Siskiyou County Office of Education
Expanded Learning

Siskiyou Afterschool For Everyone
SAFE
Program Plan
2026 - 2029

Prepared by:
SCOE Expanded Learning

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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 Safety (ASES) Grant Renewal application process.

After School Education and Safety (ASES) Program Plan
Revised 1/2026 for Grant Renewal Cycle

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

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Siskiyou County Expanded Learning
SAFE Program Plan

Purpose

Mission

Siskiyou **A**fterschool **F**or **E**veryone (SAFE) programs provide academic support, high-quality expanded learning opportunities, and fitness promotion for Siskiyou County students in a positive, safe environment.

Vision

Our goal is to foster a thriving mindset by cultivating an enthusiastic, creative community of learners and positively impacting the lives of Siskiyou County youth.

Operating Principles

SAFE programs will strive to implement high-quality SAFE programs by adhering to the following Operating Principles to guide the quality of their sites:

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

Universal Program Requirements

SAFE programs must comply with the mandated program requirements listed in the table to receive funding for an ASES program. To ensure all universal program requirements are met, the director of Expanded Learning works with school administrators, and program specialists visit SAFE sites and work with SAFE site coordinators at least once per month. Program Specialists assist with program support, observe programs in action, and, when appropriate, provide technical assistance, resources, and professional learning training. Program Specialists are not evaluators; they provide the support needed to ensure all SAFE site staff are equipped to meet the Universal and LEA program requirements. Each Program Specialist's site visit is documented on the Site Visit Observation form.

Program Administration

As the Local Education Agency (LEA) of SAFE programs, SCOE - Expanded Learning currently oversees twenty-two (22) (twenty (20) on-site and two (2) off-site) individual afterschool programs throughout Siskiyou County. The SAFE set-up is unique because, although the funding to operate this program is administered by SCOE, each site is allowed flexibility to manage and operate its own program, provided SCOE - Expanded Learning and California Education Code guidelines are followed.

Each SAFE site is administered by its own superintendent and/or principal. SCOE - Expanded Learning works collaboratively with each site administrator during site visits and monthly SCOE administrators' meetings. A monthly update (Expanded Learning Update) is posted on the administrator's monthly meeting agenda as an accessible PDF link and 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 for ensuring compliance with grant requirements, guaranteeing that 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 SAFE 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 the EZReports electronic attendance system
Program Hours	Minimum of 15 hours per week and operational every school day until 6:00 PM. 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 learning will be offered at the SAFE Site, School District, SCOE, Expanded Learning, State, and National levels
Integration with Regular School Day	SAFE sites will integrate into the regular school day to align with schoolwide educational offerings. The 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 on a weekly basis

Siskiyou County Expanded Learning SAFE Program Plan

Target Population, Sites, and Target Number

Site Name	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	50	K-8th
4. Butteville	111	K-8
5. Delphic Elementary	51	K-8th
6. Dunsmuir Elementary	46	K-8th
7. Etna Elementary - Frontier Off-Site at Fort Jones Elm. form on File	75 35	3rd- 5th
8. Evergreen Elementary	84	K-3rd
9. Fort Jones Elementary - Frontier Off-Site at Etna Elm. form on File	72 20	TK-2nd
10. Gazelle Elementary	29	K-8th
11. Grenada Elementary	70	K-8th
12. Happy Camp Elementary - Frontier	54	K-8th
13. Hornbrook Elementary - Frontier	31	K-8th
14. Jackson Street Elementary Off-Site at Evergreen Elm. for 4th Grade, form on file.	112 67	5th- 8th 4th
15. Junction Elementary - Frontier	20	TK-8th
16. Gold Street	84	TK-K
17. Little Shasta	20	K-8th
18. Montague Elementary - Frontier	81	K-8th
19. Scott Valley Jr. High - Frontier	53	6th-8th
20. Seiad Elementary - Frontier	20	K-8th
21. Weed Elementary	93	K-8th
22. Willow Creek Elementary - Frontier	20	K-8th

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Target Population and Students Served

SAFE School Site	Foster	Homeless	English Learners	Free and Reduced
Big Springs Elementary	2.6%	1.3%	11.9%	61.6%
Bogus Elementary	0%	5%	0%	80%
Butte Valley Elementary	0%	0.9%	25.1%	87.2%
Butteville Union Elementary	0%	0%	<1%	43.2%
Delphic Elementary	1.6%	0%	1.6%	65.6%
Dunsmuir Elementary	0%	7.7%	1.5%	83.1%
Etna Elementary	2.4%	4%	1.6%	66.4%
Evergreen Elementary	1.1%	4.2%	26.5%	97.1%
Fort Jones Elementary	2.4%	4.8%	<1%	60.5%
Gazelle Elementary	0%	2%	0%	70.6%
Grenada Elementary	<1%	0%	0%	48.1%
Gold Street Elementary	4.3%	2.4%	4.3%	78%
Happy Camp Elementary	0%	8.9%	0%	45.6%
Hornbrook Elementary	0%	27.3%	0%	100%
Jackson Street Elementary	1.4%	2.5%	4.3%	72.69%
Junction Elementary	5.9%	0%	0%	76.5%
Little Shasta Elementary	0%	0%	0%	55.6%
Montague Elementary	2.2%	4.5%	4.2%	66.9%
Scott Valley Jr. High	1.3%	8.5%	0%	66%
Seiad Elementary	0%	0%	0%	63.6%
Weed Elementary	<1%	5.1%	10.3%	78.7%
Willow Creek Elementary	0%	0%	1.3%	63.6%
Total average for all ASES-funded sites.	1.3%	4%	3%	69.6%

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Target Population Recruitment

SCOE – Expanded Learning staff work collaboratively with all twenty-two (22) sites (twenty (20) on-site and two (2) off-site SAFE 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 SAFE programs

1. Each site will offer registration for SAFE programs as follows:

- Back-to-School Night, offered by each site at the beginning of the school year, will provide information packets for their SAFE program and include registration information
- Allow for open registration for new student enrollment throughout the year
- Encourage pre-registration in the spring for the following school year

2. SCOE - Expanded Learning and SAFE sites will collaboratively advertise programs using at a minimum one of the following:

- Monthly School Newsletter which outlines what is taking place in individual SAFE sites
- Websites
- SCOE - Expanded Learning Monthly Update
- Attendance at community events throughout Siskiyou County
- 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 criteria to consider for additional student populations:

- Student Safety – no one home, transportation, etc.
- Waitlist – Every student attending a school operating a SAFE 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
    - 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 to the program
- 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 - Safe and Supportive Environment

All twenty-two (22) (twenty (20) on-site and two (2) off-site) of the afterschool programs throughout Siskiyou County are located on their designated school campuses. To provide a safe physical and emotional environment during SAFE, each program must intentionally engage students, families, school staff, and community members as stakeholders. Based on information from annual surveys, the data collected will be used to inform the implementation of best practices and establish systems that evidence shows will enhance the quality of the learning environment in after-school.

Programmatic Level:

SCOE - Expanded Learning	SCOE - Expanded Learning is expected to guide each SAFE site on best practices that promote safe and supportive environments. Suggestions will be documented on the SAFE Site Visit Observation form to support districts in developing policies and procedures that ensure students are in a safe, nurturing environment that meets the developmental, social-emotional, and physical needs of all. This includes but is not limited to: ● 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 SAFE staff, including superintendents, principals, site coordinators, SAFE aides, and volunteers ● SCOE will sponsor two scheduled trainings per year: ○ County-Wide Office of Education Symposium ○ Mid-Year Refresher ○ Individual training and technical assistance to all SAFE sites as needed
School District Administration	The school district is expected to 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 a regular school day to after-school ● Providing facilities and associated resources for on-site and off-site SAFE 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 SAFE 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 ○ Straightforward 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 SAFE Aides	It is expected that all SAFE staff will provide a welcoming environment for students, creating an atmosphere where students want to participate in the SAFE program. SAFE staff will offer a physical and emotional environment that supports the developmental, social-emotional, and physical needs of all students. Staff will provide high-interest experiences in which students feel secure, confident in taking risks, are challenged, supported in expressing emotions, and are excited to try something new. Given such, SAFE staff will abide by the following: ● 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 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, TK-K 10:1 ○ 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, staff must periodically conduct safety and/or emergency drills (e.g., fire drills) during SAFE 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 SAFE program through homework assistance ● Adult support is given to promote academic development with homework during a specific designated time, documented on the SAFE daily schedule ● Homework assistance is a time that provides a non-pressured environment for students to work on homework and better understand concepts taught during the regular school day. ○ It is encouraged that homework be completed; however, it is not expected to 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 on Friday ● SAFE 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: ● SAFE staff taking time to build positive relationships with students ● Addressing 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 ● 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 Siskiyou County community partners with resources that promote the social emotional wellbeing of students and families
Physical	Physical needs of students will consist of: ● SAFE staff offering physical activity opportunities to students in the form of outside recess, planned physical enrichment, community programs, "No-Cut" policy sport participation through SAFE, or physical fitness clubs ○ SAFE 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	Are expected to contribute to the safe and supportive environment while attending SAFE programs, which includes but is not limited to: ● 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 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 SAFE will support the SCOE Expanded Learning vision statement, which signifies a high-quality program. Experiential, student-centered after-school learning includes “doing” activities that keep them physically active, stimulate their innate curiosity, value their interests, and keep them hands-on. SAFE site staff will plan activities and enrichment calendars that enable students to engage in active learning rather than 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 SAFE students' learning focus.

Programmatic Level:

SCOE - Expanded Learning	It is expected that SCOE - Expanded Learning will provide guidance to each SAFE site on best practices for active, engaged after-school learning. Suggestions will be documented on the SAFE site visit form each month to support districts in developing systems that ensure students participate in an active, engaged learning environment for all. This includes but is not limited to: ● Sponsor engaged learning activities for all twenty-two (22) SAFE sites (twenty (20) on-site and two (2) off-site 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 ● STEM checkout library is available that offers curricula for Neuro Maker Robot Hands and BCI Headbands, Piper computer build kits, and Wonder Robots ● Each spring, an evaluation designed by SCOE - Expanded Learning will be provided to obtain feedback on participant engagement in their SAFE program activities
School District Administration	Each school district is expected to develop procedures that establish protocols for providing students with an environment that promotes opportunities for culturally relevant and high-interest activities. This includes but is not limited to: ● 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.

Staff Level:

Site Coordinator **SAFE Aides**	All SAFE staff are expected to research, plan, and implement culturally relevant, high-interest activities that encourage active student engagement: ● Each SAFE 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 opportunities to engage in local service projects that support positive youth development ● Plan community events that invite SAFE site families to come take part in the after-school program and see what the program has to offer. Some planned events include Back-to-School Night presentations, Lights on Afterschool, carnivals, inviting parents to be activity presenters, and 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 in the SAFE program: ● Be open to participating in new hands-on, project-based experiences through group work, understanding others' perspectives, and accessing appropriate technology to be fully engaged in activities

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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 that hands-on, project-based activities will focus on skill-building through the 21st Century Skills which include: 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 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 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 ● Each year all SAFE sites will be encouraged to complete a display to present at the Siskiyou County Golden Fair. Collaboration with the CEO of Siskiyou Golden Fair will inform what the fair topic/theme will be so that programs can align their projects. The completed SAFE displays will culminate in a final presentation at the county fair where all Siskiyou County community members can view them
School District Administration	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 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 expected that all SAFE staff will create relatable projects, specify and communicate goals, 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. This includes but is not limited to: ● Homework assistance and reading are offered daily to support students' academic and life skills ● Planning enrichment offerings, which are included weekly on the activity calendar for each site, based on student interests and current development levels to enhance students' 21st-century skills ● Incorporating clubs into the SAFE program to allow individualized skill building when appropriate, (e.g., Lego, robotics, podcasting, sports, makerspace, role play games, E-Sports, etc.) ● Encouraging projects and clubs to develop better conflict resolution skills as students work and play with their peers ● Align current learning and skills students are gaining by connecting with the regular day for educational literacy and enrichment activity planning

Participant Level:

Students and Families	It is expected that students and families be encouraged to voice their preferences for projects, activities, clubs, program events, or enrichment opportunities that they would like offered in SAFE. By encouraging engagement in the program at all levels, students are enabled to work independently or in groups and become involved in projects, clubs, program events, or enrichments to practice 21st Century Skills. This results in students becoming collaborative members, effective communicators, and creative thinkers.

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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 throughout SAFE.

Programmatic Level:

SCOE - Expanded Learning	It is expected that SCOE - Expanded Learning will guide each SAFE site on best practices to ensure students have opportunities for youth voice and leadership in afterschool. Suggestions will be documented on the SAFE Site Visit form each month to support districts in implementing 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 learning throughout the year to all SAFE site staff in addition to site-specific training based on community needs to facilitate youth voice and leadership
School District Administration	It is expected that each school district will develop its own systems that establish processes regarding how students will be provided opportunities to develop their voice and leadership. This includes but is not limited to: ● Providing spaces for programs to permit students to share their viewpoints, concerns, or interests to impact program practices by participating in program surveys, leadership programs, or student-led group discussions ● Encouraging 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 enrichment will be made.

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Staff Level:

Site Coordinator **SAFE Aides**	It is expected 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. This includes but is not limited to: ● Adjusting 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 ● 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 SAFE: ○ Taking care of animals ○ Building gardens ○ Planning program events (e.g., holiday activities, reading to youth, carnivals, races, summer programs, etc) ● 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 by: ● Exercising their voice in making creative choices when applicable ● Participating in the annual survey, group discussions and creating impactful relationships by giving providing feedback and sharing opinions

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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	It is expected that SCOE - Expanded Learning will guide each SAFE site on best practices to ensure that the recommended guidelines for healthy snacks and meals are provided, and physical opportunities are being implemented each day. Suggestions will be documented on the SAFE Site Visit form each month to support districts in implementing systems that exhibit exemplary healthy choices and behaviors. Suggestions may include but are not limited to: ● Partnering with community-based organizations to provide training annually on healthy choices and behaviors ● Providing professional learning opportunities to explore the connections between health and academic performance and positive social-emotional interactions ● Providing healthy food options at training throughout the year, and modeling nutritious choices to implement in the program
School District Administration	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. Procedures can include but are not limited to: ● Providing snacks and/or supper by following the districts designated food programs for the whole school ● Collaborating with district nurses to provide SAFE sites with training as needed to meet nutritional, health, and educational needs ● Incorporating sports programs to operate through SAFE by participating in the “No Cut Policy” ○ Allowing sports through SAFE means all students interested in the program will be allowed to participate. District must submit an updated “No-Cut Policy” annually to SCOE - Expanded Learning ● Fostering and maintaining a healthy culture for both staff and students by: ○ Eliminating the use of non-nutritious food as incentives ○ Providing nutritional education to parents or guardians to use at home ○ Partnering with community based organizations to provide healthful information to students and families

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Staff Level:

Site Coordinator **SAFE Aides**	All SAFE staff are expected to create an environment that supports healthy choices and behaviors, promotes overall student well-being, and encourages participation in activities that enhance students' knowledge and skills. Examples of this include: ● Modeling healthy behaviors by only consuming nutritious food and drinks while in direct supervision of students ● Meeting with school nurses to determine the needs of students and the training of front-line staff as needed ● Partnering 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 ● Ensuring daily that 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 ● Providing nutritious snacks to students during SAFE 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 enrichment and nutritional elements of the program. Participation in nutrition and physical activities that support knowledge, skills, and behaviors around health helps contribute to improving academic and social-emotional learning for students.

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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	It is expected that SCOE - Expanded Learning 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 may 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 learning opportunities to increase SAFE staff knowledge and program development that focuses 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 Administration	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; 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 expected that all SAFE staff will create an environment that facilitates students to be their authentic selves, where diversity, access, and equity are embraced. This may include but is not limited to the following: ● Ensuring communication is in support of a student's home language ● Creating an environment where all cultures are welcome and encouraged to share their holidays, foods, and traditions so students can learn from each other ● Giving opportunities for students to share from their diverse experiences and backgrounds ● Planning lessons, enrichments, and events to promote cultural awareness and acceptance ● Designing daily schedules and activities to accommodate the needs of students ● Planning programming around national cultural awareness ● Surveying the community to learn of guests who can provide enrichments that offer new or continued knowledge of and positive interaction with others

Participant Level:

Students and Families	It is critical that students and families participate in creating an environment that supports diversity, access, and equity for all who attend SAFE programs. This can be facilitated by creating a culture where: ● Families and students feel comfortable sharing with one another and staff ● Using language that is encouraging of acceptance and curiosity ● Participating in activities to learn and celebrate differences

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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 learning.

Programmatic Level:

SCOE - Expanded Learning	It is expected that SCOE - Expanded Learning will provide guidance to each SAFE site on best practices to ensure SAFE programs have continuous professional learning opportunities. Examples of this include but are not limited to: ● For Staff Hired at the Siskiyou County Office of Education, Expanded Learning Department: ○ 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 are provided ○ Continuous staff learning methods consist of in-depth onboarding, individual progress meetings, monthly staff meetings, online safety training, and professional learning 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 county-wide professional learning offerings each school year: ■ Back-to-School Conference ■ Mid-year Refresher
School District Administration	Each school district is expected to develop its own procedures to establish protocols for recruiting, hiring, and retaining high-quality staff. Examples of procedures and protocols include but are not limited to: ● Recruiting and hiring 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 ● Collaborating with SCOE to conduct background checks and fingerprinting, and ensuring a clear job title and job description are available ● Administrators will collect and retain proof of staff qualifications for SAFE staff positions meeting the district-determined minimum qualifications ● Provide professional learning 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 with transparency

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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. This can be accomplished by by using some of the strategies outlined below: ● Building positive relationships with a culturally, linguistically, and socio-economically diverse community of students, staff, and parents ● Attend professional learning offerings. ● Provide professional learning to SAFE aides and volunteers

Participant Level:

Students and Families	It is expected that students and families build relationships with SAFE staff and volunteers by: ● Providing feedback to site coordinators regarding concerns about staff through face-to-face interaction or surveys ● Voicing concerns brought forward by students or other families so that it can be reviewed by the appropriate chain of command, starting with the site coordinator and then delegated to the SCOE – Expanded Learning on a case-by-case basis

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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. 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 SAFE site on best practices to clearly define their vision, mission, and purpose within the guardrails of the SCOE – Expanded Learning's vision, mission, and purpose. **SCOE – Expanded Learning Vision:** **Vision** Our goal is to foster a mindset of thriving by building an enthusiastic, creative community of learners and positively impacting the lives of Siskiyou County youth **Mission** **S**iskiyou **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 **Purpose** Support SAFE programs to advance the continuous quality improvement cycle, with an emphasis on the 12 Quality Standards for Expanded Learning as the focus of improvement. **Goals** 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. Provide quality professional learning within Siskiyou County at least two times a year which is available to all b. Encourage SAFE staff to attend state and regional professional learning offerings c. Program Specialists will provide individual professional learning on a case-by-case basis for specific topics 3. Engaging Activities a. SAFE 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. Modeling of enrichment activities to site coordinators d. Sponsor enrichment activities that highlight required program elements

	Successful completion of goals is determined by analyzing attendance data for students at the SAFE program and for staff at professional learning 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 Administration	Each school district is expected to develop its own procedures and policies to establish site-specific vision, mission, purpose, and goals. Examples of ways to facilitate this work include but are not limited to: ● Each site has its own unique, diverse population, geography, and culture(s). 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 developed through collaborative efforts using annual surveys, activity and enrichment evaluations, site-visit observations, student attendance data, advisory committee input, and face-to-face communication with administration, staff, parents, and students to meet specific community needs ● Each SAFE site will establish an on-site SAFE Advisory Committee or use the School Site Council to keep partners informed about the program's implementation of its vision and mission. These people provide input on the local community's perspective of the SAFE program

Staff Level

Site Coordinator SAFE Aides	It is expected that all SAFE staff will embody the SCOE – Expanded Learning vision and mission and/or their own school district SAFE program vision and mission by: ● Participating 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 remain the focus of each day ● Contributing information will contribute to the continuous quality improvement process for high-quality program services ● Goals should support continued encouragement for students' participation in SAFE through engaging activities and student interest

Participant Level:

Students and Families	It is expected that students and families will contribute to the SAFE program's vision, mission, and goals: ● Families have students attend SAFE each day it is in operation ● Embodying 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	It is expected that SCOE - Expanded Learning 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 Administration	It is expected 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 expected that all SAFE staff will connect with community partners to support students and their successes by: ● Utilizing 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 SAFE staff to inform program design and collaboration with partners by: ● Having 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 ● Volunteering their 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-two (22) sites (twenty (20) on-site and two (2) off-site 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:** Provides a director, two (2) Program Specialists, a program secretary, and oversight of program grant requirements, quality improvement, resource support, and professional learning. **Education Services:** The department provides ongoing professional learning for all school staff in grades TK-12, hosting ongoing support that is designated to improve instruction for 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 learning, or on-site activities to support students in TK-12. **Technology:** SCOE's technology department supports all technology purchased with grant funding and assists with networking, product repairs and support, product use, and staff learning.
Butte County Region 2 Support	**Region 2:** Provide training opportunities, technical assistance, and training support. Host program director meetings to provide updates, solicit input, and gather feedback, and visit SCOE SAFE programs to hold discussions with school administrators, staff, families, and students as needed.

Approved Off-Site Services	Etna Elementary, Fort Jones Elementary, and Evergreen Elementary have successfully submitted and obtained approval for off-site services from the California Department of Education - Expanded Learning Division. The following delineates the structure of these programs and justifies the necessity for off-site provision for each site: 1. **Etna Elementary:** Before the start of the 2023-2024 school year, Etna Elementary served students from Transitional Kindergarten (TK) to 5th grade. The district underwent a restructuring, altering the grade provision from 3rd grade to 5th grade. The integration of off-site services ensures that students can participate in the SAFE program located closest to their homes. 2. **Fort Jones Elementary:** Before the start of the 2023-2024 school year, Fort Jones Elementary served students from Transitional Kindergarten (TK) to 5th grade. The district underwent a restructuring, altering the grade provision to Transitional Kindergarten (TK) to 2nd grade. The integration of off-site services ensures that students can participate in the SAFE program located closest to their homes. 3. **Jackson Street School:** Starting School Year 2025-2026, Jackson Street School will have the 4th-grade students attend Evergreen Elementary. To facilitate seamless access to the SAFE program, an off-site arrangement has been established, allowing these students to partake in the SAFE program at the Evergreen Elementary site, eliminating the need for transportation back to the Jackson Street site and reducing the student-to-teacher ratio for after-school programming.

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4-H Siskiyou County Cooperative Extension Office	Provides non-formal youth education programs conducted by the University of California Cooperative Extension. 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, and building partnerships for cross-age learning and teaching.
The Karuk Tribe and Quartz Valley Tribe	Provides sites with opportunities to learn about the traditions and culture of the native american tribes
High School Students	Provide enrichment activities to SAFE programs through their senior projects
Retired Teachers	Bring their passion and skills to support required program elements that enhance SAFE 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 local service agencies: ● Police departments ● K-9 Unit ● Fire Department ● Hospital ● Post Office

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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 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 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** Assessments can be obtained for SCOE - Expanded Learning CQI from the following: ● 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, SAFE aides, families, and/or students ● *All of School Year* – Complete evaluations after each professional learning offering **➔ Planning:** Program planning includes: ● Combining evaluation and assessment data to inform CQI goals for SCOE - Expanded Learning and SAFE sites ● SAFE site collaborating with SCOE - Expanded Learning to set SMART goals after analyzing relevant data ● Determining what resources will be needed to reach the goal that was set ● Securing agreement and sign-off from all relevant parties in acknowledgment of the CQI **➔ Improve:** The implementation of the CQI plan includes: ● The Director of Expanded Learning will monitor SCOE - Expanded Learning CQI. ● Program Specialists will monitor the SAFE site's progress of the CQI ● Each site visit will note how CQI is implemented and will update the action plan steps as needed ● Resources will be provided for continued improvement of the CQI ● As goals are achieved, reassess and update the CQI plan accordingly ● Use outcomes to prioritize program design, professional learning, and program practices

School District Administration	Each school district is expected to develop its own procedures and protocols to ensure SAFE programs continually improve toward high quality services to students. This can be done in collaboration with SCOE - Expanded Learning by: ● Providing input to identify areas for improvement of program quality standards ● Communicating who will support the SAFE program to meet CQI goals

Staff Level:

Site Coordinator **SAFE Aides**	All SAFE staff are expected to participate in a continuous quality improvement cycle by: ● Collaborating with SCOE - Expanded Learning to develop quality improvement SMART goals using self-assessment, participant, and stakeholder feedback ● Providing progress updates at each site visit with the Program Specialist ● Using stakeholder feedback to inform program design, professional learning, 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 the improvement of their SAFE program.

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11 - Program Management

SAFE programs use ASES funding through SCOE – Expanded Learning as the grantee. The focus and goal of program management is to leverage funding to ensure SAFE programs hire and supervise high-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 twenty (20) on-site and two (2) off-site SAFE programs, which are funded with the ASES grant. As the fiscal agent, SCOE is legally responsible for all budgetary aspects of the grant and ensuring compliance with the grant requirements. SCOE provides assurances that the program will comply with all applicable fiscal reporting and auditing standards. To maintain program quality, the program plan will be reviewed annually at the SCOE – Expanded Learning spring Advisory Committee meeting. Any adjustments for the following program year will be made then. 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.
Approved Off-Sites	Etna Elementary, Fort Jones Elementary, and Evergreen Elementary have successfully submitted and obtained approval for off-site services from the California Department of Education - Expanded Learning Division. The following delineates the structure of these programs and justifies the necessity for off-site provision for each site: 1. Etna Elementary: Before the start of the 2023-2024 school year, Etna Elementary served students from Transitional Kindergarten (TK) to 5th grade. The district underwent a restructuring, altering the grade provision from 3rd grade to 5th grade. The integration of off-site services ensures that students can participate in the SAFE program located closest to their homes. 2. Fort Jones Elementary: Before the start of the 2023-2024 school year, Fort Jones Elementary served students from Transitional Kindergarten (TK) to 5th grade. The district underwent a restructuring, altering the grade provision to Transitional Kindergarten (TK) to 2nd grade. The integration of off-site services ensures that students can participate in the SAFE program located closest to their homes. 3. Jackson Street School: Starting School Year 2025-2026, Jackson Street School will have the 4th-grade students attend Evergreen Elementary. To facilitate seamless access to the SAFE program, an off-site arrangement has been established, allowing these students to partake in the SAFE program at the Evergreen Elementary site, eliminating the need for transportation back to the Jackson Street site and reducing the student-to-teacher ratio for after-school programming.
School District Administration	Each school district is expected to develop its own procedures and 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 expected that all SAFE staff regularly communicate with their site's administration to meet needs and provide quality programming.

Participant Level:

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

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Program Management Systems			
	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 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 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.	SCOE - Expanded Learning staff consist of one (1) director, and two (2) area liaisons. Offer professional learning opportunities to all SCOE - Expanded Learning Program staff, SAFE site staff, and SAFE site administration staff on an as needed basis. SCOE - Human Resources ensures staff qualification and requirement compliance. Keep SAFE sites updated on current Region 2 and state expanded learning division information. Program Specialists provide needed resources, on-boarding, and professional learning to site coordinators to improve quality programming. The Director of Expanded learning provides information and guidance to superintendents and principals to ensure the programs meet grant requirements.	Complete all financial accounting and reporting requirements for the grant. Track and audit all twenty-two (22) (twenty (20) on-site and two (2) off-site) SAFE sites' purchases through monthly expenditure documentation to make sure expenditures are in accordance with grant and budget guidelines. Track all twenty-two (22) (twenty (20) on-site and two (2) off-site) SAFE sites' in-kind contributions on a monthly basis to make sure in-kind match is at 33% or greater.

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Program Management Systems			
	Programing	**Staffing**	**Fiscal Responsibilities**
District Administration	Ensure 0% of grant allocations are spent on administration. SCOE provides administrative services. If needed, frontier sites will obtain approval from the local school board for early closure and submit evidence to SCOE - Expanded Learning. Submit an updated Early Release policy annually, 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 Principal and/or Superintendent when the school chooses to run sports programs through SAFE. Provide SCOE - Expanded Learning 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 each school district's policies. Provide direct supervision to the SAFE site coordinator and aides. At least monthly, meet with the SAFE site coordinator and/or SAFE aides to stay up-to-date on the 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 the grant requirements and send requests over $1,500.00 to SCOE - Expanded Learning for approval before purchase of item(s). Use the removal request form to request removal of outdated, broken, or lost materials where the acquisition price was over $1,.500.00, and submit it to SCOE – Expanded Learning Program for approval before removal of the item(s). Complete the SAFE site budget narrative in collaboration with district or site fiscal staff, and the 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 Systems			
	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 PM, unless a frontier site. Submit monthly activity calendars to SCOE - Expanded learning the month before implementation and no later than the 15th of the month before implementation. Maintain registration information for each student on site. No student may attend SAFE without a registration form on file. Complete daily attendance through the universal electronic attendance system, EZReports. Communicate to SCOE - Expanded Learning Program any issues using EZReports, unscheduled closures, professional learning 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 learning 4. SAFE staff attendance sign-in	Site coordinators provide oversight of SAFE aides. Site coordinators provide resources and training of program operations to SAFE aides and volunteers when needed. All staff will be trained to follow the attendance entry process as follows: 1. Use the designated electronic device or scanner to enter students into the SAFE program each day using EZReports. 2. Use the SAFE site designated exit process using EZReports upon a student leaving the SAFE 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 SAFE staff will strive to attend as many professional learning opportunities as possible.	Collaborate with the school-site fiscal department to complete a SAFE site budget narrative in accordance with both grant and budget guidelines. Complete in-kind timesheets for all qualified in-kind contributions. Submit in-kind timesheets to your school's fiscal personnel monthly for submission to SCOE - Expanded Learning. Collaborate with the school site fiscal department to purchase SAFE supplies following the set budget narrative.

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12 - Sustainability

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

Programmatic Level:

SCOE - Expanded Learning	It is expected that SCOE – Expanded Learning will guide each SAFE site on best practices to build strong community partnerships at the county and school site levels. This includes but is not limited to: ● Creating 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, SCOE - Expanded Learning Updates, utilize the Band App, communicate the importance of SAFE to the communities across the county, and at regional/state level opportunities ○ Word of mouth is a key driver of sustainability in a small, rural, frontier county ● Attend and contribute to community events around Siskiyou County to bring awareness of SAFE programs to a larger audience ● Partner with agencies with grant funds to contribute to SAFE programming success
School District Administration	Each school district is expected to develop its own procedures to build partnerships within its community and ensure the sustainability of the SAFE program. This includes but is not limited to: ● Monitoring trends and making changes to adapt to opportunities and conditions that contribute to sustainability ● Leveraging Expanded Learning Opportunities - Program (ELO-P) funding to increase high-quality programs and additional services to more students ● Build broad-based community support to enhance high-quality services during SAFE hours

Staff Level:

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

Participant Level:

Students and Families	It is expected that students and families share their experiences with prospective enrollees, stakeholders, and program staff to support continued growth and sustainability.