SAFE with appropriate accommodations if needed. ● Ensure communications provided to SAFE programs are offered in multiple languages per Siskiyou County populations in the varying districts. ● Provide professional development opportunities to increase SAFE staff knowledge and program development that focus on implementation of diversity, access, and equity for all participants. ● Share information to support all SAFE program needs including, but not limited to: assistance with seeking food and housing, medical assistance, community service programs, and strategies to provide equality through equity to promote understanding, compassion, and tolerance.
School District Superintendent and/or Principal	It is the expectation that each school district will develop its own procedures to establish protocols regarding how students will be provided services to enhance understanding and engagement with diversity, access, and equity for all. ● Hire staff that are reflective of the student population. ● Reach out to students and families who have potential barriers to participate in the program. Connect with the Foster and Homeless Youth department, nurses, Special Education, English Language Learning support, or LGBTQ staff. ● Design the program to accommodate the needs of the students attending. ● Each district has a different demographic; SAFE staff are provided information to better understand their learning community. ● All students are eligible to join SAFE programs.

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Staff Level:

Site Coordinator SAFE Aides	It is the expectation that all SAFE staff will create an environment that facilitates environments to allow all to be their authentic selves where diversity, access, and equity is embraced. ● All cultures are welcome and encouraged to share their holidays, foods, and traditions so students can learn from each other. ● Give opportunities for students to share from their diverse experiences and backgrounds. ● Plan lessons, enrichments, and events to promote cultural awareness and acceptance. ● Design daily schedules and activities to accommodate the needs of students. ● Plan programming around national cultural awareness; i.e. September 15 - October 15 is national Hispanic Heritage month. ● Survey the community to learn of guests that can come and provide enrichments that offer new or continued knowledge of and positive interaction with others.

Participant Level:

Students and Families	Students and families are encouraged to participate in creating an environment that supports diversity, access, and equity for all who attend SAFE programs. ● Feel comfortable sharing with each other and staff ● Use language that is encouraging of acceptance ● Participate in activities to learn and celebrate the differences everyone has.

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7—Quality Staff

SAFE programs recruit and retain high quality staff and volunteers who are focused on creating a positive learning environment and attend ongoing professional development.

Programmatic Level:

SCOE – Expanded Learning Program	It is the expectation that SCOE – Expanded Learning Program will provide guidance to each SAFE site on best practices to ensure SAFE programs have continuous professional development opportunities. ● SCOE supports districts with open positions, making sure positions are advertised in-house, on external sources i.e. Facebook, job fair events, and posted on Edjoin.org. ● SCOE – Expanded Learning Program staff will on-board new hires through the Human Resources Department, conduct background checks and fingerprinting, and ensure a clear job title and job description is available. ● Continuous staff development methods consist of in-depth onboarding, individual progress meetings, monthly staff meetings, online safety training, and professional development offerings i.e. California Afterschool Network (CAN) Site Coordinator Symposium. ● Informal conversations and annual surveys provided to students, families, and other stakeholders to gain feedback on staff and volunteer quality. This information will contribute to the Continuous Quality Improvement process for high quality program services. Results of these surveys will be shared with program administrators, area liaisons, and SCOE programs as appropriate. ● SCOE – Expanded Learning Program will offer two (2) county-wide professional development offerings each school year. o Back – to – School Conference o Mid-year Refresher
School District Superintendent and/or Principal	It is the expectation that each school district will develop its own procedures to establish protocols regarding the recruitment, hiring, and retention of high-quality staff. ● Recruit and hire SAFE staff while considering experience, knowledge, interest, ability to create a safe environment, diversity, and capacity for engaging children in age-appropriate and meaningful learning. ● Collaborate with SCOE to conduct background checks and fingerprinting and ensure a clear job title and job description is available ● Administrators will collect and retain proof of staff qualifications for SAFE staff positions meeting the district-determined minimum qualifications. ● Provide professional development opportunities and guidance on expected SAFE program operation.

	● Support staff with information regarding grant requirements, budgets, and any information that affects the day-to-day operations of the program regularly and transparently.

Staff Level:

Site Coordinator SAFE Aides	It is the expectation that all SAFE staff will embrace integrity, professionalism, caring, and competency as positive role models for SAFE aides as high-quality staff. ● Build positive relationships with a culturally, linguistically, and socio-economically diverse community of students, staff, and parents. ● Attend professional development offerings. ● Provide professional development to SAFE aides and volunteers

Participant Level:

Students and Families	Students and families are encouraged to build trusting relationships with high-quality SAFE staff. ● Provide feedback to site coordinators regarding concerns about staff through face-to-face interaction or surveys. ● Concerns voiced by students or families will be reviewed by the appropriate level, starting with the site coordinator on up the chain to SCOE – Expanded Learning Program on a case-by-case basis to address concerns with staff.

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8—Clear Vision, Mission, and Purpose

SAFE programs develop a vision, mission, and goal for their program, in conjunction with SCOE – Expanded Learning Program. The vision, mission, and goals derive from stakeholder input and drive program design, implementation, and improvement.

Programmatic Level:

SCOE – Expanded Learning Program	It is the expectation that SCOE – Expanded Learning Program will provide guidance to each SAFE site on best practices to have a clear vision, mission, and purpose through the lens of the SCOE – Expanded Learning Program. The goals are determined through a collaborative effort using annual surveys, activity and enrichment evaluation, site visit observations, student attendance, advisory committee, and face-to-face communication with administration, staff, parents, and students. SCOE – Expanded Learning Program Goals: 1. Average Daily Attendance – Increase the average daily attendance to a minimum of 85% of each SAFE site's target student attendance. a. Monitor all monthly student attendance reports for accurate data entry. b. Track and monitor monthly program attendance percentages. c. Encourage participation in SAFE through engaging activities of student interest. 2. Quality Staff – Build quality staff by offering professional development opportunities. a. Two (2) times per year, provide quality professional development within Siskiyou County available to all. b. Encourage SAFE staff to attend state and regional professional development offerings. c. Area Liaisons will provide individual professional development on a case-by-case need of specific topics. 3. Engaging activities – Countywide, SAFE sites will build project-based activities guided by student interests. a. After each site visit, area liaisons will provide guidance and resources to build on current enrichment activities taking place to increase student participation. b. Offer modeling of enrichment activities to site coordinators. c. Sponsor five (5) enrichment activities highlighting required program elements. Successful completion of goals is determined by analyzing attendance data for students at the SAFE program and for staff at professional development days. There will be evidence documented on site visit observation forms of improvement with each Continuous Quality Improvement plan. Annual survey data will highlight successes and improvement needs from recipients of direct services.

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School District Superintendent and/or Principal	It is the expectation that each school district will develop its own procedures and policies to establish site-specific vision, mission, and goals. Each site has its own unique diverse population, geography, and culture. Districts can choose to create their own vision and mission statements to follow. They can also choose to adopt the SCOE – Expanded Learning Program vision and mission as their own. District-specific goals will be a collaborative effort using annual surveys, activity and enrichment evaluation, site visit observations, student attendance, advisory committee, and face-to-face communication with administration, staff, parents, and students to meet their specific community needs. Each SAFE site will establish an on-site SAFE Advisory Committee or use the School Site Council to keep partners current on the implementation of the vision and mission of the program. These people provide input on the local community's perspective of the SAFE program.

Staff Level:

Site Coordinator SAFE Aides	It is the expectation that all SAFE staff will embody the SCOE – Expanded Learning Program vision and mission and when applicable, their own school district SAFE program vision and mission. ● Participate in the process of the Continuous Quality Improvement for each site. ● Consistently strive to gain feedback from all areas of the SAFE program to ensure the program vision and mission are the focus of each day.

Participant Level:

Students and Families	Students and families are encouraged to contribute to the vision, mission, and goals of the SAFE program. ● Families will have students participate every-day SAFE operations. ● Families and students are encouraged to embody the vision and mission of the afterschool programs.

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9—Collaborative Partnerships

SAFE programs work in a collaborative process that includes parents, students, staff, community, region, and statewide representatives to develop the program plan for afterschool. Meetings to discuss and plan future enrichment, program needs, educational implementation, professional learning, and goals are held regularly each year. Through these collaborative partnerships, SAFE programs will strengthen school and community connections. Community support and involvement is an important component to SAFE programs. Each site is located in a unique community, including frontier sites, where staff are able to collaborate with a variety of partners.

Programmatic Level:

SCOE – Expanded Learning Program	It is the expectation that SCOE – Expanded Learning Program will provide guidance to each SAFE site on best practices to build collaborative partnerships at the local, regional, state, and national levels. ● Establish a program-wide advisory committee that meets to collaborate at least three (3) times per year. Each meeting will host a community partner to share what can be offered in SAFE programs. ● Seek out additional partners from both the public and private sectors to support all SAFE programs. ● Evaluate feedback from stakeholders on an annual survey each spring.
School District Superintendent and/or Principal	It is the expectation that each school district will develop its own procedures to establish protocols to ensure SAFE programs are connecting with community partners to support program success. ● Establish a school site-specific advisory committee or highlight SAFE at a School Site Council that meets at least one (1) time per year. ● Coordinate an integrated relationship with SAFE site coordinators and regular school day staff and offer active participation in school staff meetings.

Staff Level:

Site Coordinator SAFE Aides	It is the expectation that all SAFE staff will connect with community partners to support students and their successes. ● Utilize local resources to enhance student learning. ● Develop and maintain community partnerships to support unique community demographics.

Participant Level:

Students and Families	Students and families are encouraged to share their experiences with SAFE staff to inform program design and collaboration with partners. ● Adults from students' families volunteer time in the program, sharing their passion and/or skills. This is especially important at Frontier sites where partnerships can be difficult. ● Volunteer time in the program provides in-kind contribution.

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SCOE – Expanded Learning Collaborative Partners	
Partner	Expectation of Collaboration
Siskiyou County Office of Education (SCOE)	**LEA:** Provides oversight of twenty (20) ASES funded programs named Siskiyou Afterschool for Everyone (SAFE). The internal departments and services of SCOE will support the diverse needs of afterschool programs. **Expanded Learning Program:** Provides a director, two (2) area liaisons, a program secretary, and oversight of program grant requirements, quality improvement, resource support, and professional development. **Education Services:** Department provides ongoing professional development for all school staff in grades TK – 12, hosting on-going support that is designated to improve instruction to student learning. SAFE partners with the below educational focus areas which provide resources, professional development, and on-site activities to support students TK – 12. ● School Based Mental Health and Wellness ● Outdoor Science ● Computer Science ● Literacy **Technology:** SCOE technology department supports all technology purchased with grant funding and provides assistance with networking, product repairs, product use, and staff development.
Butte County Region 2 Lead	Provide training opportunities, technical assistance, and support with training sponsored by the SCOE – Expanded Learning Program. Monthly program director meetings to provide updates, input, and feedback, and visit SCOE SAFE programs to hold discussions with school administrators, staff, families, and students when needed.
Expanded Learning Academy Ron Robinson	Works monthly with SCOE – Expanded Learning Program to coach the team in Quality Standards for Expanded Learning for SAFE site growth, provides professional development to SAFE sites and SCOE office, develops continuous quality improvement systems, and provides access to staff engagement support materials.
Ninja Coalition Kevin Crye	Provides high quality enrichment experiences for all students in Siskiyou County that are focused to inspire, motivate, and teach their professional field to students participating in the events.

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4-H Siskiyou County Cooperative Extension Office	Provides non-formal educational youth programming conducted by the University of California Cooperative Extension. They help diverse young people discover and develop their potential and grow into competent, contributing, and caring citizens. Learn by doing activities, youth-adult partnerships, and research-based educational programs. SAFE partnership with 4-H focuses on the development of life skills and strengthening youth, families, and communities through experiential education, bridging research and practice, building partnerships for programming and funding, and cross-age learning and teaching.
Karuk Tribe	Provides sites with opportunities to learn about traditions and culture of the Karuk tribe. Offerings available to SAFE programs are: ● Traditional Drum and Dance ● Karuk Language ● Karuk Celebrations
High School Students	Provide enrichment activities to SAFE programs through their Senior Projects.
Retired Teachers	Bring their passion and skills in specific learning areas to enhance SAFE enrichments. Examples of what SAFE sites offer for community partnership enrichment: ● Music class ● Tutoring ● Art instruction
Siskiyou Arts Council	Provides sites with art-focused enrichment activities using a variety of media formats.
Local Service Agencies	Provide on-site engagement with community service agencies to expose students to what different agencies do to support the community. Examples of service agencies: ● Police departments o K-9 Unit ● Fire Department ● Hospital ● Post Office

Siskiyou County Expanded Learning Programs
SAFE Program Plan

10—Continuous Quality Improvement

SAFE programs are an integral part of a students' education, engaging them in learning opportunities that prepare them for college, career, and life. SAFE programs will embody the Quality Standards for Expanded Learning in California through the continuous quality improvement cycle of assessing, planning, and improving.

Programmatic Level:

SCOE – Expanded Learning Program	It is the expectation that SCOE – Expanded Learning Program will provide guidance to each SAFE site through the continuous quality improvement (CQI) cycle to move towards exemplary practices to implement the Quality Standards for Expanded Learning. **<u>The CQI process</u>** Assess Program assessments are obtained from: ● Data from annual program evaluations ● Attendance data ● Site visit observations ● Administration feedback ● Community feedback Timeline: ● Winter – Assessment completed with SAFE site administrator and site coordinator ● Spring – Annual evaluation completed with community partners, school teaching staff, SAFE aides, families, and students ● Throughout the School Year – Evaluations after each professional development offering. Planning Program planning: ● Combine evaluation and assessment data to inform CQI goals ● Fall – share data with programs ● After analyzing the data, the SAFE site coordinator, program administration, and SCOE – Expanded Learning area liaison set goals using the SMART goal-setting process. ● Determine what resources will be needed to reach the goal that was set ● All parties agree and sign in acknowledgment of the CQI. Improve Implement CQI Plan: ● Area liaisons will monitor the progress of the CQI ● Each site visit will note what has improved ● Resources will be provided for continued improvement of the CQI ● Once goals are met, re-assess and update the CQI accordingly.

Siskiyou County Expanded Learning Programs
SAFE Program Plan

School District Superintendent and/or Principal	It is the expectation that each school district will develop its own procedures to establish protocols to ensure SAFE programs are continually improving the program towards high quality. ● Provide input to identify areas for improvement of program quality standards. ● Communicate who will support the SAFE program to meet CQI goals.

Staff Level:

Site Coordinator SAFE Aides	It is the expectation that all SAFE staff will participate in a continuous quality improvement cycle. ● Collaborate with SCOE – Expanded Learning Program area liaisons to develop quality improvement SMART goals using self-assessment and participant evaluations. ● Provide progress updates at each site visit ● Use outcomes to prioritize program design, professional development, and program practices.

Participant Level:

Students and Families	Students and families are encouraged to actively engage in assessing and providing input for improvement of their SAFE program.

Siskiyou County Expanded Learning Programs
SAFE Program Plan

11—Program Management

SAFE programs utilize ASES funding for their program through SCOE – Expanded Learning Program. The focus and goal for program management is leverage funding to ensure SAFE programs hire and supervise quality staff, provide appropriate spaces to house programs, provide materials for student engagement, and ensure proper fiscal documentation is completed.

Programmatic Level:

SCOE – Expanded Learning Program	It is the expectation that SCOE – Expanded Learning Program oversees the majority of program management systems. SCOE is the grantee and fiscal agent of twenty (20) SAFE programs which are funded with the ASES grant. As the fiscal agent, SCOE is legally responsible for all fiscal aspects of the grant and ensuring compliance with the grant requirements. SCOE provides assurances that the program will follow all fiscal reporting and auditing standards. To maintain quality programs, the program plan will be reviewed one time per year at the SCOE – Expanded Learning Program spring Advisory Committee meeting. Any adjustments for the following program year will be made at that time. All persons involved in SAFE programs, including community partners and external stakeholders, are invited to this meeting. Updated program plans will be accessible to all, and revisions will be shared at the annual Back-to-School Conference in the fall.
School District Superintendent and/or Principal	It is the expectation that each school district will develop its own procedures to establish protocols to ensure SAFE sites have effective program management systems in place to support the vision, mission, and goals of afterschool.

Staff Level:

Site Coordinator SAFE Aides	It is the expectation that all SAFE staff regularly communicate with their site's administration to meet needs and provide quality programing.

Participant Level:

Students and Families	This standard is not applicable at the participant level.

Siskiyou County Expanded Learning Programs
SAFE Program Plan

Program Management Systems			
Program Management	**Programing**	**Staffing**	**Fiscal Responsibilities**
Siskiyou County Office of Education	● No less than 85% grant funds are spent on direct services to students ● No more than 15% grant funds are spent on administration. ● Monitor attendance monthly using the electronic attendance system Cityspan. ● Report attendance to CDE in the two (2) semiannual attendance reports and annually in the Outcome-Based data for Evaluation and Continuous Quality Improvement report. ● Monitor monthly to ensure programs are adhering to all grant requirements. ● Program handbook is reviewed annually by SCOE – Expanded Learning Program and SAFE staff. New handbooks are provided to each program in the fall. ● SAFE Early Release Policy will be set with specific early release codes that all SAFE sites will use. The Countywide use of Cityspan requires that Early Release codes must be the same for each school district. The Early Release Codes will be reviewed and approved by each school board.	● SCOE – Expanded Learning Program staff consist of one (1) director, two (2) area liaisons, and one (1) secretary. ● Offer professional development opportunities to all SCOE – Expanded Learning Program staff, SAFE site staff, and as needed SAFE site administration staff. ● SCOE – Human Resources ensures staff qualification and requirement compliance. ● Keep SAFE sites updated on current Region 2 and state expanded learning division information. ● Area liaisons provide needed resources, on-boarding, and professional development to site coordinators to improve quality programming. ● Director of Expanded learning provides information and guidance to superintendents and principals to ensure programs meet grant requirements.	● Complete all financial accounting and reporting requirements for the grant. ● Track and audit all twenty (20) SAFE sites' purchases through monthly expenditure documentation to make sure expenditures are in accordance with grant and budget guidelines. ● Track all twenty (20) SAFE sites' in-kind contributions monthly to make sure in-kind match is at 33% or greater.

Siskiyou County Expanded Learning Programs
SAFE Program Plan

Program Management	Programing	Staffing	Fiscal Responsibilities
District Administrator	● 0% of grant allocations are spent on administration. SCOE provides administrative services. ● If needed, frontier sites will gain approval for early closure from the local school board and submit evidence to the SCOE – Expanded Learning Program. ● Submit annually an updated Early Release policy as laid out for each site by SCOE – Expanded Learning Program per Cityspan, for students picked up before the end of the program time. ● Provide SCOE-Expanded Learning Program student SSID numbers for all students enrolled in school and SAFE the prior year annually in the fall. This information is included in the CDE Outcome-Based data for Evaluation and Continuous Quality Improvement Report.	● Ensure staff members who directly supervise students meet the minimum qualifications for instructional aides, pursuant to the policies of each school district. ● Provide direct supervision to SAFE site coordinator and aides.	● Administrative tasks contribute to in-kind. ● Assign on-site fiscal personnel to complete expenditure and in-kind reporting to SCOE – Expanded Learning Program. ● Approve purchases that qualify under grant requirements and send requests over $499.00 to SCOE – Expanded Learning Program for approval. ● Use the request form to remove outdated, broken, or lost materials where the acquisition price was over $499.00 and submit to SCOE – Expanded Learning Program for approval. ● Complete SAFE site Budget Narrative and revise as needed at interim reporting. Narratives are submitted to the SCOE – Expanded Learning Program by September 15 each school year.

Siskiyou County Expanded Learning Programs
SAFE Program Plan

Program Management	Programing	Staffing	Fiscal Responsibilities
SAFE Site Staff	● Commence each SAFE program upon the conclusion of the regular school day. ● Operate a minimum of fifteen (15) hours each week. ● Operate until 6:00 p.m., unless a frontier site. ● Submit monthly activity calendars to SCOE-Expanded learning the month prior to implementation. ● Maintain registration information for each student on site. No student can attend SAFE without a registration form in place. ● Complete attendance daily through the universal electronic attendance system, Cityspan. ● Communicate to SCOE – Expanded Learning Program any issues using Cityspan.	● Site coordinators provide oversight of SAFE aides. ● Site Coordinators provide resources and training of program operations to SAFE aides and volunteers. ● All staff will be trained and follow attendance entry process as follows: 1. Use a computer and scanner to scan students into the SAFE program through Cityspan. 2. Use a scanner to scan students out of the SAFE program upon their exit. Verify approved adult pick-up and select their name. 3. Select an Early Release code for any student leaving prior to the end of the program time. ● All SAFE staff will strive to attend as many professional development opportunities offered as possible.	● Collaborate with the school-site fiscal department to complete a SAFE site Budget Narrative in accordance with grant and budget guidelines. ● Complete in-kind timesheets for all qualified in-kind contributions. Submit in-kind timesheets to your school fiscal personnel. ● Collaborate with school site fiscal department to purchase SAFE supplies following the set Budget Narrative.

Siskiyou County Expanded Learning Programs
SAFE Program Plan

12—Sustainability

SAFE programs build long-lasting partnerships with the community and volunteers to secure commitments of in-kind and monetary contributions for sustainability and longevity of services provided in afterschool. Each year, when the program plan is reviewed at the spring Advisory Committee meeting, additional sustainable resources will be updated.

Programmatic Level:

SCOE – Expanded Learning Program	It is the expectation that SCOE – Expanded Learning Program will provide guidance to each SAFE site on best practices to build strong community partnerships at the county and school site levels. ● Create an awareness of SAFE programs throughout our rural and frontier communities. ● Highlight program enrichments and the lives it touches through social media outlets, word of mouth, administration meetings, program newsletters, and at regional meetings; communicate the importance of SAFE to the communities across the county. Word of mouth is a focus of achieving sustainability in a small, rural county. ● Attend and contribute to community events around Siskiyou County to bring awareness of SAFE programs. ● Partner with agencies with grant funds to contribute to SAFE programing success. Examples of agencies to partner with are First 5 Siskiyou, Ford Family Foundation, and corporate partners like Wal-Mart.
School District Superintendent and/or Principal	It is the expectation that each school district will develop its own procedures to build partnerships within its individual community to create sustainability for the SAFE program. ● Monitor trends and make changes in order to adapt to opportunities and conditions that contribute to sustainability. ● Leverage Expanded Learning Opportunities – Program (ELO-P) funding to increase high-quality programs and additional services to more students. ● Build broad-based community support by ensuring high-quality services are implemented.

Staff Level:

Site Coordinator SAFE Aides	It is the expectation that all SAFE staff will consistently seek out volunteers, community support, and include families in sustainability efforts to continue providing high-quality programming. ● Provided high-quality services that are valued by students, families, school, and community.

Participant Level:

Students and Families	Students and families are encouraged to share their experiences with potential future enrollees, stakeholders, and program staff for continued growth and sustainability.

RETURN TO PAGE ONE

BEFORE THE BOARD OF TRUSTEES OF THE
KLAMATH RIVER UNION ELEMENTARY SCHOOL DISTRICT
SISKIYOU COUNTY, CALIFORNIA

RESOLUTION #8
2022-23

RESOLUTION IN SUPPORT OF SEEKING DEFERMENT OF LAPSATION FROM THE SISKIYOU COUNTY BOARD OF EDUCATION

WHEREAS, the Klamath River Union Elementary School District is a K-8 school district in Siskiyou County that has had average daily attendance greater than six pupils for many consecutive school years; and

WHEREAS, the District has an average daily attendance a fewer than six pupils during the 2021-22 school year for the first time and fewer than 6 pupils during the 2022-23 school year for the second time.

WHEREAS, the District's Board of Trustees has considered Education Code section 35780 and related statutes, which require lapsation of a school district with fewer than six pupils in grades kindergarten through eighth grade, but allows the county board of education to defer lapsation up to three times for a one-year period; and

WHEREAS, the District's Board of Trustees determines that it is in the best interests of its pupils and the community to remain a separate school district for the 2023-24 school year, in light of the past history of average daily attendance numbers and the likelihood of additional pupil enrollments in the future, as well as the benefit to the community of having a locally organized school district; and

THEREFORE, BE IT RESOLVED that the District's Board of Trustees, pursuant to Education Code section 35780, hereby acts to defer lapsation for the 2023-24 school year and seeks concurrence from the Siskiyou County Superintendent of Schools and subsequent approval by the Siskiyou County Board of Education; and

THEREFORE, BE IT RESOLVED that the Superintendent or the Superintendent's designee is directed to take all actions necessary to carry out this resolution and related procedures.

This resolution was adopted by the Governing Board of the Klamath River Union Elementary School District this 29 day of June, 2023.

AYES: 2
NOES: 0
ABSENT: 0

Ian Wondiette
President, Board of Trustees
Klamath River Union Elementary School District
Siskiyou County, California

I, Cade Crawford, Clerk of the Board of Trustees of the Klamath River Union Elementary School District, do hereby certify that the foregoing Resolution was adopted by the Board of Trustees during its meeting held on June 29, 2023.

Cade Crawford
Clerk, Board of Trustees
Klamath River Union Elementary School District
Siskiyou County, California

California Department of Education **Consolidated Application**

Siskiyou County Office of Education (47 10470 0000000)

Status: Certified
Saved by: Mark Lewin
Date: 8/4/2023 8:54 AM

2023–24 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca21assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Allan S. Carver
Authorized Representative's Signature	
Authorized Representative's Title	County Superintendent
Authorized Representative's Signature Date	08/03/2023

*****Warning*****
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2023–24 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Allan S. Carver
Authorized Representative's Title	County Superintendent
Authorized Representative's Signature Date	08/03/2023
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2023–24 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	10/05/2017
Direct Funded Charter Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Allan S. Carver
Authorized Representative's Title	County Superintendent

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2023–24 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes
Title V, Part B Subpart 2 Rural and Low-Income Grant ESSA Sec. 5221 SACS 4126	Yes

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2023–24 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at https://www.cde.ca.gov/fg/ac/sa/.

2022–23 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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2022–23 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:

a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;

b) Includes a dispute resolution process;

c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Brittany
Homeless liaison last name	Collier
Homeless liaison title	Foster Youth Coordinator
Homeless liaison email address (Format: abc@xyz.zyx)	bcollier@siskiyoucoe.net
Homeless liaison telephone number (Format: 999-999-9999)	530-331-9703
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.08

Homeless Liaison Training Information

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2022–23 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	01/20/2021
Does the LEA meet the above federal requirements	Yes
Compliance comment Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	Yes
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

Title I, Part A Homeless Expenditures

2022–23 Title I, Part A LEA allocation	$3,129
2022–23 Title I, Part A direct or indirect services to homeless children reservation	$1

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2022–23 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

Amount of 2022–23 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	$1
Homeless services provided (Maximum 500 characters)	Homeless students automatically qualify for Title I services, therefore, the Title I; Part A funds, including reserved funds, provide academic support to all homeless students. In addition, reserved funds can be used to support transportation costs or school and hygiene supplies as needed.
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

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2021–22 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2021 through June 30, 2023.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2021–22 Title II, Part A allocation	$1,890
Transferred–in amount	$0
Transferred–out amount	$0
2021–22 Total allocation	$1,890

Professional Development Expenditures

Professional development for teachers	$0
Professional development for administrators	$0
Consulting/Professional services	$0
Induction programs	$0
Books and other supplies	$0
Dues and membership	$0
Travel and conferences	$1,890

Personnel and Other Authorized Activities

Certificated personnel salaries	$0
Classified personnel salaries	$0
Employee benefits	$0
Developing or improving an evaluation system	$0
Recruitment activities	$0
Retention activities	$0
Class size reduction	$0

Program Expenditures

Direct administrative costs	$0
Indirect costs	$0
Equitable services for nonprofit private schools	$0
Total expenditures	$1,890
2021–22 Unspent funds	$0

*****Warning*****

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2022–23 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2023.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2022–23 Title II, Part A allocation	$2,025
Transferred–in amount	$0
Transferred–out amount	$0
2022–23 Total allocation	$2,025

Professional Development Expenditures

Professional development for teachers	$0
Professional development for administrators	$0
Consulting/Professional services	$2,025
Induction programs	$0
Books and other supplies	$0
Dues and membership	$0
Travel and conferences	$0

Personnel and Other Authorized Activities

Certificated personnel salaries	$0
Classified personnel salaries	$0
Employee benefits	$0
Developing or improving an evaluation system	$0
Recruitment activities	$0
Retention activities	$0
Class size reduction	$0

Program Expenditures

Direct administrative costs	$0
Indirect costs	$0
Equitable services for nonprofit private schools	$0
Total expenditures	$2,025
2022–23 Unspent funds	$0

*****Warning*****
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Siskiyou County Office of Education
RESOLUTION 23-24-01
RESOLUTION FOR EXEMPTION TO THE SEPARATION-FROM-SERVICE REQUIREMENT PURSUANT TO SECTION 24214.5 and 26812 OF THE EDUCATION CODE

WHEREAS, pursuant to Education Code sections 24214.5 and 26812, there is a 180-calendar day separation-from-service requirement for all retired CalSTRS members and participants; and,

WHEREAS, all retired CalSTRS members and participants are subject to a restriction if they perform retired member activities as defined by section 22164.5 of the Education Code or retired participant activities as defined by section 26135.7 of the Education Code, during the first 180 calendar days after their most recent retirement; and,

WHEREAS, if the retired CalSTRS member or participant performed retired member or participant activities during this period, CalSTRS will reduce their retirement benefit or annuity one dollar for each dollar earned for performing retired member or participant activities during the 180-day period; and,

WHEREAS, there is an exemption from the 180-calendar day separation-from-service requirement for a member or participant who retires for service and is at or above normal retirement age; and,

WHEREAS, to qualify for this narrow exemption, the employer must appoint the retired member or participant to a critically needed position that has been approved by the governing body of the employer in a public meeting as reflected in a resolution; and,

WHEREAS, this approval by the governing body of the employer in a public meeting as reflected in a resolution must be finalized and communicated to CalSTRS before the member or participant commences to perform retired member or participant activities; and,

WHEREAS, the County Superintendent must complete the *Request for Separation-from-Service Requirement Exemption* form, which must be submitted to CalSTRS and received by CalSTRS before the member or participant commences to perform retired member or participant activities,

NOW, THEREFORE, BE IT RESOLVED that this Board does provide public notice that the district is in critical need of a Coach for the Tier II Clear Administrative Credential program to support current administrators employed by our county because we are not able to find enough trained coaches. There is also a critical need for the retired State and Federal Programs Director to train the new State and Federal Programs Director, Mark Lewin because we do not have another experienced employee to complete the training;

AND BE IT FURTHER RESOLVED that the Board wishes to meet this critical need by hiring Leeanna Rizzo, a member or participant who retired for service less than 180 days ago or who will retire;

AND BE IT FURTHER RESOLVED that this appointment is needed to fill this critical need before the 180-calendar day separation-from-service requirement is fulfilled;

AND BE IT FURTHER RESOLVED that this member or participant did not receive a retirement incentive or any financial inducement to retire from any public employer;

AND BE IT FURTHER RESOLVED that the retired member's or participant's termination of employment is not the basis for the need to acquire their services;

AND BE IT FURTHER RESOLVED that the earnings for retired member activities during the 180 calendar days will still be subject to the annual postretirement earnings limit for the Defined Benefit Program;

AND BE IT FURTHER RESOLVED that this member or participant will not commence to perform retired member or participant activities before this approval is authorized by the governing body of the employer in a public meeting as reflected in a resolution and received by CalSTRS;

AND BE IT FURTHER RESOLVED that this member or participant will not commence to perform retired member or participant activities before the County Superintendent completes the *Request for Separation-from Service Requirement Exemption* form and this is transmitted to and received by CalSTRS.

PASSED AND ADOPTED by the Governing Board of the Siskiyou County Office of Education, on this 23rd OF August IN THE YEAR 2023.

I, Allan S. Carver, Secretary of the Governing Board, Siskiyou County Office of Education, County of Siskiyou, do hereby certify the foregoing to be a full, true and correct copy of a resolution adopted by the said Board at a regular meeting hereof held at its regular meeting place on August 23, 2023, which action is contained in the minutes of the meeting of said Board.

AYES:
NOES:
ABSENT:
ABSTENTIONS:

_____ _____

Allan S. Carver
County Superintendent/Secretary of the Governing Board
Siskiyou County Office of Education

Date

_____

John Bennett
Board President