

AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN

Prepared by:
Coast Unified School District



California Department of Education
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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 Program Plan Guide

Include the following information along with your ASES Program Plan:

Grant Identification Number: 40-2939-7546-EZ
County District School (CDS) Code: 40-75465

Authorized Signatory(s) (Fiscally responsible for the program)

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Name(s) of After School Program Site(s)

Instructions: Use the following worksheet example to list the site name and the projected daily attendance for the expanded learning program.

Site Name	Project Daily Attendance
1. Cambria Grammar School	# 65 children
2. Santa Lucia Middle School	# 18 youth
3.	#
4.	#
5.	#
6.	#
7.	#
8.	#

Instructions: Use the following worksheet example to indicate the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

CUSD ASES Target Populations	
Target Population	Percentage of School Population
☐ Homeless	☐ 16% (79/498)
☐ Foster	☐ .5% (2/498)
☐ Academic Performance: 2022-23 CAASPP Scores (SBAC) – Standard Not Met (Grades 3-5 and 6-8) District-wide	☐ ELA 37% (CGS) 29% (SLMS) ☐ Math 32% (CGS) 49% (SLMS)
☐ English Learners	☐ 35% (174/498)

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Purpose

The purpose of the program plan is to create an operational design of an after school program within the framework of the requirements defined in *EC* sections 8482 et seq., and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. The SEL is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

- Set and achieve positive goals;
- Feel and show empathy for others;
- Establish and maintain positive relationships;
- Make responsible decisions; and
- Understand and manage emotions.

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

Instructions

The program plan is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement in the development of an effective after school program.

The after school grantee is responsible for creating, reviewing, and updating the program plan every three years (*EC* Section 8482.3[g][1]). The grantee must work collaboratively with after school partners and staff to develop and review the program plan. If the grantee subcontracts with an outside provider to operate the after school program, the grantee is ultimately responsible for the plan. The grantee should include the subcontractor in the development and review of the plan and provide a copy of the document to the subcontractor. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards and introduced requirements for Continuous Quality Improvement (CQI) to help programs to engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard section. The grantee may customize and include additional prompts, such as describing SEL activities, to refine your plan. In addition to the narrative response, it may be useful to include tables, charts or other visual representations that contribute to the understanding of the before and after school program.

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1—Safe and Supportive Environment

If the program will be located off campus, describe how students will travel safely to and from the program site.

CGS and SLMS ASES programs are operated onsite.

Describe the initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff.

Training for all staff is held quarterly. Training includes First Aid/CPR (general first aid and First Aid/CPR certification), School Safety, Classroom Management, and Social Emotional Learning (SEL). Fall and Spring PDD Staff Training and Engagement Surveys for Staff and Program Families.

Safety Training includes Earthquake, Active Shooter, Lock Down, Accidents/Medical Emergencies, Intruder on Campus, Evacuation, Severe Weather, Fire, and provide important emergency contact information – School Resource Officers, Child Protective Services, Sheriff, and Maintenance and Operations.

In addition, all staff receive extensive training on health / safety practices, including pandemic-response protocols. We work closely with expert medical partners, including [Pediatric Disaster Preparedness Doctors](#), and we follow CDC guidelines on evolving safety protocols. From first aid training for emergency situations to sanitation and maintaining a clean and healthy environment, we set our programs up to be happy and healthy places where kids can thrive. Our staff follow COVID-19 Precautions and Procedures, Child Abuse Prevention, Positive Discipline Techniques & Re Direction, Bully Prevention & Character Development, Safety & Supervision, Champions Service Values, Champions All Staff First 100 Day Training, and Mandated Reporter Training.

Any current or urgent safety incidents are addressed immediately through appropriate chain-of-command. Notifications are made by phone call, email, or site visit. Site Director reviews and provides safety updates on a regular basis. Information also includes classroom management and SEL tips. The Site Director will meet twice a month with the School Principal to review safety, classroom management/school policies, and student concerns/priorities as need addressing. Staff hold weekly staff meetings to stay informed with site-specific safety information including student health updates, emergency phone numbers, safety reviews, drill planning, classroom management, and SEL activities. All sites have District Emergency handbooks and School Site Evacuation maps. The Site Director will work with the School Principal (or designee) to arrange practices to align with daytime drills and coordinate important safety logistics with staff and students.

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Describe how the program will provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students.

Staff are trained to provide a safe and welcoming classroom for all students by establishing classroom routines, classroom agreements, consequences, weekly meetings, and a daily check-in. Parents are informed of expectations at the annual Parent Orientation and are kept informed through daily check-ins, emails, and phone calls as needed.

We have earned Corporate Accreditation from [Cognia™](#).^{*} Champions incorporates an engaging, thought-provoking curriculum that nurtures and enriches student's learning experience daily. **Cognia is a forward-thinking non-profit organization known for recognizing those leading the way in education.*

We use our Champions Curriculum for physical activities on a daily and weekly basis for structured play but also have opportunities for students to engage in structured & closely-monitored Free Play.

2—Active and Engaged Learning

Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.

Site Director collaborates with School Principal (or designee) and teachers to design their programs to support daytime academics. Homework time is a continuation of the regular classroom routine which includes completing work that was started during the day, or given as homework, as well as providing a time for reading.

Enrichment time gives students opportunities to extend their learning beyond Language Arts and Math including time to study and explore Science, Nutrition, Art, Agriculture, Gardens, STEAM, and a variety of other student interests.

Describe the planned program activities and how they will:

a. Provide positive youth development.

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b. Provide hands-on, project-based learning that will result in culminating products or events.

Our afterschool program provides a safe place for students to learn and grow while they get assistance with their homework from caring and positive adult role models and explore new topics and ideas. In our program, the students build self-confidence by participating in the following hands-on, project-based activities:

Nutrition – Champions teaches children how to make healthy food choices and to enjoy physical activity, contributing to their social and physical development. In addition, Champions educates children, and their family members, about healthy lifestyles, model healthy behaviors and cultivate environments that make it easier for kids to make healthier choices. Champions collaborates with One Cool Earth and Cambria Grammar School to have weekly garden education and monthly Children’s Farmers Markets.

Physical Education – Use Accredited curriculum which implements research-based programs that promote lifelong wellness. We strive to improve the health of children and adolescents by disseminating evidence-based physical activity and nutrition programs that provide curriculum, staff development, and follow up support.

Literacy – Champions Accredited Curriculum and Brigrance Early Childhood programs. Brigrance supports each student in determining their own pathway to adulthood while building the skills they need to achieve their goals. It increases young people’s motivation to read and builds their literacy skills. At the same time, it develops core values of helpfulness, fairness, personal responsibility, and respect for others.

STEAM – Utilizing a variety of lessons and activities, students learn more about Science, Technology, Engineering, Art, and Math. Guest speakers are invited to share information about schooling and careers in STEAM fields.

Technology-Champions Tech Track Curriculum. Champions Tech Track takes a 360° view of teaching technology to kids, moving them from passive consumers to active creators! Our unique approach goes above and beyond the typical curriculum to teach the super fun basics of coding, game design, and robotics, all while empowering kids to make responsible and healthy choices online. Plus, they’ll gain important collaboration skills they need today and for the future.

Our Tech Track program features:

- A focus on creativity, critical thinking, collaboration, and communication
- STEM pathways: Engineering, Coding, and Art and Design

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- A programmable robot named KIBO
- Tablet for student-led projects
- Inspiring information about tech-field innovators from diverse backgrounds

Champions offers summer programming (9 hours a day) which includes hands-on, project-based learning as described above. The CUSD community has expressed a need for this. Champions coordinates with the schools to allow students to attend both summer school and Champions. Some of the hands-on experiences include field trips and outside community organizations like Zoo to You coming to the program.

3—Skill Building

Describe how the program educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.

Program provides time for structured homework support and completion. Students work individually or in partners or groups to complete the homework given to them from their regular classroom teacher. Homework is checked for accuracy and completion by assigned staff member(s). The Site Director will work closely with the School Principal (or designee) for any/all possible academic intervention.

The Site Director will work closely with the School Principal (or designee) to help extend the learning of a regular school day by using a variety of curriculum and resources, in collaboration with the school, for personalized student instruction, targeted to students' unique areas of need to boost achievement. The academic focus is always to support the regular school day programs and curriculum. Educational enrichment is met in a variety of ways. Students will engage in activities that support and extend the current curriculum in the student's classroom. Group activities such as art, dance, cooking, sports, and music will be formed to allow students to have experiences in a variety of personal interests. Students will learn new skills during these times, and they will gain self-confidence and other intangibles.

Explain how the planned program activities are based on the school and community needs for a before school, after school or supplemental program.

All homework comes directly from the regular school day programs. The Site Director will work collaboratively with the School Principal to ensure academic, grade level materials are provided by each grade level teacher for students to complete when homework has been completed. The Site Director will communicate with the School Principal on a regular basis to clarify student needs, questions about curriculum, and to keep apprised of any changes or updates.

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4—Youth Voice and Leadership

Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.

Students will participate in class meetings and provide feedback through semi annual surveys. The Site Director and School Principal (or designee) will look at a student's academic performance based on test scores, district benchmarks, and site assessments to determine student needs. The Site Director will communicate with the School Principal (or designee) on a regular basis to determine students' needs. As student needs and interests are determined, adjustments to homework and enrichment time are made.

Describe the opportunities provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership.

Enrichment curriculum will have built-in-time that includes youth leadership practices which will allow students to select and create projects they are interested in. Individual classes and/or interest groups will also allow for a frequent/regular practice of student choice.

Describe how students in lower grades will be able to make choices when participating in program activities, and how students in higher grades will actively exercise their leadership skills by addressing real world problems that they identify in their communities (e.g., service learning).

Through our regular class meetings, check-ins with staff, and communications with parents, younger students are able to express their interests. Students in higher grades will participate in our Junior Leader Program in activities, classroom meetings, and through project-based and/or service learning projects. Students will determine needs of their school site and develop plans to address them.

5—Healthy Choices and Behaviors

Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.

The Site Director will work collaboratively with the School Principal to ensure our program aligns with the current health and wellness plan being implemented during the school day. Champions provides a menu that satisfies all applicable federal and state nutrition guidelines. We offer a variety of whole grains, fruits, vegetables, and lean protein—including calcium-rich foods.

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The following 3 curriculum models will also be implemented on a daily/weekly basis to support healthy choices and behaviors:

Nutrition – Champions Nutrition Program teaches children how to make healthy food choices and to enjoy physical activity, contributing to their social and physical development. In addition, Champions educate children, and their family members, about healthy lifestyles, model healthy behaviors and cultivate environments that make it easier for kids to make healthier choices.

Physical Education – Champions curriculum implements research-based programs that promote lifelong wellness. Champions strives to improve the health of children and adolescents by disseminating evidence-based physical activity and nutrition programs that provide curriculum, staff development, and follow-up support.

Describe how the program will incorporate healthy nutritional practices, and the types of daily developmentally appropriate and/or research-based physical activities the program will conduct. Include any collaborative partnerships with wellness organizations.

Please see 5a.

Give three to five examples of nutritious snacks or meals that follow the California Nutritional Guidelines that are served in your after school program.

The following are examples of healthy snacks in compliance with the California Nutritional Guidelines and the Champions standards:

- “Made with Whole Grain” Goldfish or “Made with Whole Grain” Teddy Grahams
- Chewy Granola Bars
- Triscuits or 100% Whole Grain Wheat Thins
- Natural Applesauce or Mixed or Single Fruit Cups in 100% Juice
- Fresh fruits- Apples, Bananas, Strawberries

6—Diversity, Access, and Equity

Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students’ cultural and unique backgrounds.

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Cambria Grammar School and Santa Lucia Middle School consist of a diverse student population. We will work to ensure our staff team is reflective of the student population; striving for several bilingual staff members. Our program will celebrate & promote cultural diversity through various activities and events. All cultures are welcome and encouraged to share their holidays, foods, and traditions so students can learn from each other (as current CDC guidelines will allow).

Describe how the program will reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program.

All students are eligible to join the program. Priority enrollment is given to children who are homeless, fostered, newcomers, ELLs, and migrant education students. By working with the School Principal (or designee) we will ensure that our program addresses these target populations.

In collaboration with the school personnel, our program will look to work with all enrolled students on IEPs. In addition, we will work closely with the school nurse to learn of student food allergies and other health concerns. Through School Principal (or designee), Teacher, and Staff Referrals we will be able to reach out and provide support to students that have barriers to participating in our program.

7—Quality Staff

Describe how the program's administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.

The Site Director will work closely with the School Principal (or designee) to ensure proper certifications are met, via the current criteria. All employees are screened for both FBI and DOJ compliance along with TB clearance.

Training for all staff is held quarterly. Training includes First Aid/CPR (general first aid and First Aid/CPR certification), School Safety, Classroom Management, and Social Emotional Learning (SEL). Safety Training includes Earthquake, Active Shooter, Lock Down, Accidents/Medical Emergencies, Intruder on Campus, Evacuation, Severe Weather, Fire, and provide important emergency contact information. Our staff follow COVID-19 Precautions and Procedures, Child Abuse Prevention, Positive Discipline Techniques & Re Direction, Bully Prevention & Character Development, Safety & Supervision, Champions Service Values, Champions All Staff First 100 Day Training, and Mandated Reporter Training.

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These requirements are screened and records maintained by our Champions Human Resources.

Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.

Champions staff are recruited through local postings of job availability, approved social media, and word of mouth. Our Champions also work closely with the school district on active recruitment of staff.

Describe the type and schedule for the continuous professional development that will be provided to staff.

Training for all staff is held quarterly. Training includes First Aid/CPR (general first aid and First Aid/CPR certification), School Safety, Classroom Management, and Social Emotional Learning (SEL). Fall and Spring PDD Staff Training and Engagement Surveys for Staff and Program Families.

Safety Training includes Earthquake, Active Shooter, Lock Down, Accidents/Medical Emergencies, Intruder on Campus, Evacuation, Severe Weather, Fire, and provide important emergency contact information – School Resource Officers, Child Protective Services, Sheriff, and Maintenance and Operations.

In addition, all staff receive extensive training on health / safety practices, including pandemic-response protocols. We work closely with expert medical partners, including [Pediatric Disaster Preparedness Doctors](#), and we follow CDC guidelines on evolving safety protocols. From first aid training for emergency situations to sanitation and maintaining a clean and healthy environment, we set our programs up to be happy and healthy places where kids can thrive. Our staff follow COVID-19 Precautions and Procedures, Child Abuse Prevention, Positive Discipline Techniques & Re Direction, Bully Prevention & Character Development, Safety & Supervision, Champions Service Values, Champions All Staff First 100 Day Training, and Mandated Reporter Training.

Provide descriptions of the services provided by sub-contractors, if applicable.

Champions (with the support of Coast Unified School District) will be responsible for the operations as defined in this program plan.

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8—Clear Vision, Mission, and Purpose

Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

The Champions Site Director works collaboratively with the School Principal (or designee) to gather the data and create a program plan to address the needs of assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.

Describe three to five program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.

Please note, these goals will be updated as results from the needs assessment become available. In the meantime, here are some of our initial goals:

- Provide daily homework support with consistent accountability.
- Reinforce good student behavior by holding students responsible and accountable for their actions and work. Students follow the same rules and procedures set forth in the regular school day.
- Provide rewarding enrichment programs such as nutrition education, physical education, literacy, STEAM, and special interest groups.
- Maintain a consistent communication connection between home, school, and our program.
- Working in collaboration with the school, data will be collected on an annual basis of all students' progress from year to year. Collaboration with each student's regular day teacher through conferences, emails, and written memos will be used to provide immediate feedback. Curriculum and academic assistance will be modified to support the student and their success in the regular day classroom.

Describe how the program has engaged or will engage educational partners (i.e., principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) in the creation of the program's mission, vision, goals, and expected outcomes based on the needs of the specific community.

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Annual Parent Orientation – All families will be invited and required to attend an onsite parent/family orientation. Important information will be shared and families will have the opportunity to ask questions and address concerns.

Annual Site Educational Partners Meeting – Site Director will arrange (regular) meetings with principals, staff, teachers, and parents to review the program and the needs of the site.

Regular Collaboration - Approximately weekly, the Site Director and Site Principal meet to discuss program needs, successes, areas of growth, student academic and behavioral elements, and vision for the future of the program.

End-of-Year Survey – An end-of-year survey will be administered to partners including staff, parents, and students. Data will be reviewed and evaluated to assist with program development and improvement.

9—Collaborative Partnerships

Describe the collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.

Other than the school personnel at Cambria Grammar School, Santa Lucia Middle School, and Coast Unified School District, and the Champions Staff, no other partners were involved with the actual writing of the plan, but input from families and the Cambria Community greatly influence the Champions program delivery and their input is included in the plan. Based on current programming needs and the results of the needs assessment, we will continue to seek collaborative partner input within (and beyond) the Cambria community.

List and describe at least three to five collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).

Please see 9a.

Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.

The program delivery is the responsibility of Champions, with the support of Coast Unified School District. In addition, we would seek additional support and collaboration from various (local to Cambria) nonprofit organizations and other entities who have an emphasis on educating and empowering children and youth. Some continuing and potential future partners are:

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- Cambria Grammar School and Santa Lucia Middle School PTA's -
- Camp Ocean Pines
- Coast Union High School
- One Cool Earth
- Cambria 4-H
- Cambria Center For The Arts
- Cambria Community Council
- GREENSPACE - The Cambria Land Trust
- Cambria Community Council
- Lions Club of Cambria

10—Continuous Quality Improvement

Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and improve program quality) based on the *Quality Standards for Expanded Learning in California*, available on the After School Network web page at ([http://www afterschoolnetwork.org/post/quality-standards-expanded learning-california](http://www afterschoolnetwork.org/post/quality-standards-expanded-learning-california)). Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program. Please visit the CDE's Guidelines for a Quality Improvement Process web page at <https://www.cde.ca.gov/ls/ex/cqiguideance.asp>.

In order to follow the CQI process and assess, plan, and improve, our program:

- We will review the previously-administered End-of-Year Surveys (Start of school year)
- We will look to create a CQI Plan along with ed partners, and determine 1-2 focus standards (Once data becomes available)
- We will work in collaboration with school personnel to provide monthly evidence of each of the CQI standards (Monthly, starting after 1st month of school)
- We will provide an End-of-Year Survey to all ed partners (Near the end of the school year)

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The overall program will be evaluated by the CUSD team, Site Director, School Principal (or designee) as to its effectiveness. Modifications will be made to the program when needed and revisions to the plan will be made each year when appropriate.

Additional data will be collected on an annual basis looking at the academic progress of all enrolled students in the program. Evaluation is also ongoing throughout the year through attendance data, homework completion, and other site level assessments. Collaboration with each student's regular teacher through conferences, emails, and written memos are used to provide immediate feedback to staff regarding student needs. Academic assistance will be modified to support the student in the regular day classroom.

A major criteria in evaluating the programs' effectiveness will be monitoring student growth and success in the areas of classroom academics, behavior, attendance, and homework completion rates. Test scores (as applicable and available) will be reviewed by staff to check for academic growth and modifications are made to instructional plans in association with the regular classroom teacher.

11—Program Management

Describe how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.

Funding is primarily used for staffing, to ensure there is a highly-qualified staff member for each grade level cohort. Remaining funds are used to purchase supplies to run the program and to bring in enrichment programs for the students.

Provide the program organizational structure including succinct description of staff roles (e.g., "Staff responsible for homework support for grade three and science activities for grades three through five."), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.

Frontline staff: Responsible for homework support for students in grades TK-6. Plans and oversees enrichment and recreation activities, provides snacks for students, monitors free play, provides lesson plans and feedback to Site Director and parents. Meets daily with the Site Director and parents. Communication via email, phone, two-way radio, or face-to-face meetings.

Site Director: Plans site program, works with School Principal (or designee) and school personnel to coordinate daily schedules, communications, and student behavior. Meets regularly with the School Principal (or designee), teachers, staff, and district coordinator to plan and develop the program. Meets daily with frontline staff, weekly with School Principal (or designee), and monthly with Coast Unified School District Coordinator. Communication through email, phone, or meetings.

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Coast Unified School District Coordinator: Oversees district programs including budgets, attendance, training, staffing, communication, and all program areas. Meets with principals and site coordinators monthly, annual parent meetings. Communication through email, phone, or meetings.

School Principal: Meets weekly with Site Director to plan programs and give updates. Classroom walk-throughs assist coordinators with class management techniques and school policies and procedures. Communication through email, phone call, or meetings.

Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.

Annual Collaborative Review of Site Program Plan (Cambria Grammar School) - Reviewed by the Coast Unified School District Coordinator, Site Director, School Principal (or designee), front line staff, parents, and teachers.

Annual and ongoing Review of Site Program Plan – reviewed by Coast Unified School District Coordinator, Site Director, School Principal (or designee), and school site stakeholders

Monthly Site Coordinator Meetings - Coast Unified School District Coordinator, Site Director will review and update site program plans

Describe the system in place to address the following program administration requirements:

- **Fiscal accounting and reporting requirements.**

In collaboration with Coast Unified School District and program Site Director, the Champions Accounting team will oversee and manage the operating budgets for the program. The Coast Unified School District Coordinator will meet monthly with the Site Director and review the site's budget and financial activity report. Budget compliance will be monitored monthly to ensure that all monies are spent properly and timely. All financial activity will be reported to CDE by Coast Unified School District CBO in compliance with grant requirements.

- **Obtaining local match (cash or in-kind services) of one-third of the state grant amount (EC Section 8483.7[a][7]).**

None have been identified at time of submission. Based on current programming needs and the results of the needs assessment, we will seek collaborative partners within (and beyond) the community.

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- **Attendance tracking, including sign-in and sign-out procedures.**

Attendance will be taken at the beginning of the program by each grade level leader/staff member. In collaboration with school personnel, this data will be entered in the approved Coast Unified School District attendance system, by the Site Director to compile attendance data for CDE reports. Sign out sheets will be housed in one location. Parents will 'sign out' their children daily.

- Early release and late arrival policies and procedures (*EC* Section 8483[a][1]). Refer to the CDE's Policy Guidance web page at <https://www.cde.ca.gov/ls/ex/earlyreleguidance.asp>.

Early release and late arrival policies will be reviewed, approved and in conjunction with Coast Unified School District. Parents will be given these policies at the mandatory parent orientation meeting at the beginning of the school year. Parents are also provided with copies of the policies.

12—Sustainability

Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.

No specifics have been identified at time of submission. Possible partnerships and funding sources include:

Donations and/or grants from local (Cambria) nonprofits

Program enrollment fees (minimal)

CCRC funding (if applicable)

Other sources identified in conjunction with Coast Unified School District

An annual review of the program plan and the CQI educational partner meetings will include a discussion of the sustainability plan