Siskiyou County Office of Education
Expanded Learning

Siskiyou After School Safety and Enrichments For Teens

ASSETs Program Plan
2025 - 2029

Prepared by:
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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 ASSETsty (ASES) Grant application process.

Grant Cycle 2024-2029, Nov. 1, 2025

Grantee/Local Educational Agency (LEA):

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

Grant Identification Number:

47-14535-1047-5A

County District School (CDS) Code:

47104700000000

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Siskiyou County Expanded Learning
ASSETs Program Plan

Purpose

Mission

Siskiyou **A**fter **S**chool **S**afety and **E**nrichments for **T**eens (ASSETs) programs offer academic support; quality expanded learning opportunities and fitness promotion to Siskiyou County students in a positive and ASSETs 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

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

- Employ and train high-quality staff.
- Host ASSETs 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

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

Program Administration

As the Local Education Agency (LEA) of ASSETs programs, SCOE – Expanded Learning currently oversees twenty (20) individual afterschool programs throughout Siskiyou County. The ASSETs 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 and California Education Code guidelines are followed.

SCOE is the grantee and fiscal agent of ASSETs 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.

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Mandated Program Requirements	
Fiscal Accuracy	Ensure all ASSETs funds are in accordance with grant guidelines and complete fiscal paperwork monthly.
Attendance Accuracy	Signature or PIN, time, and Early Release documented, target number percentage is met, and daily entry into EZReports 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 reviewed 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 ASSETs Site, School District, SCOE, Expanded Learning, State, and National levels.
Integration with Regular School Day	ASSETs sites will integrate with the regular school day to align with educational offerings school-wide. The regular school day will support ASSETs programs when needed.
Community Collaboration	ASSETs 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.

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Target Population
Sites and Target Number

Site Name	Daily Attendance Target Number	Grades Served
1. Butte Valley High School	35	9-12th
2. Dunsmuir High School	28	9-12th
3. Etna High School	81	9-12th

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Target Population
Students Served

All students in Transitional Kindergarten through eighth grade are eligible and welcome to participate in ASSETs programs, as the LEA, in collaboration with each school district, can determine the grades to be served at each ASSETs site (EC Section 8482.3(a)).

ASSETs School Site	Foster	Homeless	English Learners	Free and Reduced
Butte Valley High School	0%	6.8%	15.9%	47.7%
Dunsmuir High School	1.5%	7.7%	1.5%	75.4%
Etna High School	1.1%	2.6%	2.1%	37%

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Target Population
Recruitment

SCOE – Expanded Learning staff work collaboratively with all three (3) ASSETs sites to recruit and retain students to achieve and maintain attendance requirements of the afterschool programs. An emphasis for recruitment efforts will be placed on sites that are “at risk” for not meeting expected attendance requirements.

Recruiting Plan to increase enrollment in ASSETs programs
1. Each site will offer registration for ASSETs 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 ASSETs 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 and ASSETs sites will collaboratively advertise programs using at a minimum one of the following: A. Monthly School Newsletter – outlining what is taking place in individual ASSETs sites. B. Websites C. Attendance at community events throughout Siskiyou County. D. Positive Word of Mouth. On average, many of the school ASSETs sites serve more than their funded amount. The focus is to have continual recruitment activities throughout the year to communicate the positive impact ASSETs programs have on the students and families in Siskiyou County.
3. The site coordinators will collaborate with their ASSETs 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 criteria to consider for additional student populations. ● Student ASSETs – no one home, transportation, etc. ● Waitlist – Every student attending a school operating a ASSETs site is eligible to participate in the program subject to program capacity. If a wait list is established, students are enrolled according to the date their enrollment application was received, unless identified as a priority group as described in bullet **C**. below. ● Recruitment efforts will focus on homeless and foster youth students, who hold priority enrollment status. Site coordinators will work with SCOE – Expanded Learning, Specialists, and the Foster and Homeless Youth Director to identify and invite students. ● Attendance and enrollment are tracked through the EZReports electronic attendance system. This is monitored monthly to evaluate a site's need for additional recruiting efforts throughout the year.

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1 - ASSETs and Supportive Environment

All three (3) of the afterschool programs throughout Siskiyou County are located on their designated school campuses. In order to provide a ASSETs physical and emotional environment during ASSETs, 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	Is expected to provide guidance to each ASSETs site on best practices that promote ASSETs and supportive environments. Suggestions will be documented on the ASSETs Site Visit Observation form 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 will connect and/or refer a school district to appropriate SCOE, county, or regional services. ➔ Annual training on topics that cover safe and supportive environments will be provided to all ASSETs staff including superintendents, principals, site coordinators, ASSETs aides, and volunteers. ➔ Two scheduled trainings per year will be sponsored by SCOE – Expanded Learning: ◆ Back-to-School Conference ◆ Mid-Year Refresher ◆ Individual training and technical assistance to all ASSETs sites as needed
School District	Is expected 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 after school, and have clearly defined systems for: ➔ Transitioning from regular school day to after school. ➔ Providing facilities and associated resources for on-site ASSETs programs that have physically and emotionally safe environments for students. ➔ Meeting the health and medical needs of students. ➔ Behavior management. ➔ Emergency preparedness: ◆ Families, staff, and students know how to contact the ASSETs program. ◆ Establish an emergency contact process for staff in the event of an emergency. ◆ Staff are trained in safety, child abuse reporting, first aid, and CPR. ◆ Ensure staff and volunteers are subject to the health screening and fingerprint clearance per current law and district policy. ◆ Clear documentation process for any injuries/incidents. ◆ How to connect families to service resources; i.e. food, health, mental health services, parent education, etc.

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Staff Level:

Site Coordinator ASSETs Aides	It is expected that all ASSETs staff will provide a welcoming environment for students creating an atmosphere where students want to be in ASSETs. 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 ASSETs 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 from others. ➔ Site coordinators will use the Universal EZReports electronic attendance system to accurately document the approved entry and exit process from ASSETs 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 ASSETs 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 ASSETs site's needs. In addition, periodically host ASSETsty and/or emergency drills, i.e. fire drills, during ASSETs hours with students.
Development	Development of students will consist of: ➔ Collaboration with regular school day for a smooth transition and support of continued student academic learning in the ASSETs program through homework assistance. ➔ Adult support given to promote academic development with homework during specific designated time documented on the ASSETs Daily Schedule. ➔ Homework Assistance is 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. ➔ ASSETs staff 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: ➔ ASSETs staff take time to build positive relationships with students. ➔ Address each student by their preferred name. ➔ Implementing positive behavior management systems that focus on prevention versus punishment.

	➔ 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. ➔ ASSETs staff communicate with each other to strategize best practices to help students who show signs of trauma related behaviors and implement trauma informed practices. ➔ ASSETs staff utilize resources from Siskiyou County community partners with resources that promote the social emotional wellbeing of students and families.
Physical	Physical needs of students will consist of: ➔ ASSETs staff will offer physical activity opportunities to students in the form of outside recess, planned physical enrichment, community programs, “No-Cut” policy sport participation through ASSETs, or physical fitness clubs. ➔ ASSETs staff should plan ahead on the activity calendar, at a minimum one time per week, a physical fitness enrichment. ➔ 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	Is expected to contribute to the ASSETs and supportive environment while attending ASSETs programs. ➔ Students and family will interact with all participants, including staff, while attending the ASSETs program using positive communication to build a community of acceptance and encouragement. ➔ Students and families provide input through their engagement while on site with staff, electronic communication, and in responses to annual surveys.

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2 - Active and Engaged Learning

Students who are actively engaged during ASSETs will support the vision statement of the SCOE - Expanded Learning and signifies a quality 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. ASSETs site staff will engage in planning activity/enrichment calendars that facilitate students to participate in 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 training and meetings to support the learning focus of ASSETs students.

Programmatic Level:

SCOE – Expanded Learning	It is expected that SCOE – Expanded Learning will provide guidance to each ASSETs site on best practices to provide active and engaged learning in afterschool. Suggestions will be documented on the ASSETs 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 three (3) ASSETs sites. ➔ A calendar of SCOE - Expanded Learning sponsored activities will be provided to all sites at the Back-to-School Conference. ➔ Collaborate with local community based organizations, enrichment vendors when funds allow, and volunteers to bring high-quality and interactive experiences to Siskiyou County that will foster community collaboration, student growth and confidence, and increased engagement. ➔ Each spring, an evaluation designed by SCOE – Expanded Learning will be provided to obtain feedback on participant engagement in their ASSETs program activities.
School District Superintendent and/or Principal	It is expected 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 ASSETs 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. ➔ ASSETs 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 ASSETs Aides	It is expected that all ASSETs staff will research, plan, and implement culturally relevant, high-interest activities where students are encouraged to be actively engaged. ➔ Each ASSETs site provides SCOE – Expanded Learning with their monthly activity/enrichment 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 ASSETs 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	It is expected that students and families 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 ASSETs programs. All ASSETs participants will ensure hands-on, project-based activities will 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	It is expected that SCOE – Expanded Learning will provide guidance to each ASSETs 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 ASSETs Site Visit form each month to support districts to implement systems that exhibit exemplary skill-building practices. ➔ Collaborate with community based organizations and high quality education vendors when appropriate to bring high-quality and interactive experiences to Siskiyou County that will foster enhancement of student 21st Century Skills. ➔ Partner with community based organizations or high quality education vendors focused on literacy development to enhance skills in social-emotional learning and English language/literacy: writing, reading, speaking, and listening. ➔ Sponsored activities or contests will be offered throughout the year covering such learning topics that will build skills in areas such as community impact, computer science, writing, and science.
School District Superintendent and/or Principal	It is expected 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 academic learning. ➔ Support ASSETs site coordinators to offer clubs and enrichment activities 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.

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Staff Level:

Site Coordinator ASSETs Aides	It is expected that all ASSETs 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 life 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. ➔ Incorporate clubs into the ASSETs program to allow individualized skill building when appropriate. Possible clubs that could be offered: Lego, Robotic, Podcast, Sports, Makerspace, Role Play Games, E-Sports, etc. ➔ Staff will encourage projects and clubs to 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 activities to align with current learning and skills students are gaining.

Participant Level

Students and Families	It is expected that students and families are encouraged to exercise their voice in making creative choices of projects, activities, clubs, program events, or enrichments they would like to have offered in ASSETs. ➔ Students work independently or in groups and become involved in projects, clubs, program events, or enrichments to practice 21st Century Skills and become collaborative members, effective communicators, and creative thinkers.

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4 - Youth Voice and Leadership

ASSETs 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 ASSETs.

Programmatic Level:

SCOE – Expanded Learning	It is expected that SCOE – Expanded Learning will provide guidance to each ASSETs site on best practices for students to have opportunities for youth voice and leadership in afterschool. Suggestions will be documented on the ASSETs 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 will be provided to obtain feedback on student experiences in afterschool. ➔ Student survey questions will include open-ended questions used to elicit their thoughts about the program. ➔ Offer professional development throughout the year to all ASSETs 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 expected that each school district will develop its own systems that establish processes 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 ASSETs Aides	It is expected that all ASSETs 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 ASSETs program. ➔ Student choice will drive different clubs offered at ASSETs. ➔ Provide opportunities for "Buddy" programs, such as older students working with younger students during homework assistance, reading buddies, or during collaborative enrichment activities. ➔ Allow for student helpers to participate in distributing snacks, choosing and leading activities, greeting 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. ➔ 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 in ASSETs: ◆ Taking care of animals ◆ Building gardens ◆ Planning program events like a carnival ➔ Connecting with other service-oriented organizations to better the community

Participant Level:

Students and Families	It is expected that students and families are encouraged to engage in authentic and meaningful leadership roles. ➔ Exercise their voice in making creative choices when applicable. ➔ 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

ASSETs 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	It is expected that SCOE – Expanded Learning will provide guidance to each ASSETs site on best practices to ensure recommended guidelines for healthy snacks and meals are provided and physical opportunities are being implemented each day. Suggestions will be documented on the ASSETs Site Visit form each month to support districts to implement systems that exhibit exemplary healthy choices and behaviors. ➔ Partner with community based organizations to provide training annually on healthy choices and behaviors. ➔ 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 expected 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 is provided by each school district following their designated food programs for the whole school. ➔ Collaborate with district nurses to provide ASSETs sites with training as needed to meet nutritional, health, and educational needs. ➔ Programs can participate in the “No Cut Policy” and allow sports programs to operate through ASSETs. Allowing sports through ASSETs means all students interested in the program will be allowed to participate. The district will submit an updated “No-Cut Policy” annually to SCOE – Expanded Learning. ➔ Create and maintain a healthy culture: ◆ Use of non-nutritious food as incentives is strongly discouraged; ◆ Provide nutrition education to parents/guardians to use at home; ◆ Partner with community based organizations to support healthful information to students and families.

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Staff Level:

Site Coordinator ASSETs Aides	It is expected that all ASSETs 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 community based organizations that offer educational opportunities to enhance student awareness of healthy choices and behaviors. ➔ Provide planned physical fitness activities to encourage movement. ➔ Ensure on a daily basis physical activity is taking place in the form of free play, planned and purposeful activities, guest presenters or programs activities. ➔ Provide nutritious snacks to students during ASSETs that will contribute to their physical and social-emotional well-being following the national food requirements.

Participant Level:

Students and Families	It is expected that students and families will 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

ASSETs 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 ASSETs programming will play a key role in offering a ASSETs place for students to be their authentic selves in a space of acceptance to and from others.

Programmatic Level:

SCOE – Expanded Learning	It is expected that SCOE – Expanded Learning will provide guidance to each ASSETs site on best practices to ensure ASSETs programs are offering an environment that welcomes all students to be their authentic selves. Suggestions will be documented on the ASSETs 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 may have barriers are able to participate in ASSETs with appropriate accommodations if needed. ➔ Ensure communications provided to ASSETs programs are offered in multiple languages per Siskiyou County populations in the varying districts. ➔ Provide professional development opportunities to increase ASSETs staff knowledge and program development that focuses on implementation of diversity, access, and equity for all participants. ➔ Share information to support all ASSETs 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 expected 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; ASSETs staff are provided information to better understand their learning community. ➔ All students are eligible to join ASSETs programs.

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Staff Level:

Site Coordinator ASSETs Aides	It is expected that all ASSETs staff will create an environment that facilitates students to all to be their authentic selves where diversity, access, and equity is embraced. ➔ Ensure communication supports a student's home language. ➔ 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. ➔ 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	It is expected that students and families are encouraged to participate in creating an environment that supports diversity, access, and equity for all who attend ASSETs 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

ASSETs 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	It is expected that SCOE – Expanded Learning will provide guidance to each ASSETs site on best practices to ensure ASSETs programs have continuous professional development opportunities. For Staff Hired at SCOE - Expanded Learning county office: ➔ SCOE supports the Expanded Learning department with open positions, making sure positions are advertised in-house and posted on Edjoin.org. ➔ SCOE – Expanded Learning staff will be on-boarded through the Human Resources Department, conduct background checks and fingerprinting, and ensure a clear job title and job description is provided. ➔ Continuous staff development methods consist of in-depth onboarding, individual progress meetings, monthly staff meetings, online ASSETsty training, and professional development offerings. For Staff Hired at the School District, SCOE - Expanded Learning will: ➔ Provide informal conversations and annual surveys to students, families, and other stakeholders to gain feedback on staff and volunteer quality. ➔ Offer two (2) county-wide professional development offerings each school year. ◆ Back – to – School Conference ◆ Mid-year Refresher
School District Superintendent and/or Principal	It is expected 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 ASSETs staff while considering experience, knowledge, interest, ability to create an ASSETs 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 ASSETs staff positions meeting the district-determined minimum qualifications. ➔ Provide professional development opportunities and guidance on expected ASSETs 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 is transparent.

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Staff Level:

Site Coordinator ASSETs Aides	It is the expectation that all ASSETs staff will embrace integrity, professionalism, caring, and competency as positive role models for ASSETs 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 learning to ASSETs aides and volunteers.

Participant Level:

Students and Families	It is expected that students and families are encouraged to build trusting relationships with high-quality ASSETs 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 on a case-by-case basis to address concerns with staff.

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8 - Clear Vision, Mission, and Purpose

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

Programmatic Level:

SCOE – Expanded Learning	It is expected that SCOE – Expanded Learning will provide guidance to each ASSETs site on best practices to have a clear vision, mission, and purpose through the lens of the SCOE – Expanded Learning. SCOE – Expanded Learning Vision: <u>Vision</u> 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. <u>Mission</u> **S**iskiyou **A**fterschool **F**or **Ev**eryone (ASSETs) programs offer academic support; quality expanded learning opportunities and fitness promotion to Siskiyou County students in a positive and ASSETs environment. <u>Purpose</u> Support ASSETs programs to move forward in the continuous quality improvement cycle with an emphasis on the 12 Quality Standards for Expanded Learning being the focus of improvement. <u>Goals</u> 1. Average Daily Attendance a. Monitor all monthly student attendance reports for accurate data entry. b. Track and monitor monthly program attendance percentages to inhibit funding reduction. 2. Quality Staff a. Two (2) times per year, provide quality professional development within Siskiyou County available to all. b. Encourage ASSETs staff to attend state and regional professional development offerings. c. Program Specialists will provide individual professional development on a case-by-case need of specific topics.

	3. Engaging activities – a. ASSETs sites will be offered opportunities to engage in activities guided by student interests countywide. b. After each site visit, Program Specialists will provide guidance and resources to build on current enrichment activities to increase student participation. c. Offer modeling of enrichment activities to site coordinators. d. Sponsor enrichment activities highlighting required program elements. Successful completion of goals is determined by analyzing attendance data for students at the ASSETs 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.
School District Superintendent and/or Principal	It is expected that each school district will develop its own procedures and policies to establish site-specific vision, mission, purpose, 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 or they can also choose to adopt the SCOE – Expanded Learning 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 ASSETs site will establish an on-site ASSETs 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 ASSETs program.

Staff Level:

Site Coordinator ASSETs Aides	It is expected that all ASSETs staff will embody the SCOE – Expanded Learning vision and mission and/or their own school district ASSETs 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 ASSETs program to ensure the program vision and mission are the focus of each day. ➔ The information will contribute to the Continuous Quality Improvement process for high quality program services. ➔ Goal should support continued encouragement for students' participation in ASSETs through engaging activities and student interest.

Participant Level:

Students and Families	It is expected that students and families will contribute to the vision, mission, and goals of the ASSETs program. ➔ Families have students participate every-day ASSETs operates. ➔ Families and students are encouraged to embody the vision and mission

	of the afterschool programs.

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9 - Collaborative Partnerships

ASSETs 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, ASSETs programs will strengthen school and community connections. Community support and involvement is an important component to ASSETs 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	It is expected that SCOE – Expanded Learning will provide guidance to each ASSETs 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 ASSETs programs. ➔ Seek out additional partners from both the public and private sectors to support all ASSETs programs. ➔ Evaluate feedback from stakeholders on an annual survey each spring.
School District Superintendent and/or Principal	It is expected that each school district will develop its own procedures to establish protocols to ensure ASSETs programs are connecting with community partners to support program success. ➔ Establish a school site-specific advisory committee or highlight ASSETs at a School Site Council that meets at least one (1) time per year. ➔ Coordinate an integrated relationship with ASSETs site coordinators and regular school day staff and offer active participation in school staff meetings.

Staff Level:

Site Coordinator ASSETs Aides	It is expected that all ASSETs 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	It is expected that students and families share their experiences with ASSETs staff to inform program design and collaboration with partners. ➔ Adults from student's 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 (3) ASES funded programs named Siskiyou Afterschool for Everyone (ASSETs). The internal departments and services of SCOE will support the diverse needs of afterschool programs. **Expanded Learning:** Provides a director, one (1) Program Specialist, 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 9 – 12, hosting on-going support that is designated to improve instruction to student learning. **SCOE Internal Programs:** SCOE - Expanded Learning supports partnership with internal SCOE programs such as Science & Outdoor Education, Art Education, School Based Mental Health and Wellness, or District Support Department. These departments can offer resources, professional development, or on-site activities to support students 9 – 12. **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 Support	**Region 2:** Provide training opportunities, technical assistance, and support with training. Host program director meetings to provide updates, input, and feedback, and visit SCOE ASSETs programs to hold discussions with school administrators, staff, families, and students when needed.
Expanded Learning Academy Ron Robinson	Works monthly with SCOE – Expanded Learning to coach the team in Quality Standards for Expanded Learning for ASSETs site growth, provides professional development to ASSETs sites and SCOE office, develops continuous quality improvement systems, and provides access to staff engagement support materials. Contracted through July 2029.

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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. ASSETs 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 cross-age learning and teaching.
Karuk Tribe / Quartz Valley Tribe	Provides sites with opportunities to learn about traditions and culture of the native american tribes.
High School Students	Provide enrichment activities to ASSETs programs through their Senior Projects.
Retired Teachers	Bring their passion and skills to support required program elements that enhance ASSETs enrichments.
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, K-9 Unit, Fire Department, Hospital, Post Office, Etc.

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10 - Continuous Quality Improvement

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

Programmatic Level:

SCOE - Expanded Learning	It is expected that SCOE – Expanded Learning will provide guidance to each ASSETs 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** Assessments can be obtained for SCOE - Expanded Learning CQI from: ● Data from annual program evaluations ● Attendance data ● Site visit observations ● Administration feedback ● **Community feedback** ➔ **Timeline:** ● Fall - Evaluate current CQI and update if needed. ● Winter - Review current CQI and update if needed. ● Spring - Annual survey completed with community partners, school teaching staff, ASSETs aides, families, and/or students. Throughout the School Year – Evaluations after each professional development offering. ➔ **Planning** Program planning: ● Combine evaluation and assessment data to inform CQI goals for SCOE Expanded Learning and for ASSETs sites. ● After analyzing the data, SCOE - Expanded Learning and ASSETs sites set goals using the SMART goal 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: ● The Director of Expanded Learning will monitor SCOE - Expanded Learning CQI. ● Program Specialists will monitor the ASSETs site progress of the CQI. ● Each site visit will note how CQI is implemented and update action plan steps as needed. ● Resources will be provided for continued improvement of the CQI. ● As goals are achieved, re-assess and update the CQI plan accordingly. ● Use outcomes to prioritize program design, professional development, and program practices.

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School District Superintendent and/or Principal	It is expected that each school district will develop its own procedures to establish protocols to ensure ASSETs programs are continually improving the program towards high quality. This can be done in collaboration with SCOE - Expanded Learning. ➔ Provide input to identify areas for improvement of program quality standards. ➔ Communicate who will support the ASSETs program to meet CQI goals.

Staff Level:

Site Coordinator ASSETs Aides	It is expected that all ASSETs staff will participate in a continuous quality improvement cycle. ➔ Collaborate with SCOE – Expanded Learning to develop quality improvement SMART goals using self-assessment, participant, and stakeholder feedback. ➔ Provide progress updates at each site visit with the Program Specialist. ➔ Use stakeholder feedback to inform program design, professional development, and program practices.

Participant Level:

Students and Families	It is expected that students and families will be actively engaged in assessing and providing input for improvement of their ASSETs program.

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11 - Program Management

ASSETs programs utilize ASES funding for their program through SCOE – Expanded Learning as the grantee. The focus and goal for program management is leverage funding to ensure ASSETs 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	It is expected that SCOE – Expanded Learning oversees the majority of program management systems. SCOE is the grantee and fiscal agent of three (3)ASSETs 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 spring Advisory Committee meeting. Any adjustments for the following program year will be made at that time. All persons involved in ASSETs 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 expected that each school district will develop its own procedures to establish protocols to ensure ASSETs sites have effective program management systems in place to support the vision, mission, and goals of afterschool.

Staff Level:

Site Coordinator ASSETs Aides	It is expected that all ASSETs 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.

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Program Management Systems			
Program Management	**Programing**	**Staffing**	**Fiscal Responsibilities**
SCOE - Expanded Learning	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 EZReports. Report attendance to CDE in the two (2) semiannual attendance reports, the annually Outcome-Based data for Evaluation and Continuous Quality Improvement report, the APR Data Entry (Activities, Staffing, and Participation) Data, APR Data Entry (Outcomes), and quarterly expenditure reports. Monitor monthly to ensure programs are adhering to all grant requirements. Program handbook is reviewed annually by SCOE – Expanded Learning Program and ASSETs staff. New handbooks are provided to each program in the fall. ASSETs Early Release Policy will be set with specific early release codes that all	SCOE – Expanded Learning 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, ASSETs site staff, and as needed ASSETs site administration staff. SCOE – Human Resources ensures staff qualification and requirement compliance. Keep ASSETs sites updated on current Region 2 and state expanded learning division information. Program Specialists 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 three (3) ASSETs sites' purchases through monthly expenditure documentation to make sure expenditures are in accordance with grant and budget guidelines.

	ASSETs sites will use. The Countywide use of EZReports 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.		

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Program Management	Programing	Staffing	Fiscal Responsibilities
District Administrator	Ensure 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. Submit annually an updated Early Release policy as laid out for each site by SCOE – Expanded Learning per EZReports, for students picked up before the end of the program time. The Early Release policy will be reviewed by the District School Board one (1) time per year as an informational item and submit evidence to the SCOE - Expanded Learning. Submit each year to SCOE - Expanded Learning a "No Cut" policy approved by the site administrator when the school chooses to run sports programs through ASSETs. Provide SCOE - Expanded Learning student SSID numbers for all students enrolled in school and ASSETs the prior year annually in the fall. This 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 ASSETs site coordinator and aides. At least monthly meet with the ASSETs site coordinator and/or ASSETs aides to stay up-to-date on program process, needs, or guidance for Continuous Quality Improvement.	Administrative tasks contribute in-kind. Assign on-site fiscal personnel to complete expenditure and in-kind reporting to SCOE –Expanded Learning no later than the 15th of each month. Approve purchases that qualify under grant requirements and send requests over $499.00 to SCOE – Expanded Learning for approval prior to purchase of item(s). Use the removal 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 prior to removal of item(s). Complete ASSETs site Budget Narrative in collaboration with district or site fiscal staff, and site coordinator, and revise as needed at interim reporting. Narratives are submitted to the SCOE – Expanded Learning by September 15 each school year.

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Program Management	Programing	Staffing	Fiscal Responsibilities
ASSETs Site Staff	Commence each ASSETs program upon the conclusion of the regular school day. Operate a minimum of fifteen (15) hours each week and until 6:00 p.m., unless a frontier site. Submit monthly activity calendars to SCOE - Expanded learning the month prior to implementation and no later than the 15th of the month prior to implementation. Maintain registration information for each student on site. No student can attend ASSETs without a registration form in place. Complete attendance daily through the universal electronic attendance system, EZReports. Communicate to SCOE – Expanded Learning Program any issues using EZReports, unscheduled closures, PD closures, and provide documents as back-up. Documents to submit are: 1. Parent Notice 2. Documentation of the unusual circumstance for unscheduled closure, i.e. power outage. 3. Agenda for professional development. 4. ASSETs staff attendance sign-in.	Site coordinators provide oversight of ASSETs aides. Site coordinators provide resources and training of program operations to ASSETs aides and volunteers when needed. All staff will be trained and follow attendance entry process as follows: 1. Use the designated electronic device or scanner to enter students into the ASSETs program each day using EZReports. 2. Use the ASSETs site designated exit process using EZReports upon a student leaving the ASSETs program each day. 3. Verify the exit of each student whether by an approved adult, walker, busser, etc. 4. Select an Early Release code for any student leaving prior to thirty (30) minutes to the end of the scheduled program close time. All ASSETs staff will strive to attend as many professional development opportunities offered as possible.	Collaborate with the school-site fiscal department to complete a ASSETs 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 monthly for submission to SCOE - Expanded Learning. Collaborate with the school site fiscal department to purchase ASSETs supplies following the set Budget Narrative.

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12 - Sustainability

ASSETs 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	It is expected that SCOE – Expanded Learning will provide guidance to each ASSETs site on best practices to build strong community partnerships at the county and school site levels. ➔ Create an awareness of ASSETs programs throughout our rural and frontier communities. ➔ Highlight program enrichments and the lives it touches through social media outlets, word of mouth, administration meetings, SCOE - Expanded Learning Updates, communicate the importance of ASSETs to the communities across the county, and at regional/state level opportunities. Word of mouth is a focus of achieving sustainability in a small, rural, frontier county. ➔ Attend and contribute to community events around Siskiyou County to bring awareness of ASSETs programs to a larger audience. ➔ Partner with agencies with grant funds to contribute to ASSETs programing success.
School District Superintendent and/or Principal	It is expected that each school district will develop its own procedures to build partnerships within its individual community to create sustainability for the ASSETs program. ➔ Monitor trends and make changes in order to adapt to opportunities and conditions that contribute to sustainability. ➔ Build broad-based community support to enhance high quality services during ASSETs hours.

Staff Level:

Site Coordinator ASSETs Aides	It is expected that all ASSETs 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	It is expected that students and families share their experiences with potential future enrollees, stakeholders, and program staff for continued growth and sustainability.