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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date June 29, 2022

Subject Expanded Learning Programs After School Program Master Contract 2022-2025 with Love, Learn, Success

Ask of the Board Approve Services Agreement
 Ratify Services Agreement

Services *Vendor will serve as lead agency for program coordination, academic intervention, homework support, student supervision and a variety of enrichment services, as described in the Master Contract, for one OUSD school site listed in Exhibit A.*

Term Start Date: 7/1/22 End Date: 7/31/25

Not-To-Exceed Amount \$1,105,451.00

Competitively Bid Yes
If the Service Agreement was not competitively bid and the not-to-exceed amount is more than \$96,700, list the exception(s) that applies (requires Legal review/approval and may require a resolution): [Exception]

In-Kind Contributions *District staff monitor budgets and grant compliance requirements. District provides space and Custodial Services for after school programs.*

Funding Source(s) *Resource 6010 – After School Education and Safety (ASES) Program in the amount of \$505,451.00; Resource 2600 – Expanded Learning Opportunities Program (ELO-P) in the amount of \$600,000.00*

Background *The After School Education and Safety (ASES) Program is the result of the*

2002 voter approved initiative, Proposition 49. This proposition amended California Education Code 8482 to expand and rename the former Before and After School Learning and Safe Neighborhood Partnerships Program. The ASES Program funds the establishment of local after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment, and safe constructive alternatives for students in Kindergarten through ninth grade. The ASES program is defined within the language of SB 638 and Education Code (EC) sections 8482 and 8484.6.

The Expanded Learning Opportunities Program (ELO-P) provides funding for afterschool and summer school enrichment programs for transitional kindergarten through sixth grade. "Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.

This agency has demonstrated experience and capacity in serving in the after school lead agency role. This organization successfully met all of the requirements of OUSD's Request for Qualifications process for after school programs and has been approved as a qualified lead agency partner by the OUSD Expanded Learning Office. The school Principal and their team have selected this agency from a list of approved lead agency partners.

Attachment(s)

- Expanded Learning Programs After School Program Master Contract 2022-2025 with Love, Learn, Success
- Request for Proposal 21-104ASP and Vendor Bid Materials

**Expanded Learning Programs
After School Program Master Contract 2022-2025
Between Oakland Unified School District and**

Love, Learn, Success

1. **Intent.** This Memorandum of Understanding (“MOU”) establishes the Oakland Unified School District’s (“OUSD”) intent, contingent upon OUSD’s receipt of California Department of Education and/or U.S. Department of Education after school grant funds, to contract with Love, Learn, Success (“AGENCY”) to serve as the lead agency to provide after-school and/or summer educational programs and to serve a sufficient number of students and run services for a sufficient number of days to earn the core grant allocation of funding at the OUSD school sites identified in the Scope of Work(s) to be incorporated into this MOU by reference. A summary of Agency after school programs to be offered during the school year (“SUMMARY”) is attached hereto as Exhibit A. Summer programs will be selected through a Scope of Work at a later date, based on OUSD needs and site availability, and subject to Board approval. Identification of summer programs is anticipated in February of each year and after-school providers will be assigned to OUSD schools to facilitate summer programming.
2. **Scope of Work.** The Scope of Work consists of the approved Annual Budget Tool and Annual Expanded Learning Opportunity Program Planning Tool, templates of which are attached hereto as Exhibit B. There shall be a Scope of Work for each separate school site served by AGENCY. The term of the Scope of Work shall not exceed one year. OUSD and AGENCY shall ensure that a Scope of Work is executed for each identified school site no later than 30 days prior to the date on which services under that Scope of Work are scheduled to begin. By approving this Master Contract, and the Scope of Work templates and Summary attached hereto as Exhibits A and B, the OUSD Board of Education (“BOARD”) delegates to the Executive Director of Community Schools and Student Services (“CSSS Executive Director”) the authority to approve and amend individual Scopes of Work for after school programs during the school year without further Board action required. Any Scopes of Work or amendments that will exceed the approved amounts in the SUMMARY require Board approval.
3. These services will be funded by one or more of the following grants:
 - California Department of Education (“CDE”) After School Education and Safety Program (“ASES”)
 - US Department of Education 21st Century Community Learning Centers (21st CCLC)
 - US Department of Education 21st Century High School After School Safety and Enrichment for Teens (“ASSETS”)
 - Expanded Learning Opportunities - Programs (“ELO-P”)
 - Oakland Fund for Children and Youth - This MOU will also outline services provided on OUSD school grounds through the Oakland Fund for Children and Youth (“OFCY”) After-School Initiative funds that shall be utilized as matching funds to CDE ASES and 21st CCLC funds.
 - Private grants
4. **Term of MOU.** The term of this MOU shall be July 1, 2022, through July 31, 2025.
5. **Termination and Suspension.**
 - 5.1. **Termination for convenience by OUSD.** The BOARD may at any time terminate this MOU or any Scope of Work entered into pursuant to Section 2 of this MOU for any or no reason upon not less than five (5) days written notice to AGENCY. OUSD shall compensate AGENCY for services satisfactorily provided through the date of termination. The OUSD After Schools Program shall also annually review the AGENCY’S performance and bring recommendations to terminate the AGENCY to the Board.

- 5.2. **Termination for cause by OUSD.** In addition, OUSD may terminate this MOU or any Scope of Work entered for cause should AGENCY fail to perform any part of this MOU. Upon approval by OUSD legal counsel, the OUSD Superintendent or an OUSD Chief or Deputy may issue the termination notice without approval by the BOARD, in which case this Agreement would terminate upon ratification of the termination by the BOARD or three (3) days after the notice was provided, whichever is later, unless the condition or violation ceases or satisfactory arrangements for the correction are made. If OUSD's cost of procuring services from another contractor exceeds the cost of providing the services pursuant to this MOU, AGENCY shall pay the additional cost for the services through the end of the Term identified in Section 3.
- 5.3. In the event of termination or suspension, AGENCY must, upon request, follow all transition protocols and actively participate in the transition process, attend all transition meetings, promptly turn in all keys and key fobs, transfer custody of all records, and inventory of all after-school supplies.
- 5.4. **Suspension.** If OUSD, at its sole discretion, develops health and/or safety concerns related to the AGENCY's provision of services, then the CSSS Executive Director may, upon approval by OUSD legal counsel, issue a notice to AGENCY to suspend the Agreement or Scope of Work, in which case AGENCY shall stop providing services under the Agreement until further notice from OUSD. OUSD shall compensate AGENCY for services satisfactorily provided through the date of suspension. During the period of suspension, OUSD may procure services from another agency.
- 5.5. **No Premature Termination by AGENCY.** AGENCY hereby certifies that it is willing and able to provide required services for the full term of the MOU. AGENCY will not be permitted to unilaterally terminate the MOU or cease providing required services prior to completing the full term unless OUSD approves any change. In the event AGENCY ceases to provide required services prior to the end of the MOU term, OUSD may secure the required services from another contractor. If OUSD's cost of procuring services from another contractor exceeds the cost of providing the services pursuant to this MOU, or OUSD is unable to secure required services from another contractor, AGENCY shall pay any additional cost through the end of the Term identified in Section 4. If OUSD suffers any loss of funding or other program consequences attributable to AGENCY's premature termination, AGENCY shall pay any additional cost in addition to any damages otherwise due under this MOU.
6. **Compensation.** Contingent on OUSD receipt of California Department of Education and/or U.S. Department of Education after school grant funds and subject to grant funding levels, the ASES, and 21st CCLC, and ELO-P grant award amount for the school sites listed above, funding projection is based on three year grant totals for each school site identified in Exhibit A. The three year not-to-exceed amount for this MOU is \$ 1,105,451.00. AGENCY shall be entitled to compensation from these funds in accordance with the following terms and conditions:
- 6.1. **Total Compensation.** Subject to the provisions of 6.2 Positive Attendance and the provisions of 6.3 Administrative Fee and subject to AGENCY compliance with MOU requirements, AGENCY shall receive the amount of the grant award less OUSD's administrative fees and other site costs agreed to by the Site Administrator and AGENCY. Funding will be contingent on CDE grant allocations. Penalties may be assessed or payments withheld for non-compliance, including but not limited to MOU requirements, attendance reporting, fiscal invoicing, full participation at OUSD required meetings and training and in continuous quality improvement efforts.
- 6.2. **Positive Attendance.** Payment for services rendered related to the ASES, 21st CCLC, ASSETS, and ELO-P grants shall be based on actual student attendance rates (\$10.18 a day per student through ASES, 21st CCLC, ASSETS and ELO-P.), not estimates, as those programs are "positive attendance based." OUSD reserves the right to modify the annual core allocation based on reported attendance. In the event that payments made to AGENCY exceed the reported attendance for the Core grant, the AGENCY will return payments to OUSD at the rate of \$10.18

a day for ASES, 21st CCLC, ASSETS, and ELO-P per student. Documentation of attendance must be submitted through the OUSD's Aeries student information system in order for invoices for payment of services for the ASES, 21st CCLC, ASSETS, and ELO-P grants to be processed. Attendance is due by the 10th day of the following month. In the event that any school site at which AGENCY has agreed to provide programming is closed for any emergency reason (including but not limited to reasons related to COVID-19), and AGENCY provides programming remotely pursuant to Section 7.4.5 of this MOU, AGENCY shall calculate attendance based on student participation in AGENCY's remote programming.

- 6.2.1. **Reconciliation Process for Positive Attendance Based Grant Funds.** OUSD will adjust the payment of the "positive attendance based" grants based on a quarterly review of monthly invoices and attendance for services rendered related to the ASES, 21ST CCLC (Core Grant), ASSETS, and ELO-P for any adjustments resulting from the reconciliation of the attendance reports for that quarter's months. The attendance reconciliation process will assess the program's performance with respect to the required compliance with the grant mandated attendance rates. Based on the review, financial adjustments of an additional payment or additional withholding will be made. Any remaining balance(s) will be forwarded to AGENCY or OUSD. Any adjustment required in excess of the withholding will necessitate additional adjustments to future invoices and payments.
- 6.2.2. **Administrative Charges and Reconciliation.** Reconciliation process for positive attendance-based grants must factor in the subtraction of administrative and other OUSD central charges, as outlined in section 6.3, from any grant amounts earned through attendance (OUSD indirect, custodial, evaluation, and After School Programs Office administrative and training/technical assistance fees).
- 6.3. **OUSD Administrative Fees.** OUSD shall charge and withhold up to 14% from the overall ASEP and 21st Century grant awards for central indirect, administrative, custodial, evaluation, and direct service training and technical assistance.
- 6.4. **AGENCY Administrative Fees.** AGENCY understands and agrees that it may not charge more than 4% of the total contract amount as administrative fees and that its administrative fees must be set at an appropriate dollar amount to keep the ASES, 21st CCLC, ASSETS, and ELO-P grants within the grant-mandated allowable 15% for total indirect/administrative costs. The agency administrative fees charged to the ASES and 21st CCLC grants must be used for direct administrative costs and cannot be used for agency indirect costs. Direct administrative costs consist of expenditures for administrative activities that provide a direct benefit to the ASES, 21st CCLC, ASSETS, and ELO-P programs. Indirect costs consist of expenditures for administrative activities that are necessary for the general operation of the agency, but that cannot be tied to the ASES, 21st CCLC, ASSETS, and ELO-P programs.
- 6.5. **Program Budget.** The grant will remain as part of the site budget. Funds will be encumbered from the site budget on behalf of AGENCY for each school year during the Term of this Agreement and will not exceed the budget reflected in Exhibit B for each Scope of Work.
- 6.6. **Modifications to Budget.** Any modifications to the approved grant budget must be approved by OUSD and AGENCY, before expenditures of funds for modified line items are authorized. Except as expressly set forth herein, OUSD shall not be liable to AGENCY for any costs or expenses paid or incurred by AGENCY in performing services for OUSD. The granting of any payment by OUSD, or the receipt thereof by AGENCY, shall in no way lessen the liability of AGENCY to correct unsatisfactory work, although the unsatisfactory character of that work may not have been apparent or detected at the time a payment was made. Work, which does not conform to the requirements of this Agreement, may be rejected by OUSD and in that case must be replaced by AGENCY without delay.

6.7. Program Fees. The intent of the ASES, 21st CCLC, ASSETS, and ELO-P programs is to establish local programs that offer academic assistance and enrichment for students in need of such services regardless of their ability to pay. Though it is not against the rules to charge fees for participation in programs, the CA Department of Education discourages it because it could exclude students in need from attending and taking advantage of the after school program. Fees should not create a barrier to participation in the after school program. After school services must be equally accessible to all students targeted for services regardless of their ability to pay. Programs that propose to charge fees may not prohibit any family from participating based on their inability to pay and must offer a sliding scale of fees and scholarships for those who could not otherwise afford to participate. Any income collected from fees must be used to fund program activities specified in the grant application. AGENCY shall do full accounting of fees collected, and documentation shall be kept for 5 years for auditing purposes. If AGENCY decides to charge fees, this decision shall be made collaboratively with the Site Administrator, and AGENCY shall work collaboratively with the Site Administrator and parent leaders to develop an appropriate program fee structure for the school community. The fee structure must be identified within the Scope of Work approved by both parties prior to charging any program fees. AGENCY shall provide the OUSD After School Programs Office with additional documentation upon request, to ensure grant compliance. Programs that charge program fees will waive or reduce these fees for students who are eligible for free or reduced-priced meals. Programs cannot charge fees if the child is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec.1143a), newcomers (refugee, asylee, and unaccompanied minor), or if the child is in foster care. Any site receiving 21st Century Community Learning Center (CCLC) and ASSETS must report all fees collected (i.e.- registration fees, family fees, application fees, etc.) to OUSD After-School Program Office for CDE reporting.

7. **Services.** AGENCY will serve as lead agency at the OUSD school sites identified in the annual Scope of Work , will be responsible for operations and management of the ASES, 21st CCLC, ASSETS, ELO-P, OFCY, and private grants contracted to AGENCY by OUSD for fiscal year 2022-2023 through 2024-2025. This shall include the following required activities:

7.1. **Student Outcomes.** AGENCY shall achieve the student outcomes as described in the grant application narrative and articulated in documents from the program evaluation team, both of which are incorporated herein. AGENCY agrees to develop school specific outcomes, as defined in partnership with the principal. AGENCY recognizes that the principal is the chief decision maker for after school and summer programs, and ensures that school site objectives are met.

7.1.1. **Alignment with Single Plan for Student Achievement (“Site Plan”).** AGENCY will ensure the after school program aligns with objectives of OUSD and OUSD school sites identified in the “School Site List and Annual Grant Amounts” attached hereto as Exhibit A which are designed to ensure the success of students as articulated in the Site Plan(s). AGENCY will work in partnership with the school principal(s) to ensure that the program components are aligned with and complement OUSD standards and school site curriculum.

7.1.2. **Alignment with LCAP.** AGENCY will ensure the after-school program aligns with objectives LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap and should be supportive of other LCAP goals, as identified in the Annual Expanded Learning Opportunity Program Planning Tool within the Scope of Work.

7.1.3. **Continuous Quality Improvement (CQI).** AGENCY must fully engage in continuous quality improvement (CQI) processes and complete the following steps of the CQI cycle each year, and timely submit corresponding CQI deliverables to the After School Programs Office:

- beginning of year self-assessment using Truth, Hope, Change, Curiosity tool
- planning with data (using self-assessment and other program data as available)

- development of quality action plan with SMART goals for program improvement
- progress check for program quality e.g. quality coaching

The CQI cycle is intended to be a collaborative process involving program staff, and can include other stakeholders (ie. youth leaders, school partners, parents, other community partners).

Agency staff (Site Coordinators and other agency staff) are also required to participate in any OUSD sponsored CQI training provided by the OUSD After School Programs Office.

7.2.**Oversight.** AGENCY will provide oversight, fiscal management, payroll services, technical assistance, and facilitation of collaboration with other service providers. Agency must ensure compliance with ASES and 21st CCLC and ASSETS, and ELO-P funding guideline requirements and follow OUSD after school policies and procedures. This includes compliance with OUSD staffing requirements and policies including No Child Left Behind and other legislative mandates.

7.3.**Enrollment.** At each OUSD school site identified in the “School Site List and Annual Grant Amounts” attached hereto as Exhibit A, and for which there is a Scope of Work, AGENCY will enroll sufficient number of students and run services for a sufficient number of days to earn the full core grant allocation of funding.

7.4.**Program Requirements**

7.4.1. **Program Hours.** The program shall be offered Monday through Friday, every regular school day annually, commencing immediately upon the conclusion of the regular school day, operating a minimum of 15 hours/week, and until 6:00 pm daily. Instructional activities must include a balance of both academic and enrichment/recreation components. ELO-P funding can be used to support intercession programming and before-school care.

7.4.2. **Program Days.** The program shall be offered a minimum of 177 - 180 days during the 2022–2023 through the 2024-2025 school years. AGENCY will close the ASES, 21st CCLC and ASSETS, and ELO-P program(s) no more than a maximum of 3 days in each of the 2022-2023 through the 2024-2025 school years for staff professional development, as permitted by Education Code. Programs that receive 21st CCLC Supplemental or ELO-P grant funds or private funding for summer shall additionally operate a sufficient number of days and hours in the summer, on weekends, and during intercession in the manner prescribed by the grant legislation and/or funder, in order to meet attendance goals required by the CA Department of Education and/or the funder.

7.4.3. **Program Components.** AGENCY agrees to provide programming that supports the guidelines as outlined in the ASES, 21st CCLC, ASSETS, and ELO-P grants for students identified at each of the schools listed in the “School Site List and Annual Grant Amounts” attached hereto Exhibit A. AGENCY acknowledges and agrees to provide programming consistent with grant guidelines understanding that:

- **Educational and Literacy.** An educational and literacy element that must provide tutoring and/or homework assistance designed to help students meet state standards in one or more of the following core academic subjects: reading/language arts, mathematics, history and social studies, or science. A broad range of activities may be implemented based on local student needs and interests.
- **Enrichment.** The enrichment element must offer an array of additional services, programs and activities that reinforce and complement the school's academic program. Enrichment may include but is not limited to arts, youth development, leadership, recreation, sports, music, career awareness, college interest, service learning and other youth development activities based upon student needs and interests. All programs must offer both enrichment and

recreation/physical fitness activities as core components of the after-school program, and summer program if summer program is provided.

- **Family Literacy Services.** AGENCY shall assess the need for family literacy services among adult family members of the students to be served by the program. All programs will, at a minimum, either refer families to existing services or coordinate with local service providers to deliver literacy and educational development services.
- **Equitable Access Programming.** AGENCY shall include a component for students at all schools site receiving Equitable Access funding to support full access to program components.
- **Supplemental and Summer Services.** In all programs receiving 21st CCLC Supplemental and/or ELO-P grant funds or private funding for summer, AGENCY will provide educational and enrichment programming in the summer, on weekends, and/or during intercessions. A broad range of activities may be implemented based on local student needs and interests, and district guidelines for summer programming. If summer services will be added, a separate Scope of Work will reflect the summer scope, summer budget and any changes in location as to summer services to be provided.
- **Elementary and Middle School Sports League Activities.**
All programs participating in the Middle School Sports League must include those activities in their Program Planning tool and Program Schedule. Middle School Sports League activities, including but not limited to on and off-site practices and games, are subject to the field trip policy high-risk field trip activities requirements provided in this agreement. All sports participants and volunteers must have on file a completed Elementary and Middle School Sports Release of Liability and Assumption of Risk prior to participation. The Elementary and Middle School Sports Release of Liability and Assumption of Risk template will be provided to the AGENCY by OUSD prior to the beginning of each school year.

7.4.3.1. Super Snacks/Snack/Supper/Beverages: AGENCY shall meet Federal and State meal and snack requirements and all meals and snacks must be provided by OUSD Nutrition Services department. Nutrition Services shall:

7.4.3.1.1. Provide meals and beverages that meet State and Federal standards;

7.4.3.1.2. Provide the number of meals and beverages requested by AGENCY unless/until Nutrition Services determines that AGENCY's participation is lower than the super snack/snack/meal/beverage count provided by the AGENCY, in which case, the number will be adjusted;

7.4.3.1.3. Provide all supplies including utensils, napkins, forks, required;

7.4.3.1.4. Support compliance by AGENCY with required State and Federal administrative requirements;

7.4.3.1.5. Provide annual training to AGENCY.

7.4.3.2. Each AGENCY participating in the Nutrition Services super snack/snacks/supper/beverage program shall:

7.4.3.2.1. Attend annual training. In the event that the person responsible for super snack or snack distribution changes, AGENCY will make arrangements with Nutrition Services for training of new employees or representative of the AGENCY;

7.4.3.2.2. Complete After School Super Snack, Snack, and Supper Menu Production Worksheets (MPW) on a daily basis;

7.4.3.2.3. Ensure meal count is accurate;

- 7.4.3.2.4. Submit completed MPW to cafeteria staff by the next business day;
 - 7.4.3.2.5. Return leftovers to the cafeteria;
 - 7.4.3.2.6. Ensure that only students are served and receive food from the program;
 - 7.4.3.2.7. Ensure that meals are not removed from campus
 - 7.4.3.2.8. Immediately report to OUSD Site Coordinator and Nutrition Services any concerns related to food safety or food contamination
- 7.4.3.3. AGENCY will be billed at the rates immediately below, for meals by Nutrition Services under the following conditions.
- 7.4.3.3.1. MPW not completed and submitted by the next business day;
 - 7.4.3.3.2. Super Snacks and Snacks are ordered and not picked up
- 7.4.3.4. In addition to any applicable liability associated with audit findings, AGENCY will be charged OUSD's current meal costs that OUSD is unable to claim due to AGENCY's failure to comply with program requirements: The current costs for the 2021-2022 school year are below; these amounts may change throughout the life of the agreement.
- 7.4.3.4.1. Super Snack: \$3.66
 - 7.4.3.4.2. Supper: \$3.66
- 7.4.3.5. AGENCY will be liable for audit findings and/or assessments (See Section 12 below) that are attributable to AGENCY's failure to comply with the rules and regulations of the Nutrition Services program, including liability if reimbursement is denied Nutrition Services because of AGENCY's failure to comply with program requirements.
- 7.4.3.6. In accordance with guidance provided by the California Department of Education, in the event that the school site at which AGENCY has agreed to provide programming is closed for any emergency reason (including but not limited to reasons related to COVID-19), OUSD may fulfill its above-described obligations to provide after-school meals, snacks, and/or beverages through a "grab-and-go" meal distribution program, in which case AGENCY shall not be responsible for distributing after-school meals, snacks, and/or beverages.
- 7.4.4. **Staff Ratio.** The staff to youth ratio shall not exceed 1:20 for elementary, middle, and high school programs, with no more than 20 youth for each qualified, adult staff supervisor. TK-K programs must operate on a 1:10 staff to youth ratio.
- 7.4.5. **Remote Provision of Services.** In the event that the school site at which AGENCY has agreed to provide programming is closed for any emergency reason (including but not limited to reasons related to COVID-19), AGENCY shall provide programming remotely, rather than in-person at the school site.
- 7.5.**Data Collection.** AGENCY will work with OUSD to collect and analyze data on student enrollment, student attendance, student academic performance, student satisfaction, and parent satisfaction. This includes, but is not limited to:
- 7.5.1. **Accountability Reports.** AGENCY will provide OUSD with the following set of program accountability reports:
- Financial reports
 - Activity reports
 - Outcomes reports: behavioral and academic

- Staff Qualifications

7.5.2. **Attendance Reports.** AGENCY will provide OUSD with attendance reports using the OUSD/OFCY attendance systems and maintain required attendance records utilizing the OUSD/OFCY attendance systems, including completion of mandatory monthly reports. Original written documentation of all daily attendance records, including all daily sign in/out sheets, will be maintained by Agency for 5 years following the termination of this Agreement for auditing purposes.

7.5.3. **Use of Enrollment Process.** AGENCY will use OUSD online and paper After School Program Parent Permission packet, including early release waiver, for all after-school participants. Forms will be provided to AGENCY by OUSD prior to the beginning of each school year. AGENCY will seek approval from the OUSD After School Programs Office for any modifications to the OUS enrollment packet, in advance of distribution.

7.5.4. **Maintain a Clean, Safe, and Secure Environment.** AGENCY shall maintain clean, safe, and secure program environments for staff and students in conjunction with OUSD guidelines. AGENCY, as they view necessary, will initiate and establish additional cleanliness, safety, supervision, training, and security policies and protocols sufficient to ensure staff, student, and family member safety.

7.6. **Alignment of After School Safety Plan with School Site Comprehensive Safety Plan.** AGENCY will use the OUSD After School Program Emergency Plan template and work collaboratively with school site administrator(s) to complete and/or update and submit an annual after school safety plan(s) by mid-October each year which aligns with and is part of each school site's comprehensive safety plan. AGENCY will seek approval from the OUSD After School Programs Office for any modifications to the OUSD template, in advance of distribution.

7.7. **Incident and Injury Reporting, Crisis Response and Training; Accident Insurance**

7.7.1. AGENCY will train staff and agents in required Incident and Injury Reporting and Crisis Response Protocols. All accidents or injuries to after-school program participants, visitors, or staff must be reported via email to OUSD's incident reporting email address identified in the Incident and Injury Reporting and Crisis Response Protocols by AGENCY staff within one business day of occurrence. OUSD will secure at its own expense limited OUSD student accident insurance coverage to assist in payment of eligible student medical expenses incurred by parent/guardians due to OUSD student accidents during the after-school program. This coverage will be secondary to any primary medical insurance for which student participants are eligible. After School Program staff will immediately refer parent/guardians seeking payment of medical expenses under student accident coverage to OUSD's designated accident insurance representative.

7.8. **Meeting Participation.** AGENCY will participate in technical assistance, training, orientation, monthly meetings and other support and resource development activities provided by OUSD and collaborative partners in conducting program planning, implementation, and evaluation. These include required regular meetings with the school principal or other identified designee to ensure collaboration with the school vision. AGENCY staff will participate in meetings facilitated by the OUSD After School Programs Office to address program quality, program improvement and general troubleshooting.

7.9. **Relationships.** AGENCY will maintain six essential collaborative relationships to ensure partnerships towards effective program implementation:

- Administration, faculty, and staff of each school site covered by this MOU (Exhibit A)
- OUSD After School Programs Office
- OUSD central administration departments
- Parents/Guardians
- Youth

- Community organizations and public agencies

7.10. **Licenses.** AGENCY shall obtain and keep in force all licenses, permits, and certificates necessary for the performance of this Agreement.

7.11. **Loss of Standing as Qualified Organization:** Failure to ensure MOU requirements are fulfilled may result in loss of good standing as a qualified organization and/or termination of the partnership.

8. **Field Trip Policy. FIELD TRIPS, OFF-SITE EVENTS, AND OFF-SITE ACTIVITIES:**

8.1. AGENCY shall provide each Site Administrator and the OUSD Expanded Learning Office with a schedule of all after-school program field trips and/or off-site events and/or off-site activities, on a template to be provided by OUSD, by the first day of each semester, and a schedule of all summer field trips and/or off-site events and activities by the first day of the summer program, if AGENCY is providing summer services.

8.2. All field trips and off-site events/activities must be approved in advance by OUSD; AGENCY representatives, including staff and subcontractors, may not take students off-site for events, activities, and field trips without OUSD's approval. AGENCY shall submit OUSD's Field Trip request form to the after school site coordinator, agency director, and site administrator to seek approval. AGENCY shall comply with OUSD policy and regulations regarding Field Trips.

If AGENCY becomes aware of an unauthorized field trip or off-site activity/event prior to the trip taking place, AGENCY shall cancel the trip/activity and notify the family, site leader, and OUSD Expanded Learning Office. Nothing in the preceding sentence shall be construed as requiring reporting to families, site leaders, or OUSD Expanded Learning Office when it is prohibited by law.

If AGENCY becomes aware of an unauthorized field trip or off-site activity/event after the trip/activity has taken place, AGENCY shall immediately terminate the AGENCY staff or subcontractor organizing the trip, and notify the family, site leader, and OUSD Expanded Learning Office. Nothing in the preceding sentence shall be construed as requiring reporting to families, site leaders, or OUSD Expanded Learning Office when it is prohibited by law.

8.3. AGENCY hereby certifies that after-school and any summer program staff and/or subcontractors will comply with OUSD board policy and regulations, and the procedures in Sections 8.3, 8.4, 8.5, and 8.6, for all field trips, off-site events and off-site activities.

8.3.1. **Licenses Permission Slips/Acknowledgement.** Field trip/excursion permission slip must be signed by parent(s)/guardian(s) of all student participants and an acknowledgment must be signed by all adult chaperones both of which shall include the following information:

8.3.1.1. a full description of the trip and scheduled activities

8.3.1.2. student/adult participant health information

8.3.2. **"Notice of Waiver of All Claims:** Education Code § 35330 provides that all persons making a field trip or excursion shall be deemed to have waived all claims against any school district, charter school, or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion, regardless of who holds the claims. If the field trip or excursion to which this permission slip applies is out-of-state, I hereby knowingly waive all of my and my daughter's/son's/ward's claims against any school district, charter school, and/or the State of

California for injury, accident, illness or death occurring during or by reason of the out-of state field trip or excursion.”

8.3.3. After school and summer program staff or subcontractors leading trip must have a written list of students attending the trip.

8.3.4. No student shall be prevented from making a trip due to lack of sufficient funds.

8.3.5. After school and summer program staff or subcontractors leading the trip shall have a sufficient first aid kit in their possession or immediately available. If the trip is conducted in areas known to be infested with poisonous snakes, this first aid kit shall contain medically accepted snakebite remedies.

8.3.6. **Health Conditions/Medication:** Trip participant health information will be gathered and reviewed in advance of the trip and any needed revisions to the supervision plan made, including making sure that chaperones understand relevant information (eg food allergies). A plan will be developed to collect, secure, and dispense prescription medications from their original containers only and consistent with the physician’s instructions.

8.3.7. **Supervision**

8.3.7.1. AGENCY Executive Director must review and approve the supervision plan.

8.3.7.2. Trip as structured is appropriate to age, grade level, and course of study.

8.3.7.3. Chaperones are all AGENCY employees or subcontractors, parent(s)/guardian(s), or other authorized chaperones and are 21 or older. After School and Summer Program Coordinators and lead trip staff are satisfied that all chaperones are willing and able to perform required duties, including understanding and implementing instructions, understanding health information for students in their group, and responding effectively in the event of an emergency. Trip attendees shall be limited to assigned school or after-school program staff, students, and authorized chaperones. Guests, including but not limited to friends and other family members, are strictly prohibited absent prior written approval of the after-school program coordinator or AGENCY executive director. Before the trip, after school and summer program staff leading the trip shall provide any adult chaperones who may accompany the students with clear information regarding their responsibilities. Chaperones shall be assigned a prescribed group of students and shall be responsible for the continuous monitoring of these students’ activities. Chaperones shall not consume alcoholic beverages or be under the influence of controlled substances while accompanying and supervising students on a trip.

8.3.7.4. When a trip is made to a place of business or industry, staff shall arrange for an employee of the host company to serve as conductor.

8.3.7.5. Adult: Student Ratio is at least 1:10 or higher if swimming or wading or high-risk trip. If the trip involves water activities, this ratio shall be revised to ensure closer supervision of elementary grade or younger students, appropriate to their ages. The ratio of adults to students on field trips and excursions shall be reasonable under the circumstances.

8.3.7.6. Safety requirements have been met (eg: current First aid/CPR training of at least one chaperone, first aid kits, emergency contact and health info, instructions for chaperones, staff and chaperones have cell phones which are charged and available for communication).

8.3.8. **Transportation Requirements:** The AGENCY after-school and summer program staff or subcontractors shall ensure compliance with all state laws and may transport by the use of AGENCY’s own equipment, contract to provide transportation, or arrange transportation by the use of other equipment to enrolled after school and summer participants provided that: (A) parent/guardians’ written permission has been obtained in advance; (B) After School Program Coordinator and/or Summer Program Coordinator has confirmed that: transportation

arrangements are safe and appropriate; (C) all drivers have valid California driver's license; (D) all drivers have received fingerprint clearance; (E) provided that such transport is covered under driver or registered owner's personal automobile insurance or AGENCY automobile liability insurance policy for at least \$100,000 per individual and \$300,000 per occurrence for liability for bodily injury; and \$50,000 per occurrence for liability for property damage; (F) all drivers and registered owners of private or rented vehicles used shall complete and sign declaration of driver forms assuring that: (i) the driver is at least 21 years of age and holds a current valid California driver's license;(ii) the driver has not been convicted of reckless driving or driving under the influence of drugs or alcohol within the past five years; and (iii) the driver provides proof of sufficient insurance; (G) if AGENCY transports by use of an Agency owned vehicle or arranges and/or contracts with a third party to provide this transportation, the AGENCY or organization or company with whom they contract must meet or exceed the standards required of OUSD's District approved bus vendors, including but not limited to: be licensed as a transportation provider, be certified to transport students (e.g., School Pupil Activity Bus certification) and have at least \$5,000,000 Automobile liability and \$1,000,000 per occurrence/\$2,000,000 aggregate General Liability insurance; which has an endorsement naming OUSD and AGENCY as additional insured; (H) arrangements have been made for additional vehicle for use in event of illness or emergency; and (I) students receive instruction in safe conduct on bus or other transport; and (J) drivers shall receive safety and emergency instructions and information which shall be kept in their vehicle, including health and emergency information for each student riding in his/her vehicle.

8.3.9. AGENCY must have reasonable confirmation that all organizations involved in the trip have demonstrated expertise and exhibit reasonably safe and reputable operating procedures and business practices appropriate to student trips.

8.3.10. Vendor is licensed to provide all proposed activities.

8.3.11. All after-school program student participants on field trips, off-site events, or activities must be covered by medical or accident insurance. (See Incident and Injury Reporting and Accident Insurance above.)

8.4. Additional Requirements for High Risk, Overnight, or Out of State Trips:

8.4.1. Definition of High-Risk Activities

8.4.1.1. Because of concerns about the risk to student safety, the after-school program coordinator shall not permit the following activities on campus or during AGENCY sponsored after-school or summer program trips, events, and activities unless the activity is properly supervised, students wear protective gear as appropriate, and each participant has medical or accident insurance coverage:

- Amusement Parks
- Interscholastic Athletic Activities
- Bicycle riding
- Circus Arts
- Hiking (Moderate to rigorous terrain or length) vs short nature "walks"
- Hang gliding
- Horseback riding
- Ice Skating
- In-line or Roller Skating
- Rock climbing, climbing walls
- Skateboarding or use of non-motorized scooters
- Snow sports of any kind
- Trampoline; Jumpers
- Motorcycling

- Rodeo
- Target Shooting
- Water Activities including but not limited to: swimming, snorkeling, scuba diving, sailing, boating, kayaking, river rafting, water slides, water skiing etc.
- Outdoor active, experiential programs (Ropes course, pulley, etc.)
- Other activities determined by the school principal to have a high risk to student safety

8.4.1.2. The cost of limited OUSD student accident insurance coverage for student accidents during such activities shall be borne by OUSD.

8.4.1.3. Students who operate or ride as a passenger on a bicycle, non-motorized scooter or skateboard upon a street, bikeway or any other public bicycle path or trail shall wear a properly fitted and fastened bicycle helmet that meets the standards of law. Students also shall be required to wear such helmets while wearing in-line or roller skates.

8.4.2. Department of Justice and FBI fingerprinting and fingerprint clearance must be obtained for all non-District employee chaperones. Chaperones who continue beyond one school year will need to get fingerprint clearance once every three years from the time they begin chaperoning on after-school program trips. Chaperones shall act in accordance with district policies, regulations, and school rules. A person who is required to register as a sex offender pursuant to Penal Code 290 shall not serve as a chaperone on any field trip.

8.4.3. No chaperone shall be assigned to provide supervision or instruction of students unless he/she has submitted evidence of an examination within the past 60 days to determine that he/she is free of active tuberculosis. Chaperones whose skin test is negative shall thereafter be required to take a tuberculosis test every four years or sooner if deemed necessary by AGENCY.

8.4.4. Letter must be sent to parent(s)/guardian(s) and if it is an overnight trip, a meeting must be held for staff, chaperones, parent(s)/guardian(s), and students in advance of the trip to discuss trip and safety-related procedures, itinerary and questions.

8.4.5. Sleeping arrangements and night supervision are safe and appropriate.

8.4.6. **Vendor Proof of Insurance:** After School Program Coordinator and/or Summer Program Coordinator has obtained proof of insurance from all private vendors including:

- Facility
- Program

8.5. Additional Requirements for Field Trips/Excursions Which Include Swimming or Wading

8.5.1. No swimming or wading shall be allowed on trips unless planned and approved in advance.

8.5.2. When wading in the ocean, bay, river or other body of water as part of a planned, supervised outdoor education activity, after school program staff shall provide for a number of chaperones to exceed the normal one to ten ratios and shall instruct both chaperones and students of the real and potential risks inherent in such activities and the precautions necessary for their safety.

8.5.3. Swimming Activities

8.5.3.1. Parents/guardians must provide written permission for the student to swim and must indicate the student's swimming ability. Students whose parents do not give permission for their child to swim shall be identified in advance of the trip and a tracking system is designed to ensure they do not enter the pool or swim area.

8.5.3.2. Swimming facilities, including backyard pools, must be inspected by the AGENCY Executive Director and after-school program staff before the trip is scheduled.

- 8.5.3.3. Owners of private pools must provide a certificate of insurance, designating OUSD and AGENCY as an additional insured, for not less than \$2,000,000 in liability coverage.
- 8.5.3.4. Lifeguards must be designated for all swimming activities. If lifeguards are not provided by the pool owner or operator, the AGENCY Executive Director shall ensure their presence. The AGENCY Executive Director shall ensure that lifeguards are Red Cross certified or equivalent and must be at least 21 years old. A swim test must be administered before any student is permitted in the deep end of the pool or swim area. A tracking system shall be designed in advance of trip to identify those students who have and have not passed the swim test.
- 8.5.3.5. The ratio of adult chaperones to students shall be at least one to ten. In grades 4-6, this ratio shall be at least one to eight. In grades K-3, this ratio shall be at least one to four.
- 8.5.3.6. Specific supervisory responsibilities shall be determined in advance to accommodate the varying swimming abilities of students. These responsibilities shall be clarified in writing and reviewed verbally before the trip.
- 8.5.3.7. Emergency procedures shall be included with written instructions to adult chaperones and staff.
- 8.5.3.8. Staff and chaperones assigned to supervise students must wear swimsuits and know how to swim and be at each side of the pool or swim area actively monitoring students at all times.
- 8.5.3.9. The After School Program Coordinator and/or Summer Program Coordinator may require students to wear flotation devices, depending upon their age and swimming ability.
- 8.5.3.10. A buddy-system or other means of surveillance shall be arranged in advance and strictly enforced during swimming activities.

8.6. Additional Requirements for trips to East Bay Regional Park District Bodies of Water (swimming pools, lagoons, shoreline parks and lakes) and Related Facilities

- 8.6.1. At least 2 weeks prior to trip date, all persons attending trip, including, but not limited to, each and every student, teacher, instructor, chaperone, supervisor, parent, administrator, volunteer, or aide (hereinafter "participant") will provide to the OUSD Office of the General Counsel an original, properly completed, signed and dated East Bay Regional Park District Waiver, on a form to be provided by the OUSD to AGENCY prior to the beginning of each school year, executed by either the participant if he or she is 18 years of age or older, or the participant's parent or legal guardian if the participant is under 18 years of age
 - 8.6.2. Should AGENCY fail to provide an original, properly completed, signed, and dated East Bay Regional Park District Waiver for each trip participant as defined in Section 6.13.1 above, AGENCY agrees to hold harmless, defend and indemnify OUSD, its officers, employees, volunteers, and agents from all claims and actions resulting therefrom.
 - 8.7. In the event that a field trip cannot proceed as planned for any reason (including but not limited to the closure of the field trip destination in response to COVID-19), AGENCY shall provide alternative programming to students (including remote programming, in the event that the school site at which AGENCY has agreed to provide programming is closed).
9. **Financial Records.** AGENCY agrees and understands that OUSD is responsible for fiduciary and programmatic oversight for the expenditure of the ASES, 21st CCLC, ASSETS, & ELO-P grant funds contracted to AGENCY by OUSD for the fiscal year 2021-2022. AGENCY will function as a sub-recipient of funding and as such will follow all required fiscal guidelines and meet outlined standards as referenced in applicable Federal and State sub-recipient guidelines for the federal 21st Century Community Learning

Centers grant program, CFDA Number 84.287, awarded by the Office of Elementary and Secondary Education Academic Improvement and Teacher Quality Programs office. Sub recipients that receive over \$500,000 of federal funds are required to undergo an annual audit and communicate findings to OUSD, as requested. AGENCY will ensure that all contracted funds of this MOU are expended as per grant guidelines.

9.1. **Accounting Records.** AGENCY will maintain its accounting records based upon the principles of fund accounting.

9.2. **Disputes.** AGENCY shall make all records related to ASES, 21ST CCLC, ASSETS, and ELO-P available to OUSD for review. OUSD and AGENCY shall meet and confer regarding any disputes as to the amount of actual expenses before taking any action to collect funds.

10. Invoicing

10.1. **Billing Structure.** AGENCY shall only invoice for actual expenditures incurred. Supporting documentation must be presented along with monthly invoices upon request. Billing details must be provided upon request to OUSD to ensure compliance with related sub recipient and grant guidelines.

10.2. **Unallowable Expenses.** AGENCY may not purchase computers or capital equipment using ASES, 21st Century Core Grant, 21st Century Direct Access, or 21st Century Family Literacy funds.

10.3. **Invoice Requirements.** AGENCY will submit invoices with evidence of the following staff qualifications for each AGENCY employee and AGENCY agent, including employees of subcontracting agencies and volunteers: TB Clearance, current CA Department of Justice and FBI fingerprint clearance, and Instructional Aide requirement. AGENCY will utilize the required OUSD invoicing and staff qualifications form, to be provided by OUSD to AGENCY prior to the beginning of each school year, for regular invoice submission.

10.4. **Submission of Invoices.** AGENCY must submit invoices to OUSD on a timely and regular basis for services rendered. OUSD will not accept invoices submitted more than thirty days beyond the end of each fiscal quarter. No invoices will be accepted more than 30 days past the end of June 30 of the contractual fiscal year. AGENCY must also submit invoices according to specific invoicing deadlines as outlined by OUSD to ensure timely processing. **(Exhibit C)**

10.5. **Submission of Invoices for ASES, 21st Century, and ELO-P Grants.** For services rendered related to the ASES, 21st CCLC, ASSETS, ELO-P grants, OUSD shall pay AGENCY, on a monthly basis, for appropriately documented expenses related to the ASES, 21ST CCLC, ASSETS, and ELO-P grants, with a cumulative total for 2022-2025 not to exceed the amount identified in Section 6, and in accordance with the attached Exhibits to this Memorandum. Invoices for payment of services shall be submitted by the 10th of each month to the OUSD Expanded Learning Office via Salesforce Community invoicing tool. AGENCY will also submit the required OUSD invoicing and staff qualifications form via the Salesforce Community. OUSD will strive to adhere to second Accounts Payable check run per the published schedule of monthly payments if invoices are submitted in accordance with the deadlines and requirements set forth in this section and the accompanying Exhibits.

11. **Ownership of Documents.** AGENCY agrees that, pursuant to California law, it shall maintain program and fiscal documentation for the ASES, 21st CCLC, ASSETS, and ELO-P programs for a minimum of five years. All documents created by AGENCY pursuant to this MOU, including but not limited to reports, designs, schedules, registration packets, early release waivers, and other materials prepared, or in the process of being prepared, for the services to be performed by AGENCY, are and shall be at the time of creation and thereafter the property of OUSD, with all intellectual property rights therein vested in OUSD at the time of creation. OUSD shall be entitled to access to and copies of these materials during the progress of the work. Any such materials in the hands of AGENCY or in the hands of any subcontractor upon completion or termination of the work shall be immediately delivered to OUSD. If any materials are

lost, damaged or destroyed before final delivery to OUSD, AGENCY shall replace them at its own expense and AGENCY hereby assumes all risks of loss, damage or destruction of or to such materials. AGENCY may retain a copy of all materials produced under this MOU for its use in its general business activities.

12. Changes

12.1. **Agency Changes.** AGENCY may, at any time, request in writing changes to the Scope of Work. . In the event that AGENCY encounters any unanticipated conditions or contingencies that may affect the scope of work or services and result in an adjustment in the amount of compensation specified herein, AGENCY shall so advise OUSD immediately upon notice of such condition or contingency. The written request shall explain the circumstances giving rise to the unforeseen condition or contingency and shall set forth the proposed adjustment in compensation. Such notice shall be given to OUSD prior to the time that AGENCY performs work or services related to the proposed adjustment in compensation. Any and all pertinent changes shall be expressed in an amended Scope of Work and signed by OUSD prior to AGENCY's implementation of such changes; changes that increase the proposed budget may require prior approval by the BOARD.

12.2. **Changing Legislation.** AGENCY understands that changes in Federal, or state legislation or District policy may impact funding levels, grant requirements, and responsibilities of AGENCY during an academic school year. This MOU may be amended during the 2022-2023 through the 2024-2025 fiscal years to reflect additional changes resulting from such legislation.

13. Conduct of Consultant

13.1. **Staff Requirements.** AGENCY must comply with all Federal and State employment and labor laws. AGENCY will adhere to the following staff requirements for each AGENCY "agent", including employees, staff of subcontracting agencies, and volunteers. AGENCY will provide OUSD with evidence of staff qualifications, consistent with invoicing requirements outlined in Section 8.3 which include:

13.1.1. **Child Abuse and Neglect Reporting Act.** AGENCY will provide at its own expense Mandated Reporter training equivalent to that set forth in California Education Code section 44691(b) to all AGENCY agents at least annually within their first month working with OUSD students and comply with the Child Abuse and Neglect Reporting Act (CANRA) guidelines as Mandated Reporters to report suspicions of possible child abuse to the appropriate reporting agency as stated in California Penal Code § 11164 – 11174.

13.1.2. **Tuberculosis Screening.** AGENCY agents who work with students must submit to a tuberculosis risk assessment as required by Education Code 49406 within the prior 60 days. If tuberculosis risk factors are identified, AGENCY agents must submit to an intradermal or other approved tuberculosis examination to determine that he/she is free of infectious tuberculosis. If the results of the examination are positive, the AGENCY agent shall obtain an x-ray of the lungs. At his/her discretion, AGENCY agent may choose to submit to the examination instead of the risk assessment.

13.1.3. **Fingerprinting of Agents.** Current California Department of Justice (CDOJ) fingerprint clearance and FBI fingerprint clearance for each AGENCY agent working with students. AGENCY shall not permit its agents to come into contact with students until CDOJ and FBI clearance is ascertained, and AGENCY shall certify in writing to OUSD that none of its agents who may come into contact with pupils have been convicted of a violent or a serious felony. AGENCY shall further certify that it or its subcontracting agencies have received and reviewed fingerprint results for each of its agents, and Agency or its subcontracting agencies shall request and review subsequent arrest records for all agents who may come into contact with OUSD pupils in providing services to the District under this Agreement.

- 13.1.4. **Minimum Qualifications.** AGENCY staff and agents who directly supervise students and are included in the 1:20 staff to student ratio must meet the following minimum qualifications for an instructional aide: a high school diploma or its equivalent and one of the following: (a) an AA degree; or completion of 48-semester units in college; or (b) successful completion of the Instructional Assistant exam, administered by the Alameda County Office of Education. In addition, AGENCY shall provide at its own expense, First Aid and CPR Training to sufficient AGENCY staff to ensure that no less than 2 AGENCY staff members with current First Aid and CPR Training are present on-site during the program each day. AGENCY must provide staff and agents adequate professional development, training, coaching, and preparation time to enable staff and agent performance to meet the goals of the ASES/21st Century after-school grant program and provide a safe and secure program.
- 13.2. **Removal of Staff.** In the event that OUSD, in its sole discretion, at any time during the term of this MOU, desires the removal of any AGENCY related persons, employee, representative or agent from OUSD school site and/or property, AGENCY shall immediately upon receiving notice from OUSD of such desire, cause the removal of such person or persons. In the event OUSD requests, the removal of any AGENCY related persons, employees, representatives, or agents from the OUSD school site and/or property, the OUSD site administrator shall provide to the AGENCY written, supporting rationale for the decision. OUSD After School Program Office, after conferring with Legal and the Executive Officer supporting the site, shall decide, taking all the facts and circumstances into account, if AGENCY may reassign an employee or agent to another OUSD site. Prior to the removal or change of any AGENCY staff member who is a regular part of the after-school program, AGENCY shall inform the Site Administrator with as much notice as possible, and will work with the Site Administrator to ensure a smooth transition in staffing.
- 13.3. **Conflict of Interest.** AGENCY shall abide by and be subject to all applicable OUSD policies, regulations, statutes or other laws regarding conflict of interest. OUSD shall be permitted to hire an officer or employee of AGENCY for OUSD services in connection with or unrelated to this Agreement and AGENCY shall be permitted to hire any officer or employee of OUSD to perform any service by this Agreement, provided that the agreement attached hereto as Exhibit F is fully executed prior to the performance of any services by the officer or employee. AGENCY affirms to the best of his/her/its knowledge, there exists no actual or potential conflict of interest between AGENCY's family, business or financial interest and the services provided under this MOU, and in the event of a change in either private interest or services under this MOU, any question regarding possible conflict of interest which may arise as a result of such change will be brought to OUSD's attention in writing.
- 13.4. **Drug-Free / Smoke-Free Policy.** AGENCY understands that OUSD does not permit drugs, alcohol, and/or smoking at any time in any buildings and/or grounds on OUSD property. AGENCY agrees to adhere to this policy for its students, staff, visitors, employees, and or subcontractors.
- 13.5. **Non-Discrimination.** Consistent with the policy of OUSD and California and Federal laws, AGENCY shall not engage in unlawful discrimination of students on the basis of actual or perceived physical or mental disability, medical condition, sex, gender, gender identity, gender expression, nationality, race, or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the California Penal Code. Consistent with the policy of OUSD in connection with all work performed under Contracts, AGENCY shall not engage in unlawful discrimination in employment on the basis of actual or perceived race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex or sexual orientation. AGENCY agrees to comply with applicable Federal and California laws including, but not limited to, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, Title IX and the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and OUSD policy. In addition, AGENCY agrees to require like compliance by all its subcontractor(s).

13.6. Bullying; Sexual Harassment. The District's Board of Education recognizes the harmful effects of bullying and sexual harassment on student learning, school attendance, and participation in after-school programs. In order to have safe environments that protect students from physical and emotional harm, AGENCY shall establish student safety as a high priority and shall not tolerate sexual harassment or bullying of any student. AGENCY shall adopt a policy expressly against harassment, sexual harassment, intimidation, and bullying and ensure related training on prevention and response is accordingly provided for all AGENCY employees and agents. AGENCY employees shall undergo training around appropriate interactions with students in child development setting.

13.7. Restorative Justice (RJ) and Positive Behavioral Interventions and Supports (PBIS). As a part of the District's commitment to eliminate disproportionality in discipline affecting African American male students, the District has initiated Restorative Justice and PBIS programs at many school sites. AGENCY is encouraged to learn more about these programs at school sites and work with District Staff to implement programs in the after-school programs that support a positive school climate.

14. Indemnification. AGENCY shall indemnify, hold harmless and defend OUSD and each of its officers, officials, employees, volunteers, and agents from any loss, liability, audit fines, assessments, penalties, forfeitures, costs, and damages (whether in contract, tort or strict liability, including but not limited to personal injury, death at any time and property damage) incurred by OUSD, AGENCY or any other person and from any claims, demands, and actions in law or equity (including attorney's fees and litigation expenses), arising or alleged to have arisen directly or indirectly out of performance of this MOU. AGENCY's obligations under the preceding sentence shall apply jointly and severally regardless of whether OUSD or any of its officers, officials, employees, volunteers, or agents are actively or passively negligent, but shall not apply to any loss or liability, fines, penalties, forfeitures, costs or damages caused solely by the active negligence or by the willful misconduct of OUSD. If AGENCY should subcontract all or any portion of the work or activities to be performed under this MOU, AGENCY shall require each subcontractor to indemnify, hold harmless and defend OUSD, its officers, officials, employees, volunteers, or agents in accordance with the terms of the preceding paragraph.

15. Insurance. Throughout the life of the MOU, AGENCY shall pay for and maintain in full force and effect with an insurance company(s) admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A/VII" in Best Insurance Rating Guide, the following policies of insurance and shall require each subcontractor to do the same:

15.1. Commercial General Liability insurance which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance with combined single limits of not less than \$1,000,000 per occurrence / \$2,000,000 aggregate.

15.2. Worker's Compensation insurance, as required by the California Labor Code, with not less than the statutory limits.

15.3. Property and Fire insurance shall provide to protect: Real Property, against risk of direct loss, commonly known as Special Form and Fire Legal Liability, to protect against liability for portions of premises leased or rented; Business Personal Property, to protect on a Broad Form, named peril bases, for all furniture, equipment, and supplies of AGENCY. If any OUSD property is leased, rented, or borrowed, it shall also be ensured the same as real property.

The above policies of insurance shall be written on forms acceptable to the Risk Manager of OUSD and endorsed to name the OUSD, its officers, employees, volunteers or agents, as additional insured. Said Additional Insured endorsement shall be provided to OUSD upon AGENCY's execution of this MOU and before work commences under this MOU. If at any time said policies of insurance lapse or become canceled, OUSD may immediately terminate this agreement. The acceptance by OUSD of the above-

required insurance does not serve to limit the liability or responsibility of the insurer or AGENCY to OUSD. (Exhibit D).

16. **Legal Notices.** All legal notices provided for under this MOU shall be sent via email to the email address set forth below, or personally delivered during normal business hours, or sent by U.S. Mail (certified, return receipt requested) with postage prepaid to the other PARTY at the address set forth below.

OUSD

Name: Martha Pena
Site/Dept: 922/Community Schools & Student Services
Address: 1000 Broadway, Suite 150
City, ST Zip: Oakland, CA 94607
Phone: 510-879-2457
Email: martha.pena@ousd.org

AGENCY

Name: David Becerra
Title: Program Director
Address: 211 Ebbetts Pass Road
City, ST Zip: Vallejo, CA 94589
Phone: 510-500-5402
Email: david@lovelearnsuccess.org

Notice shall be effective when received if personally served or emailed or, if mailed, three days after mailing. Either PARTY must give written notice of a change of mailing address or email.

17. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
18. **Counterparts.** This MOU and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
19. **Program Books and Supplies.** Supplies can be purchased by OUSD and by the Lead Agency. A Lead Agency cannot exceed \$2,500 in supply purchases. Supplies to be used in both the school day and after-school program must be jointly funded, with a maximum of 50% applied to ASES/21st. All supplies purchased with grant funding are and remain the property of OUSD and must remain at the site.
20. **Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion:** The District certifies to the best of its knowledge and belief, that it and its principals: Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency according to Federal Acquisition Regulation Subpart 9.4, and by signing this contract, verifies that this vendor does not appear on the Excluded Parties List. <https://www.sam.gov/>

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On behalf of our respective institutions or organizations, we hereby execute this Memorandum of Understanding.

OAKLAND UNIFIED SCHOOL DISTRICT

850-44 6/30/2022
Date
 President, Board of Education
 State Administrator
 Superintendent

Officer 6/30/2022
Date
Secretary,
Board of Education

DocuSigned by:
Andrea Bustamante 5/31/2022
Date
Executive Director
Community Schools and Student Services Dept.

DocuSigned by:
Sandra Aguilera 5/31/2022
Date
Chief Academic Officer
Continuous School Improvement

AGENCY

DocuSigned by:
David Becerra 5/31/2022
Date
Agency Signature

David Becerra, Program Director
Print Name, Title

Attachments:

- **Exhibit A.** School Site List and Annual Grant Amounts
- **Exhibit B.** Scope of Work Template and Budget Tool Template
- **Exhibit C.** Procedure for Invoicing & Attendance
- **Exhibit D.** Certificates of Insurance
- **Exhibit E.** Statement of Qualifications
- **Exhibit F.** Agreement to Allow Distinct and Separate Employment by OUSD and AGENCY

Legislative File ID: 22-1492

MOU template approved by OUSD Office of the General Counsel May 2022

Exhibit A
 Schools Sites Supported Under this Agreement and Annual Grant Amounts
 After School Programs (Not Summer School)

After-School Sites:

School Site Name:	Projected After-School Enrollment Numbers:	Projected Three Year Grant:
Melrose Leadership Academy	131	\$1,105,451.00
	Total:	\$1,105,451.00

Exhibit B

Blank Template of PPT and Budget Tool

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22-23 OUSD Expanded Learning Programs -After-School Program

ELEMENTARY/MIDDLE & HIGH SCHOOLS - 2022-2023

ASES, 21st Century, and ELO-P After-School Program Plan

@

SECTION 1: SCHOOL SITE AND AFTER-SCHOOL PROGRAM INFORMATION			
School Site Name: <input style="width: 100%;" type="text"/>	School Type: <ul style="list-style-type: none"> <input type="checkbox"/> Elementary (TK-5) <input type="checkbox"/> Elementary/Middle (TK-8) <input type="checkbox"/> Middle (6-8) <input type="checkbox"/> High School (9-12) <input type="checkbox"/> - Alternative High School <input type="checkbox"/> - Continuation High School <input type="checkbox"/> - Comprehensive High School 		
CDS Code: <i>(This is a 14-digit code, search here)</i>		Expanded Learning Lead Agency:	
Principal Name:		Principal Signature and date:	
Lead Agency Signatory Name:		Lead Agency Signature and date:	
Executive Director, Community Schools & Student Services:		Executive Director, CSSS Signature and date:	

SECTION 2: PROGRAM OPERATIONS	
Average Daily Attendance, Program Dates, Minimum Days & Enrollment	
To be compliant with grant requirements, the after-school program must commence immediately upon the conclusion of the regular day, operate a minimum of 15 hours/week, and be open until at least 6:00 pm on every school day for elementary and middle schools (EC 8483). Programs are required to operate all 180 days of the school year. Programs must begin to operate on the first day of school and run until the last day of school.	
Projected daily attendance for 2022-2023 school year program.	
Program Operations for the 2022-2023 school year. First Day: August 8, 2022 Last Day: May 25, 2023	
UPDATED ED CODE:	Per CDE Education Code Section 8483.7(c) allows programs to closed for a maximum of 3 days during a calendar year (not a school year) for staff development. Families and school site personnel must be notified of these program closure dates in advance, and the lead agency must maintain and upload documentation of professional development activities offered on these dates, including training agenda and staff sign-in sheets. This should be uploaded no later than 5 business days after the closure day.
Identify the three days (if any) your program plans to close this year for PD. The program must be open all other days of the school year. (Updates for any date changes are due September 2022).	
1st: <input style="width: 100%;" type="text"/>	2nd: <input style="width: 100%;" type="text"/>
3rd: <input style="width: 100%;" type="text"/>	
Minimum Days. When a school holds minimum days, the after-school program is required to begin as soon as the school day ends, and execute programming until 6:00 pm. Minimum days have a significant impact on after-school staff and budget. Thus, during the program planning process, school leadership and the lead agency partner must discuss the anticipated number of minimum days for the program year, and discuss shared resources to fund minimum day programming. There is an expectation already established for the 36 weekly minimum days, however, if the school is planning on more than these and 10 extra days for report card conferencing you should discuss how the staffing fees for these extra days will be funded in partnership with the school day.	
Projected Number of Minimum Days for School Year 2022-2023: <input style="width: 100%;" type="text"/>	
Please note that the grants from CDE do not increase funding for minimum days. If the school adds additional minimum days beyond the projected number above, the school-site should help identify additional funds to support these additional hours of programs?	

SECTION 3a: PROGRAM MODEL. Average Daily Attendance, Program Dates, Minimum Days & Enrollment

Which of the following program models will your site operate as for 2022-2023? [\(If you choose Extended Day, please explain why using this link.\)](#)

Program Model:	Please only select ONE of the options below
	<input type="checkbox"/> Traditional After-school <input type="checkbox"/> Extended Program <input type="checkbox"/> Blended/Hybrid

<p>Traditional After-School: Voluntary program, open to all students, with enrollment priorities targeting certain students.</p> <p>Extended Day Program: After-school-program classes offered to an entire group of students from targeted grades and/or for all students of the school after the end of the regular bell schedule. (Note: extended day classes must not appear on the school bell schedule)</p> <p>Blended/Hybrid: A combination of some extended day and some traditional after-school programming. (If you are conducting a blended/hybrid program, please use the section below to explain your program model type.)</p>	<p style="text-align: center;">Which grade levels will be served by this program?</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 80%;">TK</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>K</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>1</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>2</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>3</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>4</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>5</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>6</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>7</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>8</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>9</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>10</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>11</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>12</td><td style="text-align: center;"><input type="checkbox"/></td></tr> </table>	TK	<input type="checkbox"/>	K	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	11	<input type="checkbox"/>	12	<input type="checkbox"/>
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12	<input type="checkbox"/>																												

ENROLLMENT PROCESS & TIMELINE

Instructions:

Please navigate to the folder for your school. Once inside the folder, click the pencil button in the top right corner. After the dropdown list appears, select 'Upload or Import'. Next, click on the drag or browse window and upload the Enrollment Timeline file. Please name your file in this format: SchoolName_EnrollmentTimeline

Please check the box below after completing the above instructions

Enrollment Timeline has been uploaded to the Program Plan folder

Important dates to include in your timeline

April - June: Spring enrollment for 2022-2023 programs.
 Families will be notified of 2022-2023 after-school enrollment before the **last day of school, May 27, 2022.**
 After-school programs begin on the **first day of school** when enrollment is at a minimum 75% capacity.

August - September: new school year enrollment of families for remaining program slots.
 The remaining program slots will be filled by **September 30, 2022**, except for slots reserved for transitional students (i.e., Homeless, foster youth; Newcomers) entering the program for the first time and/or mid-year
 All programs must maintain **waitlists** for grades 7-12 after program slots are filled. There should be no waitlists for grades

TK-6 as funding is provided through ELO-P to eliminate waitlists for those grades. CDE and OUSD have established district-wide guidelines for Target Population and Enrollment in ASES and 21st Century After School Programs. With these guidelines, each school will create a site-specific After School Enrollment Policy that will be made public to the school community. Make sure to include a description of 1-3 enrollment priorities that will be made public and why.

****This may look different for High School and Continuation schools based on alternative schedules and intercession. Please include the items above that are applicable to your schedule and recruitment process. Describe how your school will identify and recruit students beginning of Spring 2022. Indicate how families will be notified of 2022-2023 enrollment before the last day of school.**

SECTION 3b: GOLDEN TICKET
<p>Who can receive the Golden Ticket?</p> <p>Per federal statute, California Education Code and Oakland Unified School District policy, any students identified by the OUSD Transitional Student and Family Unit can receive a <i>Golden Ticket</i>. Transitional students are by definition:</p> <ul style="list-style-type: none"> - Any OUSD student who is a homeless youth, as defined by the federal *McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 1143a), who is in foster care, or is designated as an unaccompanied minor. - Any OUSD student who identifies as a newcomer, refugee or as an asylee. *Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. § 11431 et seq.) <ul style="list-style-type: none"> - Establishes the definition of homeless used by schools - Ensures that children and youth experiencing homelessness have immediate and equal access to public education - Provides for educational access, stability, and support to promote school success - Needed to address the unique barriers faced by many homeless students

SECTION 4: PROGRAM COMPONENTS (The descriptions below should reflect site's specific needs)	
<p>CDE requires that programs must provide a safe environment and include an educational component that provides tutoring and/or homework assistance; and an educational enrichment component, which may include, but not limited to STEAM, recreation, prevention and other Social Emotional Learning (SEL) activities (EC Section 8482.6); and provide opportunities for physical activity. (EC Section 8483.3[c][7]) <u>The description below should reflect site-specific needs.</u></p>	
<input type="checkbox"/> I am aware of and will implement the required educational component listed above.	
<p>Educational and Literacy Component that includes tutoring/homework assistance in the core subject (language arts, math, history/social science etc) Make sure to include how you will integrate SIPPS (k-5) and/or Reading with Relevance (6-12).</p>	<p>Describe how the after-school program will provide the educational & literacy component.</p>

Respond Below:

<p>Homework assistance in the core subjects (language arts, math, history /social science, etc.)</p>
<p>How are students building academic skills? How is social-emotional academic development being integrated? (Include specific strategies for creating a safe & supporting environment through encouragement and active engaged learning.)</p>

Respond Below:

Educational Enrichment Component that offers students engaging activities in a variety of areas (fine arts, career technical education, presentation, etc.)

How does the expanded learning program choose which educational enrichment activities are offered? (Include specific strategies designed to foster [skill-building](#), [youth voice and leadership](#) and [diversity, access and equity](#).)

Respond Below:

Physical Activity is other than recess that is structured and supervised with a warm-up, structured physical activities, and a cool down. (This should happen for all students in the program.)

Please check here if you want to partner with Oakland Athletic League to provide organized sports in the **elementary** program.

CDE expects **Elementary** programs to offer 30-60 minutes of developmentally appropriate, **daily physical activity** (to help meet CDE recommendation of 60 daily minutes of moderate to vigorous physical activity for youth) **This is not 'free play' or recess.** (We understand Middle and High will vary based on sports programs and scheduling. Please explain how the after-school program will address physical activity in your program, including type, frequency, and target population. All students should have the opportunity for physical activity).

- Plan and evaluate (review fitness test results, track minutes, etc.)
- Include a variety of activities throughout the year

Describe how the after-school program will provide [structured physical activity](#) for all participants. (Include specific strategies to promote [healthy choices and behaviors](#).)

Respond Below:

Family Engagement/Literacy Component that includes literacy activities and other educational services that engage adult family members of students.

Describe how the expanded learning program provides opportunities to promote literacy and/or other educational services to adult family members of students?

Respond Below:

1. Complete the program schedule form or upload your program schedule.

a. **Make sure your program schedule includes:**

- i. **Any before care offered for TK- 6th grade**
- ii. **Class/Activity title i.e. African Dance, not just enrichment**
- iii. **Day and time offered**

b. Complete this form to design the program component [attached template](#) to describe program components then link them into this document. Program component description link: linked to the [spreadsheet](#) create a drop-box option (a) CDE--academic, enrichment, physical activity "use the same title".

**In the fall, sites are required to resubmit updated program schedules. This schedule should be clearly aligned with the supports identified in section 4.*

Academic Alignment with School Day and [District Priorities](#)

Please provide a short narrative that identifies how the expanded learning program will support school goals aligned with district student learning goals in the appropriate grade level box below.

- Collaborate with the school site administrator and consult the School Site Plan to align with the school day.
- Consult the descriptions below for the District's priorities for elementary, middle, and high school.

[OUSD Student Learning Goals:](#)

- 1- All students build **relationships** to feel connected and engaged in learning
- 2- All students continuously grow towards meeting or exceeding standards in **English Language Arts**
- 3- All students continuously grow towards meeting or exceeding standards in **Math**
- 4- English Learner students continuously develop their language, reaching **English Fluency** in 6 years or less
- 5- All students grow a year or more in **Reading** each year
- 6- All Students graduate college-, career-, and community-ready

How will the expanded learning program further these OUSD Learning Goals? (Choose 2-3 to focus on for the 2022-23 School Year)

Respond Below:

SECTION 5: CONTINUOUS QUALITY IMPROVEMENT (Alignment with CDE and OUSD)

To increase the effectiveness of a program, it is critical to engage in an ongoing continuous cycle of assessment, planning, and improvement. While the process should be carried out at the site level, documentation of this process should be submitted by the grantee.

This cycle of improvement revolves around twelve critical standards—the [Quality Standards for Expanded Learning in California](#)—which were developed in partnership between the California Department of Education's (CDE) After School Division and the California Afterschool Network (CAN) Quality Committee.

POINTS OF SERVICE Quality Standards & PROGRAMMATIC Quality Standards

Fill out this [Google Form](#) to identify where your program is with's quality standards. [Google Form](#)

Resources:

- [Definitions: CDE Quality Standards](#)
- [Unpacked: CDE Quality Standards & CQI Spectrum](#)
- [Scoring Key: CDE Quality Standards & CQI Process](#)

PROGRAM SELF-ASSESSMENT TRUTH * HOPE * CHANGE * CURIOSITY (TH3C)

Indicate which stakeholders who participated in the Program Self-Assessment in 2021-2022

- | | | |
|---|--|--|
| <input type="checkbox"/> Internal evaluator | <input type="checkbox"/> External evaluator | <input type="checkbox"/> School administrator |
| <input type="checkbox"/> District administrator | <input type="checkbox"/> Certificated staff | <input type="checkbox"/> Classified staff |
| <input type="checkbox"/> Program director | <input type="checkbox"/> Site coordinator | <input type="checkbox"/> Site-level/line staff |
| <input type="checkbox"/> Parents/guardians | <input type="checkbox"/> Students | <input type="checkbox"/> Community partners |
| <input type="checkbox"/> Advisory group | <input type="checkbox"/> Other stakeholders: | |

TRUTH

What is currently happening in the program? Use data to identify the truth about 1-2 self-selected aspects of the program.

[Please use this template to help you identify your truth.](#)

Respond Below:

HOPE

Given what was shared in the **Truth** section, what is the vision for the program as identified by students, families, parents, staff, and site support team?

Respond Below:

CHANGE

What shifts are needed to realize the **Hope** identified above and what steps are needed to make those shifts happen? (ie: Program components, leadership, organizational management, or fiscal)

Respond Below:

CURIOSITY

What questions or inquiries need consideration when exploring the "shifts"? What supports or resources are needed to make the "shifts" happen?

Respond Below:

CELEBRATE

In terms of the current school year, what are some grows or glows (ie. small or big wins) that happened for the program?

Respond Below:

Section 6: The Expanded Learning Opportunities Program (ELO-P) provides funding for after-school and summer school enrichment programs for transitional kindergarten through sixth grade.

*****High school programs do not need to complete this section.*****

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. The Legislature intends that expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.

ELO-Program Elements:

- Offer 9 Hours of Programming (School day hours count toward the 9 hours)
- Support TK-6th
- 175 school days & 30 days intersessions
- TK/K staff ratio 10:1
- Must offer the program to all students
- Parallel ASES Compliance Reporting
- Support [LCAP Goals](#)
- Support Unduplicated Students (UDS) - [CDE Definition](#) of UDS.
 - 2021-2022 School [Site UDS numbers](#)
- ELO-P funding **can not** be used to provide school day supports

Expanded Learning Priorities

- Offer Expanded Learning Programming to TK-K students
- Offer Expanded Learning Programming to **ALL** students (Prioritize targeted students - foster youth, unhoused, newcomer, etc)
- Integrated Academic and Enrichment based Summer Learning programming

TK - Kinder Programming (10:1 student to Staff Ratio) - \$3,500/per student/per year

Please Indicate below which partner will support TK-K After-School Care:

- Expanded Learning Provider
 OUSD School Staff
 Early Childhood Staff

Program Information:

# Students Served by ExLO Provider (Minimum of 10 students)	X	\$3,500	Total:	\$0.00
# Students Served by OUSD/ ECE staff	(OUSD staff paid based upon the current ET/OT contracted amount)			
# Additional Staff				
If a staff has been identified, please add their name(s):				
# Additional Facilities (classrooms)				

Expanded Learning Program Hours: _____ Start Time: _____
 End Time: _____

List Activities Below:

Please briefly describe which LCAP Goal(s) this program will support: [LCAP Metrics.](#)

Provide Expanded Learning Opportunities for ALL unduplicated students - (20:1 student to Staff Ratio) - \$10.18/per child/per day

Please Indicate below which staff or partner will support increasing student enrollment:

- Expanded Learning Provider
 OUSD School Staff

Program Information:

# Students on the waitlist (not funded through ASES or 21st CCLC)	x (\$10.18) x (180/days)	Total:	\$0.00
---	--------------------------	--------	--------

List Activities Below:

<input type="checkbox"/> Before School Care <input type="checkbox"/> OAL Sports <input type="checkbox"/> RJ Program <input type="checkbox"/>	<input type="checkbox"/> Other:
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Please briefly describe which LCAP Goal(s) this program will support: [LCAP Metrics.](#)

Total ELO-P Funding	
\$0.00	TK-K Expanded Learning Programs
\$0.00	Access to Expanded Learning Programs for ALL
\$0.00	Total Services

Total Additional students (non ASES/21st)	
	Total TK-K
	Total Additional Students
0	Total Additional Students

SECTION 7: Facilities

(a) Plan with the school site administrator which rooms and outside spaces the expanded learning program will use Monday - Friday from the start of the program to 6. Make sure to include bathrooms and snack areas.

(b) Lead Agency Director, will go into Facilitron website to complete facilities usage requests no later than May 15, 2022. Visit Facilitron website at: www.facilitron.com/dashboard/login

*NOTE: If using the school kitchen during the program, there needs to be an **additional approved Facilitron request**. A Nutritional Services (NS) staff member must supervise the proper use of the kitchen equipment and clean up afterward. Program using the kitchen will need to pay for the NS staff member's time during the kitchen use, similar to custodian services. The staff's hourly rate will determine the rate of pay.

Indoors (specify room numbers and space names)			Outdoors		
Room Number & Name of Space	# of Students	Hours to be used	Room Number & Name of Space	# of Students	Hours to be used

In addition, choose up to 5 other dates the program will use space outside of normal program hours. This includes any Saturdays or intercession activities. Please specify which space will be needed (IE: showcases, events and family engagement). Be advised any additional dates/spaces used outside of these dates, the lead agency will be responsible for facilities cost.

Name of Event	Potential Date	Number of Students	Hours of Use/Room Numbers

SECTION 8a: PROGRAM FEES

Will this expanded learning program charge program fees for 2022-2023 Yes No

If, "YES, program fees will be charged," please complete the following assurances. Both the Principal and Lead Agency boxes must be initialed.

Principal	Lead Agency	ASSURANCES
		Our program will not turn away any eligible students from program participation due to the inability to pay program fees. We understand that the California Education Code prohibits program fees from being a barrier to program participation
		Our program will communicate in writing and verbally to parents/guardians that an eligible child will not be turned away from program participation due to the inability to pay. Per CDE, our programs will communicate in writing and publically to parents/guardians program fee expectations in language parents can understand. This should be included in your enrollment applications, posted in your school (publicly accessible), parent handbooks and any marketing materials. Ensure that all documentation is accessible to families. This means they should be translated into the major languages used by the families in your school.
		Our program will publicize the program fee structure in written program materials for school leaders, parents/guardians, and/or community members (i.e. communication letter, meetings agenda, etc.).
		Our program shall not charge a fee to a family for a child if the program once notified that the child is a homeless youth , as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 1143.a), or for a child who the program knows is in foster care . Fees can not be charged to any unduplicated student.
		Our program will provide receipts to parents/guardians for each payment made.
		The lead agency will manage funds raised by program fees according to standard accounting practices and will provide quarterly Income Statements to the Principal and OUSD Expanded Learning Office detailing the amount collected from program fees and expenditures. This will be turned in quarterly.
		The Use of Fees: Any fees collected by programs shall be used for program activities, services for students, and program administrative costs. CDE guidance calls for all programs to "keep accurate records of fees collected, and fees should be tracked separately from the grant funds received." Keep documents in the event of an annual financial audit and/or Federal Program Monitoring (FPM). Families who receive free and reduced lunch should be prioritized for no cost program admission.

SECTION 8b: PROGRAM FEES (Continued)

Describe how the school/program plans to collect program fees and who will be exempt from paying fees or receiving a reduced fee?

Describe how all fees collected will be used for expanded learning programming.

Describe how fees will be communicated to school leaders/school community.

Instructions:

Please navigate to the folder for the school. Once inside the folder, click the pencil button in the top right corner. After the dropdown list appears, select 'Upload or Import'. Next, click on the drag or browse window and upload your Enrollment Timeline file. Please name your file in this format: SchoolName_DocumentName

Please check the box below after completing the above instructions

A copy of written evidence of the program fee materials/process (i.e. parent letters, parent handbook, etc. meeting with agenda/minutes) has been uploaded into the Program Plans folder

OUSD EXPANDED LEARNING PROGRAMS

Partner Assurances & Agreements 2022–2023

<u>School Site</u>	
<u>Lead Agency</u>	<u>Date</u>
<u>Name of Expanded Learning Program</u>	<u>Expanded Learning Site Coordinator Name (if known at this time)</u>

Expanded Learning Safety and Emergency Planning

1. The 2022-2023 Comprehensive School Site Safety Plan includes the **Expanded Learning Emergency Plan**. The Site Administrator and the Expanded Learning Program (ExLO) Site Coordinator will update the Expanded Learning Emergency Plan annually by discussing and aligning plans and procedures for after school and school day safety, including emergency preparedness and crisis response.

Indicate all actions that will occur to ensure after school program safety and alignment with school day procedures for emergency preparedness and emergency response:

<input type="checkbox"/>	The Site Administrator and ExLO Site Coordinator will meet at beginning of the school year to update the Expanded Learning Emergency Plan collaboratively.
<input type="checkbox"/>	Site will share the Comprehensive School Site Safety Plan with an expanded learning partner.
<input type="checkbox"/>	School day and expanded learning programs will coordinate emergency drill schedules & procedures (ie. earthquake, fire, and lockdown drills).
<input type="checkbox"/>	Expanded learning staff will participate in site-level faculty safety trainings.
<input type="checkbox"/>	School will provide expanded learning staff with access to disaster supplies and other resources in case there is an emergency after school.
<input type="checkbox"/>	Site Administrator and ExLO Site Coordinator will meet regularly to review expanded learning incidences and update safety plans as needed.
<input type="checkbox"/>	The completed Expanded Learning Emergency Plan will be submitted to the Expanded Learning Programs Office by 10/1/22.
<input type="checkbox"/>	Other:

2. List the training and resources the school will provide after school staff on safety procedures, including lockdown procedures and communication protocols for crisis response.

3. Principal and Site Coordinator have reviewed the OUSD Expanded Learning Emergency/Crisis 1st Level Response Notification Protocol and understand expectations regarding communication and incident reporting when an issue involving after school safety

Yes
No

Facility Keys

It is critical that the Expanded Learning Coordinator has access to facility keys in order to ensure safety after school should a lockdown or lockout be needed. Will the expanded learning Program **have access to facility keys** for all areas where expanded learning programming occurs?

Yes No

If no, indicate how the school campus will be secured if a crisis should occur during after school hours and if lockdown is necessary:

Culture Keeper Staffing

Check One:

- Site will utilize expanded learning and/or school day funds to pay Extra-time/Over-time (ET/OT) for an ExLO Culture Keeper.
- Site does not need a Culture Keeper,
- Site does not have the resources to fund an ExLO Culture Keeper.

2022-23 AFTER SCHOOL BUDGET PLANNING SPREADSHEET

Site Name:		ASES		21CCCLC Core		21CCCLC Equitable Access		ELOP		OFCY Match Funds	Program Fees (if applicable)	Other School Site Funds	Other Lead Agency Funds
Site #:		Resource 6010, Program 1553		Resource 4214, Program		Resource 4124, Program		Resource 2600, Program 1553					
Average # of students to be served daily (ADA):	0	% OUSD	% Lead Agency	% OUSD	% Lead Agency	% OUSD	% Lead Agency	% OUSD	% Lead Agency	% OUSD	% Lead Agency	% OUSD	% Lead Agency
TOTAL GRANT AWARD		0.00		0.00		0.00		0.00				0.00	0.00
CENTRAL COSTS: INDIRECT, ADMIN, EVAL, PD, CUSTODIAL,													
	OUSD Indirect (5.00%)	0.00		0.00		0.00		0.00					
	OUSD ASPO admin, evaluation, and training/technical assistance costs	0.00		0.00		0.00		0.00					
	Custodial Staffing and Supplies at 3.5%	0.00		0.00		0.00		0.00					
TOTAL SITE ALLOCATION		0.00		0.00		0.00		0.00					
CERTIFICATED PERSONNEL													
1120	Quality Support Coach/Academic Liaison	0.00		0.00		0.00		0.00				0.00	
1120	Certificated Teacher Extended Contracts- math or ELA academic intervention (required for MS)	0.00		0.00		0.00		0.00				0.00	
1120	Certificated Teacher Extended Contracts- ELL supports												
1120	Certificated Teacher Extended Contracts- math or ELA academic											0.00	
Total certificated		0.00		0.00		0.00		0.00		0.00	0.00	0.00	0.00
CLASSIFIED PERSONNEL													
2205	Site Coordinator (list here, if district employee)	0.00	0.00									0.00	0.00
2220	SSO (optional)	0.00		0.00		0.00		0.00				0.00	
		0.00											
		0.00											
Total classified		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
BENEFITS													
3000's	Employee Benefits for Certificated Teachers on Extended Contract (benefits at 24.5%)	0.00		0.00		0.00		0.00					
3000's	Employee Benefits for Classified Staff on Extra Time/Overtime (benefits at 28%)	0.00		0.00		0.00		0.00					

Exhibit C (1)



PROCEDURE FOR INVOICING & ATTENDANCE
Oakland Unified School District
Comprehensive After School Programs

The following procedures are required in submitting invoices that utilize ELO-P, 21st Century and/or ASES funding:

- ◆ All ELO-P, 21st Century and/or ASES attendances and invoices must be submitted via the OUSD/Expanded Learning Salesforce Community.
- ◆ All invoices must be generated on your organization's letterhead. This applies to both agency and individual contractors.
- ◆ All attendance must be entered into Aeries Student Information System and all copies of sign-in/sign-out sheets must be uploaded into the site's deliverable Google folder.
- ◆ To maintain invoicing consistency so that all necessary information is included, please use the attached invoicing format. Simply cut and paste the format onto your organization's letterhead. Please utilize the sample invoice as a guide. All of the information in the top section of the invoice template **MUST** be completed in order to process for payment. Also, in the body of the template, a detailed breakdown of charges must be provided, including a number of hours worked and the hourly rate. **Failure to fully complete an invoice according to these specifications may result in a delay of payment.**
- ◆ All invoices should cover only one calendar month, i.e. the 1st through the 30th or 31st.
- ◆ Contractor, Agency, Site Coordinator, and Principal signatures must be secured prior to submission of invoices to the After School Programs Office. All of these signatures must be originals.
- ◆ Invoices and attendance for the month are due in the After School Programs Office no later than 5:00 p.m. on the 10th of the following month.
- ◆ **Invoices should be accompanied by one Invoicing and Staff Qualifications form per school site.**

If there are any questions regarding the invoicing process, please contact our office at (510) 879-2888.



PROCEDURES for PAID INSERVICE/EXTENDED CONTRACTS and TIME SHEETS OUSD CERTIFICATED TEACHERS

The following procedures are required in submitting fiscal forms for Paid In-service/Extended Time for OUSD employees utilizing the 21st Century and/or ASES funding:

Paying OUSD Certificated Employees (Teachers)

- ◆ Extended Contract teachers should submit a “Request for Extended Contract” form to After School Programs Office IN ADVANCE to approve all projected work to be completed, using appropriate Budget Org Key (Object Code usually -1120 or -1122)
- ◆ Have Employee sign Extended Contract & ALL Time Sheets
- ◆ Have Principal approve and sign Extended Contract & ALL Time Sheets
- ◆ Please be sure to submit ORIGINALS of all documents
- ◆ Please use only ONE SIDED Time Sheets
- ◆ Deliver to OUSD After School Programs Office — All ELO-P, 21st Century and/or ASES Extended Contracts and Time Sheets must be submitted to the OUSD After School Programs Office in order to be processed and paid. We are located at 1000 Broadway, Suite 150.
- ◆ **Union Contract rate for teachers on extended contracts is \$38.50/hr.**
- ◆ Once the Extended Contract has been submitted and approved, only timesheets are required to be submitted for subsequent payments.
- ◆ Timesheets should be submitted to the After School Programs Office no later than the last working day of any month for payment at the end of the following month.

If there are any questions regarding these documents or procedures, please contact our office at (510) 879-2888.

Exhibit C (3)



**PROCEDURES for EXTENDED TIME and/or OVERTIME FORMS (ET/OT)
for OUSD CLASSIFIED EMPLOYEES**

The following procedures are required in submitting fiscal forms for Extended Time and/or Overtime (ET/OT) for OUSD classified employees utilizing ELO-P, 21st Century and/or ASES funding:

Paying OUSD Classified Employees (SSOs, Custodians, Instructional Aides, etc.)

- ◆ Complete Informed K-12 OUSD ET/OT Form
- ◆ All Custodial ET/OT forms must be submitted to Custodial Services at 900 High Street.
- ◆ All Culture Keeper ET/OT forms must be submitted electronically to Culture Keeper Coordinator
- ◆ Any other ET/OT forms for 21st Century and ASES classified staff must be routed to school Principal, who should then route to After School Program Office. ET/OT forms must be delivered to the After School Programs Office no later than each classified payday for payment on the following payday.
- ◆ *Rate varies depending on employee's hourly rate*

If there are any questions regarding these documents and procedures, please contact our office at (510) 879-2888.

Exhibit D

Certificates of Insurance and Additional Insured Endorsement

INSERT HERE



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

12/10/2021

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Diablo Valley Insurance Agency, Inc. 185 Lennon Lane, Suite 200 Walnut Creek, CA 94598 License #: 0C26181	CONTACT NAME: Ron Garcia	FAX (A/C. No.): (925)210-1818	
	PHONE (A/C. No. Ext): (925)210-1717	E-MAIL ADDRESS: ron@diablovalleyinsurance.com	
INSURED Love Learn Success, Inc 211 Ebbetts Pass Rd Vallejo, CA 94589	INSURER(S) AFFORDING COVERAGE		NAIC #
	INSURER A : Nonprofits' Ins Alliance of Ca		NIAC
	INSURER B :		
	INSURER C :		
	INSURER D :		
	INSURER E :		

COVERAGES

CERTIFICATE NUMBER: 00003866-38103

REVISION NUMBER: 17

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input checked="" type="checkbox"/> LOC OTHER:	Y		2021-49676	11/21/2021	11/21/2022	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 500,000 MED EXP (Any one person) \$ 20,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 3,000,000
A	<input type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS NON-OWNED AUTOS ONLY			2021-49676	11/21/2021	11/21/2022	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB EXCESS LIAB <input type="checkbox"/> DED <input type="checkbox"/> RETENTION \$ <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS-MADE			2021-49676-UMB	11/21/2021	11/21/2022	EACH OCCURRENCE \$ 1,000,000 AGGREGATE \$ 1,000,000
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> A				PER STATUTE <input type="checkbox"/> OTH-ER <input type="checkbox"/> E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$
A	Imp Sexual Conduct			2021-49676	11/21/2021	11/21/2022	Aggregate 3,000,000
A	Professional			2021-49676	11/21/2021	11/21/2022	Aggregate 3,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

The certificate holder named below is added as an additional insured under the General Liability Policy but only as their interest may appear as respects to the above named insured's use of premises per blanket forms NIAC E61(02-19) and (CG 20 11 12 19) attached.

CERTIFICATE HOLDER

OAKLAND UNIFIED SCHOOL DISTRICT
RISK MANAGEMENT
1000 BROADWAY SUITE 440
OAKLAND, CA 94607

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

(RDG)

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THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED – MANAGERS OR LESSORS OF PREMISES

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Designation Of Premises (Part Leased To You):
Name Of Person(s) Or Organization(s) (Additional Insured): Any person or organization acting as a manager or lessor of a covered premises that you are required to name as an additional insured on this policy, under a written contract, lease or agreement currently in effect, or becoming effective during the term of this policy.
Additional Premium: Included
Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

A. Section II – Who Is An Insured is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability arising out of the ownership, maintenance or use of that part of the premises leased to you and shown in the Schedule and subject to the following additional exclusions:

This insurance does not apply to:

1. Any "occurrence" which takes place after you cease to be a tenant in that premises.
2. Structural alterations, new construction or demolition operations performed by or on behalf of the person(s) or organization(s) shown in the Schedule.

However:

1. The insurance afforded to such additional insured only applies to the extent permitted by law; and

2. If coverage provided to the additional insured is required by a contract or agreement, the insurance afforded to such additional insured will not be broader than that which you are required by the contract or agreement to provide for such additional insured.

B. With respect to the insurance afforded to these additional insureds, the following is added to **Section III – Limits Of Insurance:**

If coverage provided to the additional insured is required by a contract or agreement, the most we will pay on behalf of the additional insured is the amount of insurance:

1. Required by the contract or agreement; or
2. Available under the applicable Limits of Insurance shown in the Declarations; whichever is less.

This endorsement shall not increase the applicable Limits of Insurance shown in the Declarations.

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

**ADDITIONAL INSURED
PRIMARY AND NON-CONTRIBUTORY
ENDORSEMENT FOR PUBLIC ENTITIES**

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Name of Person or Organization:

A. Section II – WHO IS AN INSURED is amended to include:

4. Any public entity as an additional insured, and the officers, officials, employees, agents and/or volunteers of that public entity, as applicable, who may be named in the Schedule above, when you have agreed in a written contract or written agreement presently in effect or becoming effective during the term of this policy, that such public entity and/or its officers, officials, employees, agents and/or volunteers be added as an additional insured(s) on your policy, but only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" caused, in whole or in part, by:

- a. Your negligent acts or omissions; or
- b. The negligent acts or omissions of those acting on your behalf;

in the performance of your ongoing operations.

No such public entity or individual is an additional insured for liability arising out of the sole negligence by that public entity or its designated individuals. The additional insured status will not be afforded with respect to liability arising out of or related to your activities as a real estate manager for that person or organization.

B. Section III – LIMITS OF INSURANCE is amended to include:

8. The limits of insurance applicable to the public entity and applicable individuals identified as an additional insured(s) pursuant to Provision A.4. above, are those specified in the written contract between you and that public entity, or the limits available under this policy, whichever are less. These limits are part of and not in addition to the limits of insurance under this policy.

C. With respect to the insurance provided to the additional insured(s), Condition 4. Other Insurance of SECTION IV – COMMERCIAL GENERAL LIABILITY CONDITIONS is replaced by the following:

4. Other Insurance

a. Primary Insurance

This insurance is primary if you have agreed in a written contract or written agreement:

- (1) That this insurance be primary. If other insurance is also primary, we will share with all that other insurance as described in c. below; or

- (2) The coverage afforded by this insurance is primary and non-contributory with the additional insured(s)' own insurance.

Paragraphs (1) and (2) do not apply to other insurance to which the additional insured(s) has been added as an additional insured or to other insurance described in paragraph **b.** below.

b. Excess Insurance

This insurance is excess over:

1. Any of the other insurance, whether primary, excess, contingent or on any other basis:
 - (a) That is Fire, Extended Coverage, Builder's Risk, Installation Risk or similar coverage for "your work";
 - (b) That is fire, lightning, or explosion insurance for premises rented to you or temporarily occupied by you with permission of the owner;
 - (c) That is insurance purchased by you to cover your liability as a tenant for "property damage" to premises temporarily occupied by you with permission of the owner; or
 - (d) If the loss arises out of the maintenance or use of aircraft, "autos" or watercraft to the extent not subject to Exclusion **g.** of **SECTION I – COVERAGE A – BODILY INJURY AND PROPERTY DAMAGE.**
 - (e) Any other insurance available to an additional insured(s) under this Endorsement covering liability for damages which are subject to this endorsement and for which the additional insured(s) has been added as an additional insured by that other insurance.
- (1) When this insurance is excess, we will have no duty under Coverages **A** or **B** to defend the additional insured(s) against any "suit" if any other insurer has a duty to defend the additional insured(s) against that "suit". If no other insurer defends, we will undertake to do so, but we will be entitled to the additional insured(s)' rights against all those other insurers.
- (2) When this insurance is excess over other insurance, we will pay only our share of the amount of the loss, if any, that exceeds the sum of:
 - (a) The total amount that all such other insurance would pay for the loss in the absence of this insurance; and
 - (b) The total of all deductible and self-insured amounts under all that other insurance.
- (3) We will share the remaining loss, if any, with any other insurance that is not described in this **Excess Insurance** provision and was not bought specifically to apply in excess of the Limits of Insurance shown in the Declarations of this Coverage Part.

c. Methods of Sharing

If all of the other insurance available to the additional insured(s) permits contribution by equal shares, we will follow this method also. Under this approach each insurer contributes equal amounts until it has paid its applicable limit of insurance or none of the loss remains, whichever comes first.

If any other the other insurance available to the additional insured(s) does not permit contribution by equal shares, we will contribute by limits. Under this method, each insurer's share is based on the ratio of its applicable limit of insurance to the total applicable limits of insurance of all insurers.



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
06/09/2021

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Aon Risk Services, Inc of Florida 1001 Brickell Bay Drive, Suite #1100 Miami, FL 33131-4937	CONTACT NAME: Aon Risk Services, Inc of Florida PHONE (A/C, No, Ext): 800-743-8130 FAX (A/C, No): 800-522-7514 EMAIL ADDRESS: ADP_COI.Center@Aon.com <table border="1" style="width:100%;"> <tr> <th style="width:80%;">INSURER(S) AFFORDING COVERAGE</th> <th style="width:20%;">NAIC #</th> </tr> <tr> <td>INSURER A : Allstate Insurance Company</td> <td>19399</td> </tr> <tr> <td>INSURER B :</td> <td></td> </tr> <tr> <td>INSURER C :</td> <td></td> </tr> <tr> <td>INSURER D :</td> <td></td> </tr> <tr> <td>INSURER E :</td> <td></td> </tr> <tr> <td>INSURER F :</td> <td></td> </tr> </table>	INSURER(S) AFFORDING COVERAGE	NAIC #	INSURER A : Allstate Insurance Company	19399	INSURER B :		INSURER C :		INSURER D :		INSURER E :		INSURER F :	
INSURER(S) AFFORDING COVERAGE	NAIC #														
INSURER A : Allstate Insurance Company	19399														
INSURER B :															
INSURER C :															
INSURER D :															
INSURER E :															
INSURER F :															
INSURED ADP TotalSource DE IV, Inc. 10200 Sunset Drive Miami, FL 33173 LCP Love. Learn. Success. 211 Ebbetts Pass Road, Vallejo, CA 94589															

COVERAGES CERTIFICATE NUMBER: 3591019 REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS. **LIMITS SHOWN ARE AS REQUESTED.**

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
							DESCRIPTION	AMOUNT
	<input type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER						EACH OCCURRENCE \$ DAMAGE TO RENTED PREMISES (Ea occurrence) \$ MED EXP (Any one person) \$ PERSONAL & ADV INJURY \$ GENERAL AGGREGATE \$ PRODUCTS - COMP/OP AGG \$ \$	
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS ONLY						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$	
	<input type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DEC <input type="checkbox"/> RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ \$	
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		N/A	WC 038364742 CA	07/01/2021	07/01/2022	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 2,000,000 E.L. DISEASE - EA EMPLOYEE \$ 2,000,000 E.L. DISEASE - POLICY LIMIT \$ 2,000,000	

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101. Additional Remarks Schedule, may be attached if more space is required)
 All worksite employees working for LOVE. LEARN. SUCCESS., paid under ADP TOTALSOURCE, INC's payroll, are covered under the above stated policy.

CERTIFICATE HOLDER Love. Learn. Success. 211 Ebbetts Pass Road Vallejo, CA 94589	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE <i>Aon Risk Services, Inc of Florida</i>
--	--

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 ACORD 25 (2016/03) The ACORD name and logo are registered marks of ACORD

Exhibit E

Statement of Qualifications

INSERT HERE



Join the LLS Family by supporting our after school programs!

A donation to LLS will fight the equity gap by providing access to high quality after school programs for all students.

Your gift will help to ensure the continued excellence of programs devoted to promoting all students' desire for knowledge and lifelong love for learning.



Learning in After School & Summer Principles

All classes are guided by the Learning in Afterschool & Summer (LIAS) project. The LIAS Project promotes the five core learning principles that define LLS after school programs. LLS Curriculum has demonstrated the LIAS principles as activities that should be *Active Collaborative, Meaningful, Supports Mastery, and Expands Horizons*. Each of these principles supports the other and together provide an important framework for Love. Learn. Success. program models. Along with LIAS Principles, curriculum planning includes Multiple Intelligence strategies, Youth Development strategies, and English Language Learner strategies that vary from activity to activity in order to engage all student learners.

DONATE TODAY!

Please visit

www.lovelearnsuccess.org



**After School Programs
2021-2022**

- Cox Academy - Fairmont Elementary
- Ford Elementary - Grant Elementary
- King Elementary - Lake Elementary - Melrose Leadership Academy
- Montalvin Elementary - Peres Elementary
- Urban Montessori Charter School
- Verde Elementary - West County Mandarin School



Every student will love to learn and carry that love to their own success!

Love. Learn. Success.
Vallejo, CA
(800) 810-3110

Our Mission

Love. Learn. Success. (LLS) creates transformative learning experiences for underserved and underrepresented students that lack equitable access to high quality after school programs, a fundamental right, not a privilege. LLS believes that all students should have access to a full curriculum that includes performing arts, visual arts, science, and physical education provided by qualified instructors and specialists. LLS after school programs serve as vessels for new experiences and exposure to the rest of the world because all students have the potential to achieve success regardless of economic status.

Programs

Love. Learn. Success. (LLS) programs are designed to encourage safe, nurturing and educationally enriching alternatives for students in the after school hours. The variety of academic, enrichment, and recreation classes give students opportunities to enhance vital reading and math abilities, develop critical thinking and life skills, and discover interests and talents that motivate and inspire a lifelong love for learning.

Enrichment

Every student deserves to experience and participate in a wide variety of high quality extracurricular activities. Activities include:

- Dance (Ballet Folklorico, Hip Hop)
- Muay Thai Boxing
- Capoeira
- Visual and Performing Arts
- Percussion
- Chorus



Academic Support

LLS trains Program Instructors to provide an academic hour that supports students' academic needs. The academic hour is divided into three parts:

- 15 min - Building Intentional Communities
- 20 min - Academic Skill Building
- 20 min - Homework Support/Silent Sustain Reading

Partnerships

Love. Learn. Success. After School Programs serve 1200 students daily during the academic school year at eleven schools in the cities of Oakland, Richmond, El Cerrito and San Pablo, California. LLS seeks strong partnerships in order to fulfill its mission.

Thank you to our current partners!

- Oakland Unified School District
- West Contra Costa Unified School District
- Education for Change Public Schools
- Urban Montessori Charter School





April 12, 2022

To Whom It May Concern:

I am writing on behalf of Love. Learn. Success. to verify that all Love. Learn. Success. employees, volunteers and agents working in OUSD after school and summer programs will have fingerprint clearance through the Department of Justice and FBI. In addition, all Love. Learn. Success. employees, volunteers and agents working in OUSD after school and summer programs will also have TB clearance before they begin work on OUSD school sites for the 2022-2023 Academic School year. They will also receive annual Mandated Reporting training. Any and all of these verifications can be provided as requested.

We are excited to serve as a lead agency and appreciate the opportunity to continue this partnership with the Oakland Unified School District. This partnership will allow Oakland students to truly develop a love for lifelong learning and ultimately, success!

Thank you for your time and consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Ann Ngo", written over a horizontal line.

Ann Ngo
Executive Director
Love. Learn. Success.
(510) 910-9070
ann@lovelearnsuccess.org

"Every student will Love to Learn and carry that love to their own Success!"



EXHIBIT F

Agreement to Allow Distinct & Separate Employment by OUSD and AGENCY

As set forth in Paragraph 13.3 of the Memorandum of Understanding between AGENCY and Oakland Unified School District (“OUSD”), this Agreement (“Agreement”) allows for the employment of the EMPLOYEE, _____, for distinct and separate employment roles with OUSD and with AGENCY. These two employment positions do not overlap in duties, hours, or control by the respective employers, OUSD or AGENCY. As used in this Agreement, “Parties” means Employee, OUSD, and AGENCY.

1. Employment Position. OUSD shall provide Employee with a written document describing the position that Employee shall perform for OUSD. AGENCY shall provide Employee with a written document describing the position that Employee shall perform for AGENCY. None of the duties performed for either employer shall interfere or conflict with their responsibilities for the other employer.
2. Hours of Work. OUSD shall inform Employee of the hours of work for the OUSD employment position. AGENCY shall inform Employee of the hours of work for the AGENCY position. None of the work hours shall be overlapping. Employee shall not work any hours beyond the regular working hours for either OUSD or AGENCY unless express written approval is given by the Employer for whom the extra hours are being worked.
3. Control & Supervision – OUSD Employment. During the employment position and working hours performed for OUSD, EMPLOYEE will devote their full services to OUSD and shall not engage in any work that conflicts with or compromises EMPLOYEE’s best efforts to OUSD. EMPLOYEE shall be supervised by designated OUSD personnel and OUSD will provide the information, tools, and equipment necessary for such employment. OUSD shall control all aspects of the employment relationship for the work performed for OUSD. EMPLOYEE shall not use the information, tools, or equipment of OUSD in performing the work for AGENCY, without OUSD’s express permission. All work product of the EMPLOYEE shall belong to the employer for whom the services were being provided at the time the work was created. AGENCY shall not have any control or supervision over EMPLOYEE during the EMPLOYEE’s OUSD work hours.
4. Control & Supervision – AGENCY Employment. During the employment position and working hours performed for AGENCY, EMPLOYEE will devote their full services to AGENCY and shall not engage in any work that conflicts with or compromises EMPLOYEE’s best efforts to AGENCY. EMPLOYEE shall be supervised by designated AGENCY personnel and AGENCY will provide the information, tools, and equipment necessary for such employment. AGENCY shall control all aspects of the employment relationship for the work performed for AGENCY. EMPLOYEE shall not use the information, tools, or equipment of AGENCY in performing the work for OUSD, without AGENCY’s express permission. All work product of the EMPLOYEE shall belong to the employer for whom the services were being provided at the time the work was created. OUSD shall not have any control or supervision over EMPLOYEE during the EMPLOYEE’s AGENCY work hours.
5. Workers Compensation Liability Insurance. As required by California and federal law, each employer shall maintain workers compensation liability insurance for Employee’s behalf for the employment position for which EMPLOYEE is employed by each of them.
6. Wages. OUSD is separately and independently liable for all wages and benefits earned by EMPLOYEE for performance of the OUSD employment position. OUSD shall have no liability for any portion of wages and benefits earned by EMPLOYEE for performance of the AGENCY employment position, and AGENCY agrees to indemnify, defend, and hold harmless OUSD from any such claim. Similarly, AGENCY is separately and independently liable for all wages and benefits earned by EMPLOYEE for performance of the AGENCY employment position. AGENCY shall have no liability for any portion of wages and benefits earned by EMPLOYEE for performance of the OUSD employment position, and OUSD agrees to indemnify, defend, and hold harmless OUSD from any such claim.

7. No Joint Employer Relationship. The Parties acknowledge and agree that it is not their intent to create any joint employer relationship and, instead, each employment relationship is separate and distinct as set forth in this Agreement. Notwithstanding, EMPLOYEE understands and agrees personnel information may be exchanged between OUSD and AGENCY.
8. Termination. Subject to any applicable employment laws, any Party may terminate this Agreement or any employment relationship created under this Agreement with two weeks written notice to the other Parties.
9. Litigation. This Agreement shall be performed in Oakland, California and is governed by the Laws of the State of California. The Alameda County Superior Court shall have jurisdiction over any state court litigation initiated to enforce or interpret this Agreement.
10. Integration/Entire Agreement of Parties: This Agreement and the Memorandum of Understanding between AGENCY and OUSD from which this Agreement stems, constitute the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by all Parties.
11. Counterparts. This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
12. Signature Authority. Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been given the proper authority and empowered to enter into this Agreement.
13. Employment Contingent on Governing Board Approval: OUSD shall not be bound by the terms of this Agreement or employment of EMPLOYEE until it has been formally approved by OUSD's Governing Board, and no payment shall be owed or made to EMPLOYEE absent formal approval. This Agreement shall be deemed to be approved when it has been signed all Parties and employment of EMPLOYEE has been approved by the Governing Board.

OAKLAND UNIFIED SCHOOL DISTRICT

-
- President, Board of Education
 - Superintendent or Designee

Secretary, Board of Education

AGENCY

EMPLOYEE



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Request for Proposal (RFP) 21-104ASP

**EXPANDED LEARNING
FOR AFTER SCHOOL PROGRAMS**

* Submit proposals and all questions/inquiries to:

OAKLAND UNIFIED SCHOOL DISTRICT

Attention: Martha Pena

1000 Broadway, Suite 150

OAKLAND, CA 94607

**** Organizations will need to Pre-Register with the OUSD Expanded Learning Office to receive access to an assigned Google Folder for submission. ****

email: martha.pena@ousd.org

phone: (510) 879-2457

Proposals Due:

6/30/2021 at 2:00 PM

THE TERMS AND CONDITIONS OF THIS CONTRACT ARE GOVERNED BY
THE CALIFORNIA EDUCATION AND PUBLIC CONTRACT CODES.



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Expanded Learning Lead Agency Request for Qualifications

EXPANDED LEARNING OFFICE

WWW.OUSD.ORG

OUSD RFQ Application Submission Instructions and Deadline

All applications must be completed, submitted electronically, and received by June 30, 2021 by 5:00 pm (PST)*:

1. Organizations will need to [Pre-Register with the OUSD Expanded Learning Office](#) to receive access to an assigned Google Folder.
2. The complete RFQ application, the signature pages and required supporting documentation in Appendix III must be uploaded into their assigned Google Folder.**
3. All uploaded files must be converted to a PDF format and made accessible to OUSD. Any files missing could result in a disqualification from the current RFQ process.

** Applications submitted after 5:00 pm (PST) on June 30, 2021 will not be considered.*

*** Applications submitted by facsimile, telephone or electronic mail will not be accepted.*

**Request for Qualifications RFQ - 2021****A. Table of Contents**

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This RFQ document and additional materials referenced within can be accessed at the OUSD website: www.ousd.org/afterschool. Select the “2021 Lead Agency Request for Qualifications” link under “Afterschool Programs.” Any updates on the RFQ process will be posted here and you may sign up for our mailing list, so applicants are encouraged to visit the webpage.



B. Schedule

Event	Date	Info
RFR Process 2021 Announced	May 4, 2021	Save-the-Date
RFQ Digital Application Released	May 25, 2021	
RFQ Bidders' Conference (Virtual) RFQ Office Hours	Session 1: June 2, 2021 @ 10am Session 2: June 2, 2021 @ 4pm	Register using link below: <ul style="list-style-type: none"> ■ Session 1: 10:00 am – 11:30 am ■ Session 2: 4:00 pm – 5:30 pm
RFQ 101 for New Organizations	June 9, 2021, @ 4:00 pm	<ul style="list-style-type: none"> ■ Session Registration Link
Google Folder Registration	June 15, 2021	<ul style="list-style-type: none"> ■ Google Folder Registration
RFQ Submission Dates	June 30, 2021 by 5:00 pm (PST)	Digital application date/time stamped
Lead Agency Status Notifications	Aug 20, 2021	
Deadline to Appeal Decision	Aug 27, 2021	
Status Notification Publicized	September 3, 2021	
School Site/Lead Agency Matching Process	Sept 3 - Dec 1, 2021 (tentative)	
OUSD MOU Approval Season	May/June 2022	
Lead Agency Service Contract	July 1, 2022 - June 30, 2025	



What is an RFQ? An RFQ (Request for Qualifications) is a qualifications-based selection process, in accordance with Public Contracts Code section 20111.5. It is a request by OUSD Dept. of Expanded Learning for non-profit organizations to submit their qualifications to be considered an OUSD approved primary contractor/expanded learning program provider for district school-site based expanded learning after-school program services, after which OUSD will determine which providers are qualified and award contracts based on that determination.

What is a Bidders Conference? A bidder's conference is an informational meeting open to the public that the OUSD Dept. of Expanded Learning hosts upon releasing the RFQ. The bidder's conference is designed to give interested and eligible non-profit youth-serving organizations the opportunity to receive information regarding the RFQ process for OUSD expanded learning programs. This event is designed to provide clarity to non-profit organizations who are interested in applying. Organizations will consider whether they are positioned to demonstrate the capacity to facilitate comprehensive expanded learning after-school program services with fidelity.

C. Required Supporting Documentation

To support RFQ responses and verify organizational qualifications, the following documentation is required. The *Application Questions* in Appendix II will directly reference these documents and ask for an elaboration of the information these documents provide. These documents do not count towards the 10-page limit for the RFQ application described in Appendix II. Additionally, please label all supporting documents clearly according to this list:

- 1) One (1) sample Expanded Learning Program weekly schedule -
Please list all activities with a short description of each activity
- 2) Program budget pertaining to the program schedule (see Application Question 2 in Appendix II for details)
- 3) Profit and loss statement and/or Copy of 2020 990 Tax Form
- 4) Copy of Monitoring Reports and/or other external evaluations of the program (maximum of 1)
- 5) Organizational chart of agency that illustrates how the OUSD Expanded Learning Program is to be supported administratively and programmatically (indicate specific names next to titles of staff whenever possible)



- 6) Copy of organization's 501(c)(3) letter
- 7) Bank Statements to show proof of operating cash reserves (see Application Question 2 in Appendix II for details)
- 8) Job description for Site Coordinator and Program Instructor
- 9) Copy of IRS Letter Certifying Tax Exempt Status
- 10) Proof of "Active" status with the office of the California Secretary of State
- 11) Board Roster and Minutes – Include the current board roster indicating officers and affiliations as well as Minutes from the 2020-2021 school year.
- 12) Signed Letter of Agreement (see Section N)
- 13) Most recent audited financial statements within 2 years and summary of the audit findings
- 14) Letters of Reference (maximum of 2)
- 15) Documents demonstrating fulfillment of minimum qualifications (see Section M)
- 16) Certificate of current insurance



D. Introduction and Overview

The Oakland Unified School District (OUSD) Department of Expanded Learning invites interested nonprofit organizations to respond with their qualifications to serve as an Expanded Learning Program Provider in designing, planning, administering, and operating effective, high-quality expanded learning programs. Programs must support and align with the OUSD's goal of ensuring that every student graduates college, career, and community ready. Eligible providers will be committed to OUSD's strategic plan and shared citywide goals. Lead Agency partners will invest in providing expanded learning supplemental programs that complement the regular school day program and support the OUSD priorities for student achievement, health, and well-being. Oakland Unified School District's (OUSD) mission is to build a Full-Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers every day. Expanded Learning supports this mission while holding our values of equity, joy, and liberation for youth and adults with the express purpose of interrupting inequity, examining biases, and creating inclusive and just conditions for all students to achieve equally high outcomes.

Select Lead Agencies will commit to working in partnership with school sites and the OUSD Expanded Learning Office (ExLO). Through the RFQ process, OUSD seeks organizations who demonstrate the capacity to work within the established OUSD model of school and community partnerships and various funding sources' parameters. Organizations must be fiscally sound with the capacity to leverage other resources to provide students with high quality expanded learning programming: after-school and summer youth development experiences that complement and support school district and city priorities for student success and well-being.

Community organizations that serve as a Lead Agency are an integral part of our OUSD Full Service Community Schools and make an impactful contribution toward strengthening our district, expanded learning system, and community.

Term of the List of Qualified Agencies

This Request for Qualifications (RFQ) for Expanded Learning & Summer Program Lead Agency will result in a list of OUSD vetted lead agencies with which OUSD will enter three-year master contracts. From the list of contracted agencies, school site administrators may select an OUSD approved expanded learning program provider. An organization being placed on the approved Lead Agency list and entering a master contract with OUSD does not guarantee an assignment at an OUSD school site.

The selection of the expanded learnings & summer program Lead Agency is at the discretion of the school site administrator (Principal). School site administrators will select a Lead Agency from the list of approved after-school providers by assessing the quality/capacity of the current expanded learning program, identifying program goals, and considering any other factors relevant to the school site. Supplemental school programs will be chosen by the district. Yearly



program plans are created through a partnership between the Lead Agency and school site administrators to ensure both parties are meeting overall program expectations.

Once selected to serve at a given school, a Lead Agency will continue there, subject to continuing annual approval of the school site administrator and District.

Overview of OUSD Expanded Learning Programs

OUSD Expanded Learning Programs strive to create and sustain "safe haven" environments where Oakland children and youth can access expanded learning opportunities and integrated education, health, cultural, and enrichment programs outside of school hours or the regular school year. OUSD Expanded Learning Programs operate in elementary, middle, and high schools across the city of Oakland.

When programming is conducted in-person, over 8,000 students across 73 schools participate in OUSD expanded learning programs that operate Monday - Friday until 6:00 pm. Students who participate in expanded learning programs every day receive an additional 540 hours of learning by the end of the school year, equivalent to 90 additional days of school. In these valuable after-school hours, students engage in youth development activities that foster their physical health, social-emotional learning/well-being, and support their academic achievement in school. In order to meet these goals, the quality and success of the District's expanded learning programs is critical.

These expanded learning and summer programs are aligned with efforts in Oakland to improve young people's educational outcomes, including Oakland's investment in the Kids First! Legislative initiative goal to "Help Children and Youth Succeed in School and Graduate High School" and the Oakland Unified School District's Full Service Community Schools initiative that seeks to provide health, education, and social services to youth, their families and the community.

OUSD expanded learning and summer programs offer critical support to schools, students, and their families. In addition to providing children and youth with sanctuary, quality expanded learning programs to support students academically and socially, OUSD expanded learning programs serve a large proportion of youth who typically benefit from additional learning support, including students from low-income households (75%) and English Learners (31%). Additionally, approximately 25% of OUSD after-school participants are African American and 45% are Latino.

OUSD seeks community partners whose organization mission and vision closely align and support the District's strategic plan and vision for Full Service Community Schools.

High quality expanded learning programs must satisfy the various grant funding requirements—detailed further below and in the MOU—and provide additional opportunities for youth to practice the academic and social skills they need to succeed. OUSD expanded learning programs provide youth with a mix of academic support, recreational/physical, and enrichment activities. Within these broad categories, expanded learning providers work collaboratively with school partners to develop a balance of activities that meet the unique interests and needs of the student population and support the goals and priorities of the school

community for student achievement and well-being. Below are examples of the mix of after-school activities offered in OUSD Expanded Learning Programs.

SAMPLE AFTER-SCHOOL ACTIVITIES BY CATEGORY

CATEGORY	ACTIVITIES
Academic Support	Academic Enrichment Learning, Tutoring, Expanded Library Services, Supplementary Education Services, Homework Support, Credit Recovery, Reading & Literacy, Math, Science
Recreation/ Physical Activity	Cooperative Games, Dance, Martial Arts, Yoga, Intramural Sports, Sports Leagues, Mindfulness
Enrichment	Arts and Cultural Activities, Health and Nutrition Education, Substance Abuse & Drug Prevention, Violence Prevention, Counseling & Character Education
College and Career	Career & Job Training, Entrepreneurial Education, Technology/Telecommunications Training, Community Service & Service Learning, Internships and Apprenticeships
Leadership Development	Peer Mentoring, Peer Tutoring, Youth-Led Community Service
Science Technology Engineering & Math	Gardening, Coding, Robotics, Making, Forensics, Cooking
Outdoor Education	Community Mapping, Hiking, Backcountry Camping, Kayaking, Bicycling

E. Funding

OUSD Expanded Learning Programs are currently primarily funded through grants from the California Department of Education (CDE). CDE provides funds to school districts that collaborate with community partners to provide safe and educationally enriching alternatives for children and youth during non--school hours. The funds are awarded to specific school sites through a competitive process. The base grants that CDE awards to OUSD for after-school programs represent three funding sources:

- After-School Education & Safety (ASES) for elementary, middle, and K-8 schools are state funds. ASES grants are three-year renewable funding sources.
- 21st Century Community Learning Center (21st CCLC) grants for elementary,



middle, and K-8 schools are federal funds. 21st CCLC grants are awarded based on a highly competitive application process, and last for five years.

- 21st Century After-School Safety and Enrichment for Teens (ASSETS) grants for high schools are federal funds. 21st Century ASSETS grants are awarded based on a highly competitive application process, and last for five years.

OUSD directly applies for these grant funds from the California Department of Education, and grant funds are received and managed by the school district. OUSD contracts a portion of grant funds to Lead Agencies to operate expanded learning programs in close partnership with schools.

In addition to state grants, the City of Oakland's Oakland for Children and Youth have a long partnership with OUSD to support expanded learning programs. OUSD is looking for Lead Agencies that can competitively apply for OFCY's comprehensive after-school strategy. OFCY funding is awarded on a three-year grant cycle; therefore, schools and lead agencies are required to develop long-term partnerships that last over the course of the three-year OFCY grant cycle. 2021-2022 school year will be the third and final year of the OFCY grant cycle from 2018. As such, Lead Agencies will be able to apply for 2022 - 2025 OFCY funding. OFCY RFP is anticipated to be released in winter 2021 for programming starting in the 2022 school year.

Additionally, Lead Agency partners leverage other funding and resources to support high quality programs, including private grant dollars, AmeriCorps grants, volunteers, and other in-kind resources. Leveraging additional resources on behalf of the expanded learning programs is an essential function of the Lead Agency partner because of the reality that state and federal expanded learning grant dollars alone are often inadequate to run a high-quality program. ASES and 21st Century grant dollars are currently awarded at a rate of:

- ASES: \$8.88/student/day for K-8 students
- 21st Century: \$7.50/student/day for K-8 students
- 21st Century ASSETS: \$10/student/day for high school students

Other considerations for the allocations of funds

- Distance/Remote/Hybrid Programming:
 - During a state or national emergency CDE could expand learning programs to have the flexibility to provide adaptive services that best meet the needs of our students and communities and are required by OUSD, Region 4 ACOE and CDE.
- Other considerations for the allocations of funds are that:
 - OUSD elementary and middle school ASES grants can only be used to provide expanded learning programming daily (180 days) immediately after the school



- day and facilitate programming for at least 15 hours a week until at least 6:00 pm.
- OUSD High School ASSETS base grants can be used to operate programs before school, after school, weekends and during summer/intersession in accordance with grant guidelines.
 - Some sites may also receive 21st Century related grants including Supplemental funding (to support summer programming).
 - ASES and 21st CCLC grant funds are intended to complement, but not supplant, other funding provided by OUSD, school sites, or community partners.
 - ASES and 21st CCLC Grant funds are inadequate to cover the true cost of running a high quality expanded learning program. OUSD and its Lead Agency community partners are committed to leveraging additional funding and resources to match grants provided by the California Department of Education.
 - ASES/21st Century grants are attendance-based grants.

Sites that fail to meet calculated attendance will trigger California Department of Education intervention and funding levels may be reduced. Sites must earn 85% of attendance to be in good standing for full funding. Failure to achieve attendance targets may result in a Lead Agency being removed from the OUSD approved list of Lead Agencies.

F. OUSD Expanded Learning / Program Operation

We know in recent years, the field of education and expanded learning programs had to pivot due to global pandemic, power outage, wildfires, etc. Here in Oakland, approved Lead Agencies must be equipped and have organizational infrastructure to provide remote programs, hybrids, or any other configuration of programs mutually agreed upon in the MOUs.

In addition, in the spirit of OUSD's Full Service Community Schools vision, our approved expanded learning organizations partners work closely with schools and their principals to develop specific programmatic goals to provide holistic support and equitable learning opportunities for students. As school-day teachers focus on providing high quality instruction in the classroom, youth development workers provide high quality expanded learning opportunities to students during the after school and outside of regular school hours when youth are most vulnerable to crime, violence, and risky behavior.

Below is an outline of operational requirements.

Please note that the below list of compliance requirements is not exhaustive. Lead Agencies are expected to know and comply with these and other district and state and federal requirements not listed here, including but not limited to state and federal laws and



requirements outlined in applicable OUSD Board policies and the Memorandum of Understanding (“MOU”) with OUSD which all Lead Agencies selected to serve a school site must sign and have approved by OUSD’s Governing Board. A sample MOU is attached as Appendix III. Please note this MOU is subject to change depending on District needs. Applicants are encouraged to review it for more program requirement specifics.

G. Base-line Expanded Learning Program Requirements

The goal of the expanded learning program is to support student success in school through academic support, social emotional development and educational enrichment. The school site administrator, working in partnership with the Expanded Learning Lead Agency, is an integral part of developing the expanded learning program components that are appropriate to support his/her school site goals articulated in the School Site Plan. All Lead Agencies are selected by Principals to collaborate on the development and implementation of the expanded learning program in compliance with State and Federal guidelines, and District requirements.

OUSD’s Expanded Learning Office goals align with grant requirements which aim to provide a comprehensive expanded learning program during the school year and/or summer program which consists of a balance of academic and enrichment activities, including daily physical activity components. The funds cannot be used to supplant school day activities.

An expanded learning program must include the following:

- To satisfy **ASES Funding**:
 - Educational and literacy component to provide tutoring and/or homework assistance,
 - Educational enrichment component and,
 - Daily physical activity/recreation component and
- To satisfy **21st CCLC E/M**:
 - Educational and literacy component to provide tutoring and/or homework assistance,
 - Educational enrichment component,
 - Physical activity/recreation component, and
- To satisfy **ASSETs**:
 - Educational and literacy component to provide tutoring and/or homework assistance,
 - Educational enrichment component,
 - Physical activity/recreation component, and

In addition, **all programs** must provide a nutritious snack or supper each day.



Required Program Hours

- Elementary and Middle School After-School Programs must operate 5 days/week, for at least 15 hours/week, commencing immediately at the end of the regular school day and run until at least 6 p.m.
- High School After-School Programs must operate a minimum of 15 hours/week
- Summer School Programs need only comply with legislative or funder requirements
- OUSD's Expanded Learning Programs Office (ExLO) has established early release policies that must be implemented at each expanded learning and/or summer program. Further details of required hours and attendance expectations are located in the MOU.

H. Staffing

Staff working in OUSD Expanded Learning Programs must meet the minimum requirements to be in compliance with the California Dept of Education Codes. Staff members who directly supervise students must meet the district's qualification for an instructional aide or provide documentation that confirms completing 48 college units or the equivalent of an AA college degree.

Programs must operate with a minimum staff to student ratio of 1:20. Unless otherwise advised due to the health and safety of the students. It is highly recommended that each expanded learning program have a Site Coordinator who is full-time and situated at the school site during the day. The California Education Code provides that "selection of the program site [coordinator] shall be subject to the approval of the school site principal." The Lead Agency must notify school principals of any expanded learning staff changes.

Oakland expanded learning programs share a basic staffing pattern across all sites, though specific staff duties may vary somewhat from site to site. The most common staffing plan includes a full-time Site Coordinator, a Quality Support Coach, and youth development workers. Many programs also work with additional *service providers for specific services, and some may rely on regular volunteer assistance as well*. At some sites, certificated teachers provide targeted academic assistance and academic enrichment activities for expanded learning participants through extended contracts.

I. Enrollment, Attendance and Evaluation Documentation

Approved Lead Agencies will need to consider CDE Guidelines, OUSD Expanded Learning Office expectations, and site-level input (e.g. site administrator) when it comes to student enrollment consideration, attendance protocol, and programmatic evaluation.



- a. Enrollment: Approved Lead Agencies must be familiar with CDE guidelines of ASES, 21st CCLC, and ASSETs Programs when working with a unique population defined as foster youth, McKinney-Vento, and students qualify with free-reduced lunch status. Lead Agencies must prioritize enrollment for any child that is homeless, defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec.1143a), newcomers (refugee, asylee, and unaccompanied minor), or if the child is in foster care. Lead agency will work with the school site administrator to develop a written enrollment policy. The enrollment policy needs to include, but not be limited to, enrollment priorities, application process, and acceptance notification, waitlist procedures, behavior guidelines, parental expectations, student expectations, procedure for removing students from expanded learning programs, and so on. Approved Lead Agencies are required to provide the written enrollment policy to all families who apply for the program.
- b. Attendance: Approved Lead Agency is required to be aware of all required attendance submission protocol and procedures to ensure good standing status with the Expanded Learning Office and CDE. All attendance documentation shall be closely monitored, and managed for accuracy by the Site Coordinator and/or occasional audit request by the district and CDE. This includes accurate completion and daily maintenance of student sign in/out sheets, weekly inputting of attendance data into the OUSD online system, and monthly submission of scanned electronic attendance records to OUSD ExLO. Lead Agencies are also responsible for conducting internal audits of attendance records to ensure that program sites maintain accurate, verifiable data on student attendance. All program records must be maintained for five years for auditing purposes.

J. Contract and Payments

Agencies that are approved through the process described in this RFQ must enter a 3-year master contract with the District. They may not begin operating at a school site unless the District and agency have executed a contract on the District's template. The District's Board of Education will likely approve these master contracts during the June/August 2022 Board meeting.

Although the master contract will last for 3 years, note that agencies and sites will be matched in 1-year relationships, as they are currently.

In late winter/early Spring of each year, all Lead Agencies must initiate and engage in annual program planning with school leadership at each program site. Lead Agencies will submit a program plan and budget for the upcoming school year to the OUSD EXLO and



Board of Education for approval, at the beginning of each school year.

Invoices are processed on a cost reimbursement basis for actual expenditures incurred. Due to the timing of OUSD contracting and fiscal procedures, Lead Agency partners must operate with a 2-3 month reserve covering the full cost of the agency's OUSD expanded learning program implementation. Typically, there are delays to the initial payment of agency invoices at the beginning of each school year.

K. Guidelines for Charging Fees

The intent of ASES and 21st CCLC grants, which aligns with OUSD values, is to establish local programs that offer academic support and enrichment to students in need of such services regardless of a families inability to pay.

Both the CDE and OUSD discourage charging fees as that could exclude students in need from attending and taking advantage of the expanded learning program. ASES and 21st Century grants do not prohibit charging fees for expanded learning programs; however, programs which choose to charge fees, will need to collaborate with a Site Administrator to create and submit the program's fee structure for approval in accordance with the terms in the MOU. In addition, all 21st Century and ASSETS grants will be required to report any fees collected (i.e.- registration fees, family fees, application fees, etc.). Fees collected could be deducted from the 21st CCLC grant amount received by the California Department of Education (CDE).

Programs that opt to charge program fees may not prohibit any family from participating due to financial circumstances. All program materials related to outreach and enrollment must state clearly that no child will be denied services due to inability to pay.

L. RFQ Process

Any agency that is interested in serving in the OUSD Expanded Learning Lead Agency role for the 2022 - 25 school year and/or beyond must successfully complete the Lead Agency RFQ process and earn *highly recommended* or *conditionally recommended* status, detailed below. Therefore, an organization that does not successfully complete the Lead Agency RFQ process or does not earn a *highly recommended* or *conditionally recommended* status will not be contracted with OUSD to serve in the Lead Agency role in the 2022-23 school year. If the OUSD ASPO moves forward with the adoption of an annual RFQ as anticipated, organizations that are not selected during this year's RFQ process will have the opportunity to qualify as a Lead Agency for future school years beyond 2025. Additionally, any agency that participated in the 2022 RFQ and earned *highly recommended* or *conditionally recommended* status does not have to submit a new RFQ for three years.



Organizations that submit an RFQ by the deadline will be assessed based on their RFQ responses, an interview between the community organization and the RFQ Review Team, and any additional supporting materials requested by the RFQ Review Team to determine the organization's qualifications to serve in the Lead Agency role. Applications that have the potential to earn the *highly recommended* or *conditionally recommended* status and require additional information will be invited for an interview with the RFQ Review Team.

Organizations completing this 2021 RFQ process will be assessed and scored into one of the following three categories:

- 1) **Highly Recommended:** Community organization has adequately demonstrated its capacity to serve in the Lead Agency role and to fulfill *all* Lead Agency responsibilities outlined by OUSD and listed in Section III of this RFQ. This *highly recommended* status will be valid for up to 3 years, depending on the organization's successful results in OUSD's annual Lead Agency evaluation process.
- 2) **Conditionally Recommended:** Community organization has adequately demonstrated its capacity to serve in the Lead Agency role and to fulfill *most, though not all*, of the Lead Agency responsibilities outlined by OUSD and listed in Section III of this RFQ. Organizations receiving this *conditionally recommended* status will be provided with specific feedback from the RFQ Review Team on areas of responsibility where the organization has not adequately demonstrated effective capacity. This *conditionally recommended* status will be valid for up to one year. Within that year, the community organization will be asked to provide the OUSD EXLO with additional evidence of its ability to fulfill all Lead Agency responsibilities, including documentation of the organization's efforts to improve based on feedback from the RFQ Review Team. At the end of this first conditional year, the community partner will be re-assessed by the OUSD EXLO team and re-categorized as *highly recommended*, *conditionally recommended*, or *not recommended*. Re-assessment will include results of the annual Lead Agency evaluation process, if the organization is currently serving as a Lead Agency.
- 3) **Not Recommended:** Community organization has not adequately demonstrated its capacity to serve in the Lead Agency role and to fulfill most of the Lead Agency responsibilities outlined by OUSD and listed in Section III of this RFQ. Organizations receiving this *not recommended* status will not be included in the list of qualified community organizations that will be shared with Principals and stakeholders. An organization receiving this *not recommended* status may submit another Lead Agency RFQ at a future date when the OUSD ASPO opens up a new RFQ cycle, if the organization has made significant improvements in strengthening its capacity to serve in the Lead Agency role. Organizations can appeal by following the instructions in the appeals process described in Appendix V.

OUSD will notify an agency of its determination by August 22, 2021 via email. If OUSD determines that an agency is Not Recommended, the agency shall have the opportunity to contest that determination. Additional details regarding this process are contained in Section L.

The school site administrator may choose a new Lead Agency, or may choose to continue to work with the same Lead Agency on an annual basis; subject to the District's annual availability of funds, satisfactory contractor performance with respect to meeting targeted attendance goals,



the contractor's ability to provide a quality program that supports school and district objectives, community partner evaluation criteria set forth by the District, and/or any other factors relevant to the school site. Beginning in 2021, OUSD will implement a new annual evaluation process to assess each community partner's effectiveness in fulfilling Lead Agency responsibilities.

M. Minimum Qualifications

Applicants may respond to **one or more of the** following Lead Agency categories:

Lead Agency: Elementary School

Lead Agency: Middle School (including K-8)

Lead Agency: High School

OUSD is seeking applications from established community organizations that currently possess 501(c)(3) status and adequate fiscal reserves to cover at least 2 months of general operating expenses as a Lead Agency partner. Grant funds sub-contracted to Lead Agency partners do not cover the full cost of running a full comprehensive expanded learning program in Oakland; thus, organizations choosing to serve in the Lead Agency role must be financially stable and demonstrate the capacity to leverage other resources in support of youth programming.

A demonstrable experience in operating a comprehensive expanded learning program is strongly preferred, but all organizations must provide acceptable documents demonstrating two (2) years of experience in the following areas:

- Providing program services to the students in the service category (ies) being applied for. Specifically, evidence of a positive track record of the capacity to effectively coordinate the entirety of a school's afterschool and/or extended learning year-long program as well as successful collaboration with the school site administrator, faculty and staff.
- Agency administrative capacity to comply with compliance and fiscal policies of the OUSD and CDE, including: agency administration manual; fiscal and personnel policies; attendance records; cost allocation plans, etc.
- Hiring, retention, and provision of professional development of appropriately qualified staff to provide services to OUSD students in a culturally and linguistically competent and age appropriate manner with a focus on youth development strategies.
- Capacity to effectively engage a large number of diverse students on an ongoing basis who



demonstrate the desire and enthusiasm to participate in the program at a very high and consistent rate. Additionally, the agency can illustrate specific examples and strategies it has developed that actively engage parents and family members throughout the school year.

- Maintaining collaborative relationships with school site leadership in the development and implementation of a quality expanded learning program that supports the district's and the school's goals.

Organizations that apply for the Lead Agency role must be able to comply with all requirements outlined in the standard OUSD Expanded Learning Lead Agency MOU (see Appendix IV for sample of current year MOU) should it be chosen as Lead Agency. For example, while a copy of the organization's current insurance coverage is required with this application, should the organization be chosen, it will need to attain the level of insurance outlined in the MOU.

N. Application Submission Contents

Failure to provide any of the following information or forms may result in an application being disqualified.

A Complete Lead Agency Application will consist of all the following required items:

- 1) **Proposal Cover Sheet** (see Appendix I for sample, a copy will also be included in the RFQ [Google Folder](#) once an organization registers)
- 2) **Letter of Agreement** (no more than one (1) page): A one-page letter signed by the person authorized to obligate the proposing agency to perform the commitments contained in the application. The letter should state that the proposing agency is willing and able to perform the commitments contained in the application.
- 3) **Written Responses to Application Questions** (no more than 10 double-spaced pages in response to the four (4) titled sections that appear in Appendix II [Application Questions](#)), signed under penalty of perjury,
- 4) **Supporting Documents**, listed in (Appendix III).
- 5) **Boilerplate Checklist:** "Expanded Learning Program and Services Agreement"
- Submission of the Signed Boilerplate Checklist (Appendix IV) will constitute a representation by your firm that it has read all of the clauses contained in the OUSD Lead Agency Memorandum of Understanding. The sample contract for the services detailed in this RFQ (Appendix IV, version for Fiscal Year 21-22),



and that your firm is willing to comply with OUSD contracting requirements.

- 6) **Sample Program Schedule and Summary:** Based on the sample program budget in question (2), please provide a sample program schedule along with a short description of each activity. No more than (2) pages.

O. Application Submission Details

Applications must be received by, **June, 30, 2021**

All applications will be submitted electronically:

- Organizations will need to [Pre-Register with the Expanded Learning Office](#) and receive access to a Google Folder.
- The complete RFQ application as well as signature pages and required supporting documentation will need to be uploaded into their assigned Google Folder.

*** Applications submitted after 5:00 pm on June 30, 2021 will not be considered.*

*** Applications submitted by facsimile, telephone or electronic mail will not be accepted.*

FORMAT

All submissions must be on the RFQ Application Form, typed using an easy to read 12-point font such as Arial or Times New Roman and one inch margins. All submissions must be double-spaced. All submissions must answer all four (4) titled sections below in no more than 10 pages total. Organizations may elaborate on specific documents provided in the Required Supporting Documentation (Appendix III)



P. Evaluation and Selection

For all applications, the completion of the application will be assessed first; applications that do not submit complete documentation demonstrating the capacity to meet the minimum requirements will not have the application reviewed.

Applications demonstrating the capacity to meet minimum requirements will have their qualifications evaluated and scored by an RFQ Review Team made up of individuals with expertise in the relevant subject matter for which the application is submitted.

Evaluation Rubric

Performance Area	Expectations for Highly Recommended Lead Agencies
<p>Organizational Capacity and District Alignment (25 Points)</p>	<ul style="list-style-type: none"> • Agency has a clear mission and vision that complements OUSD’s vision for community schools and college, career, and community ready students. • Agency can clearly articulate how expanded learning partnership with Oakland schools makes sense for their organization, and why they are well positioned to engage in partnership with OUSD. • Agency has extensive experience serving the Oakland community and/or in communities of similar demographics, assets, and challenges. • Agency has extensive experience working in partnership with school sites and district leaders. • Agency has organizational experience in the hiring, retention, and provision of professional development to appropriately qualified staff to provide services to OUSD students in a culturally and linguistically competent and age appropriate manner with a focus on youth development strategies. • Agency has the capacity to serve OUSD’s diverse student demographics.
<p>Fiscal Management and Resource Development (25 Points)</p>	<ul style="list-style-type: none"> • Agency has accurate documentation that highlights how the Lead Agency will allocate funds to run quality expanded learning programs based on grant requirements detailed in the funding description. i.e. 1:20 ratio etc. • Agency has a strong budget template that clearly illustrates staffing costs, a salaried full time coordinator, supplies, administrative costs and additional contributions to enhanced programming. • Agency clearly describes how they will secure additional funding to match the contracted funds. • Agency is able to clearly describe its systems, structures and processes to ensure sound fiscal management of grant funds and how to comply with grant-related record keeping for auditing purposes. • Agency has audited financial statements and can produce accurate fiscal reports upon request.



<p>Agency Infrastructure (25 Points)</p>	<ul style="list-style-type: none"> • Agency has an organizational chart that supports successful program implementation and clearly describes agency staffing systems, and processes that will ensure that all Lead Agency responsibilities will be fulfilled effectively and with fidelity. • Agency has designated administrative systems and procedures in place to ensure that expanded learning programs are operating in full compliance of requirements set forth by OUSD and the California Department of Education (CDE). • There is clearly at least one designated manager/director level staff person in the agency that is the primary point of contact for the OUSD expanded learning partnership. This individual regularly participates in all district expanded learning collaborative meetings, required professional development, and is regularly present at program sites to support the site coordinator and the school partnership. • Agency shows capacity to hire and support a clearly designated coordinator at each school site to facilitate and maintain active collaboration with the school site administrator and other school faculty.
<p>Youth Development Expertise and District Alignment (25 Points)</p>	<ul style="list-style-type: none"> • Agency’s program model clearly supports youth development. Agency provides descriptions of successes and challenges serving Oakland youth. • Agency has strong systems and processes in place to support ongoing Continuous Quality Improvement (CQI), including: structured development plans; • Agency utilizes district opportunities, other partners and the greater community to continuously innovate and grow their youth development practices to better serve the community.

Applicants must agree to abide by all OUSD policy requirements as outlined in the Appendix IV Boilerplate MOU checklist. The list of “Approved Expanded Learning Lead Agencies” will be utilized by school site Principals for a period of up to three (3) years pending funding availability to select a Lead Agency to administer the after-school program on his/her school site.

Q. Terms & Conditions for Receipt of Applications

Errors and Omissions by Applicant

Applicants are responsible for reviewing all portions of this RFQ, and promptly notifying the District, in writing, if they discover any ambiguity, discrepancy, omission, or other error in the RFQ. Any such notification should be directed to the District promptly after discovery, but in no event later than five working days prior to the date for receipt of applications. Modifications and clarifications will be made by addenda as provided below.

Change Notices



The District may modify the RFQ prior to the application due date by issuing Change Notices, which will be posted on the Afterschool Programs page of the OUSD website. The applicant shall be responsible for ensuring that its application reflects any and all Change Notices issued by the District prior to the application due date regardless of when the application is submitted. Therefore, the District recommends that applicants consult the website frequently, including shortly before the application due date, or sign up for our mailing list (<https://www.ousd.org/Page/12206>) for updates to ensure they have downloaded all Change Notices.

Failure to Object to Errors and Omissions in Application

Failure by the District to object to an error, omission, or deviation in the application will in no way modify the RFQ or excuse the vendor from full compliance with the specifications of the RFQ or any contract awarded pursuant to the RFQ.

Financial Responsibility

The District accepts no financial responsibility for any costs incurred by applicants in responding to this RFQ. Submissions of the RFQ will become property of the District and may be used by the District in any way deemed appropriate.

Proposer's Obligations Under the Conflict of Interest Laws and Board Policies

A proposer must be aware that if the proposer will enter into a contract with the District, proposer/contractor shall be responsible to comply with conflict of interest laws and Board policies, which are briefly summarized in Section 11.4 ("Conflict of Interest") of the attached Appendix IV ("OUSD After-School Lead Agency MOU" sample contract). It is the responsibility of a contractor to comply with the law and OUSD Board policies. Submission of an application signifies that the quoted prices are genuine and not the result of collusion or any other anti-competitive activity.

Reservations of Rights by the District

The issuance of this RFQ does not constitute an agreement by the District that any contract will actually be entered into by the District. The District expressly reserves the right at any time to:

- Reject any or all applications;
- Reissue a Request for Qualifications;
- Prior to submission deadline for applications, modify all or any portion of the selection procedures, including deadlines for accepting responses, the specifications or requirements for any materials, equipment or services to be provided under this RFQ, or the requirements for contents or format of the



applications;

- Procure any materials, equipment or services specified in this RFQ by any other means;
- Determine that no project will be pursued.

No Waiver

No waiver by the District of any provision of this RFQ shall be implied from any failure by the District to recognize or take action on account of any failure by a proposer to observe any provision of this RFQ.

R. Standard Contract Provisions

Any agency selected from the *Expanded Learning Program Lead Agency Qualified List* by a school site Principal, and which chooses to enter into contract with the District, will enter into a contract substantially in the form of the Expanded Learning Lead Agency MOU, attached hereto as Appendix IV. Failure to timely execute the contract, or to furnish any and all insurance certificates and policy endorsements, surety bonds or other materials required in the contract, shall be deemed an abandonment of a contract offer. The District, in its sole discretion, may select another qualified agency and may proceed against the original selectee for damages.



APPENDIX I: RFQ Application

2021 OUSD Request for Qualifications Application (Template)

ASES, 21st CCLC, and ASSETS After-School Programs

Cover Sheet Template:

Organization Name			
Primary Contact Person:		Secondary Contact Person:	
Email:		Email:	
Telephone #:		Telephone #:	

Service Category: Check the grade levels your organization is interested in serving.	
	Elementary (TK-5)
	Elementary/Middle (TK-8)
	Middle (6-8)
	High School (9-12)
	Alternative High School
	Continuation High School
	Comprehensive High School

Does your organization have 501c3 status? Please provide documentation of this status in your supporting documentation section.		Yes
		No
Are you currently an OUSD Approved Lead Agency Partner?		Yes
		No

EXPANDED LEARNING



Have you served as an OUSD Lead Agency partner before in past years? If so, please identify the years and durations served.		Yes
		No
		# Years
Do you currently serve in the Lead Agency role for any other school districts besides OUSD?		Yes
		No
If yes, please list all school districts you have served.		
_____ _____ _____		
How many school sites does your organization have the capacity to serve as a lead agency?		# Sites
In the box below, please briefly explain your rationale for this number of sites?		
_____ _____ _____		

On behalf of _____ (Agency), I, _____ (name)
 _____ (Position), declare under penalty of perjury under the laws
 of the State of California that the foregoing is true and correct.

Signature: _____ Date: _____



APPENDIX II: Application Questions

After reading the RFQ narrative, please respond to all of the questions within all four (4) titled sections below in no more than 10 double-spaced pages in 12pt Font. Organizations may elaborate on specific documents provided in the Required Supporting Documentation (Appendix III)

1. ORGANIZATIONAL CAPACITY (2-3 pages double space)

- OUSD's mission is to build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent educators, every day. Our vision is that all Oakland Unified School District students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success. Please explain why your organization is uniquely positioned to engage in partnership with the OUSD Expanded Learning Office to serve students. What is your organization's mission and vision and how does it align with OUSD?
- Describe your experience and approach to serving the Oakland community and/or other communities with similar demographics, assets, challenges, etc. Discuss your background working with Oakland families and other community partners. (Reference the supporting documents required under Eligible Applicant Qualifications Appendix III to support your experience).
- OUSD Expanded Learning Office is looking for partners who can demonstrate the ability to collaborate with transparency and commit to shared decision making with Oakland students, families, site leaders and district leaders. Provide our office with clear examples of how your agency has or will approach working with stakeholders and engage in collaborative leadership.
- Describe your organization's strategy in hiring, retention, and providing professional development of appropriate qualified staff to provide services to OUSD students in a culturally appropriate manner. Please include artifacts to support your description. i.e. Job announcements.

2. FISCAL MANAGEMENT AND RESOURCE DEVELOPMENT (2 pages)

- Using your organization's budget and profit and loss statement provided in the required supporting documentation, create a budget narrative showing how your agency would allocate funds to run a high-quality expanded learning program. These budgets will need to be based on the grant requirements detailed in the Funding description above (Section E.); including a required staffing ratio of 1:20 (or better). Utilize any of the following anticipated contract amounts to develop your budget.
- Your budget should also show secured leveraged funds and resources that you would



- contribute to the operational costs of running an after-school program.
- Elementary: \$133,000 to serve 84 students for 180 days of school year
 - (approx. 17 hours/week)
 - Middle school: \$177,000 to serve 112 students for 180 days of school year
 - (approx. 17 hours/week)
 - High school: \$250,000 to serve 140 students for 180 days
 - (approximately 15 hours/week)
 - Your budget must detail:
 - Staffing costs for service delivery, staff training, and prep time
 - Full time site coordinator
 - Any agency management-level staff who will be paid by grant funds for support of direct service programming
 - Supplies, materials, curriculum, books, field trips, etc.
 - Agency administrative costs not to exceed 4% of contracted amount Note:
 - Your budget does not need to include snack costs
 - Describe how your organization will secure additional funding to match the contracted funds from OUSD. The CDE requires that each ASES program provide cash or in-kind local funds totaling no less than one-third of the grant amount. Facilities or space usage may fulfill no more than 25 percent of the required local contribution (EC sections 8483.7[a][5] and 8483.75[a][4]). Allowable match includes cost of services provided by the local educational agency (LEA) and/or their subcontractors, using non-ASES funds. All ASES and 21st CCLC grantees are required to allocate a minimum of 30% of the grant amount. What additional grant dollars and resources will your agency secure to help cover the costs of running an OUSD expanded learning program? Indicate sources and dollar value of contributions already secured and resources already leveraged. Describe your funding strategies and potential funding opportunities.
 - Describe your organization's system, structures and processes to ensure sound fiscal management of grant funds, including expenditure reporting and payroll processes. How will your organization ensure compliant use of grant funds and proper maintenance of fiscal and other grant-related records for auditing purposes? Also discuss whether your organization has audited financial statements and the audit results secured within the last 2 years.

3. AGENCY INFRASTRUCTURE (2 Pages)

- Using an organizational chart, describe how the OUSD expanded learning program will be supported administratively and programmatically. Specifically, identify and describe the agency staffing, systems, and processes that will ensure each of the listed Lead Agency responsibilities will be fulfilled effectively.
- Describe the administrative systems and procedures your agency will put in place to ensure that your expanded learning program(s) is/are operating fully in compliance with



requirements set forth by OUSD and the CA Dept. of Education. (*Unless otherwise stated by CDE under extenuating circumstances all sites are required to*):

- Student ratio of 1:20 or better;
 - Staff meet OUSD Instructional Aide requirement (48 college units or Instructional Aid Certificate)
 - Full time school Site Coordinator stationed at each school site during the day
 - 85% attendance documented by daily OUSD mandated attendance protocols
 - Professional record keeping and reproduction upon request for district audits
- Describe the role of the Site Coordinator who will be the primary point(s) of contact for the OUSD expanded learning partnership, and who will maintain active collaboration with the school site leadership. Describe how this individual will ensure strong partnership with OUSD, the partnering school site(s), and other community partners working within OUSD expanded learning programs.

4. YOUTH DEVELOPMENT EXPERTISE, PROGRAM QUALITY ASSESSMENT PROCESS, AND SCHOOL DISTRICT ALIGNMENT (3 Pages)

- Describe how your organization's program model supports youth development. Cite prior noteworthy successes and challenges serving Oakland youth. How do you ensure each program is aligned with OUSD priorities? How does your program demonstrate that diversity, equity and inclusion are foundational in serving OUSD students?
- Please review the CDE's quality standards which are accessible on the [CDE Website](#). These standards identify organization, staff and programmatic touchpoints used by CDE to guide program quality. Please identify and discuss your agency's strengths and key areas for improvement in providing quality youth development programming.
- How does your organization ensure that all of your expanded learning staff have baseline knowledge and understanding of youth development best practices? What tools and training does your organization utilize to build the capacity of your staff and programs to create responsive high quality youth development practices?
- What types of data does your organization use to evaluate program quality? How has your organization used this information to inform program quality growth? Please share what indicators demonstrate that your organization is making the desired impact.



APPENDIX III. Instructions for RFQ Application Submission:

Please use [this link to register to receive access to a Google RFQ folder](#). The Google folder will house the RFQ application and supporting documents that will need to be uploaded there. Access to this link will be available until June 15, 2021. Deadline for submission for a completed RFQ application and supporting documentation is June 30, 2021 by 5:00 pm.

Any documents submitted after the deadline will not be accepted or reviewed.

Required Supporting Documentation Instructions:

All uploaded files will need to be in PDF format and accessible to OUSD. Any files missing could result in a disqualification from the RFQ process.

All files will need to be clearly labeled based on the list below:

- One (1) sample Expanded learning program schedule with activity summary
- A sample budget pertaining to the program schedule and activity summary
- Profit and loss statement and/or copy of 2020 990 Tax Form
- Copy of Monitoring Reports and/or other external evaluations of the program (maximum of 1)
- Organizational chart of agency that illustrates how the OUSD Expanded Learning Program is to be supported administratively and programmatically (indicate specific names next to titles of staff whenever possible)
- Copy of organization's 501(c)(3) letter
- Bank statements to show proof of operating cash reserves (reference application question 2 in appendix II for details)
- Job description for site coordinator and program instructor
- Copy of IRS letter certifying tax exempt status
- Proof of "active" status with the office of the California Secretary of State Board roster and minutes – Include the current board roster indicating officers and affiliations as well as Board approved minutes from the 2020-2021 school year.
- Signed letter of agreement (as elaborated upon in Section N)
- Most recent audited financial statements within 2 years and summary of the audit findings
- Letters of reference (maximum of 2)
- Documents demonstrating fulfillment of minimum qualifications (outlined in Section 13)
- Copy of certificate of current insurance



APPENDIX IV: OUSD Expanded Learning Lead Agency MOU Boilerplate Checklist

1. Intent
2. Term of MOU
3. Termination
4. Compensation
 - 4.1. Total Compensation
 - 4.2. Positive Attendance
 - 4.2.1. Reconciliation Process for Positive Attendance Based Grant Funds
 - 4.2.2. Administrative Charges and Reconciliation
 - 4.3. OUSD Administrative Fees
 - 4.4. Agency Administrative Fees
 - 4.5. Program Budget
 - 4.6. Modifications to Budget
 - 4.7. Program Fees
5. Scope of Work
 - 5.1. Student Outcomes
 - 5.1.1. Alignment with Community School Strategic Site Plan
 - 5.2. Oversight
 - 5.3. Enrollment
 - 5.4. Program Requirements
 - 5.4.1. Program Hours
 - 5.4.2. Program Days
 - 5.4.3. Program Components
 - 5.4.4. Staff Ratio
 - 5.5 Data Collection
 - 5.5.1. Accountability Reports
 - 5.5.2. Attendance Reports
 - 5.5.3. Use of Enrollment Packet
 - 5.6. Maintain Clean, Safe and Secure Environment



- 5.7. Meeting Participation
- 5.8. Relationships
- 5.9. Licenses
- 6. Field Trip Policy. Field Trips, Off Site Events and Off Site Activities
 - 6.1. – 6.13.2., including, but not limited to:
 - 6.1. Licenses Permission Slips/Acknowledgement
 - 6.1.3. Notice of Waiver of All Claims
 - 6.5. Health Conditions/Medication
 - 6.6. Supervision
 - 6.7. Transportation Requirements
 - 6.11. Additional Requirements for High Risk, Overnight, Out of State Trips
 - 6.12. Additional Requirements for Field Trips/Excursions Which Include Swimming or Wading
 - 6.13. Additional Requirements for Trips to East Bay Regional Park District Bodies of Water (swimming pools, lagoons, shoreline parks and lakes) and Related Facilities
- 7. Financial Records
 - 7.1. Accounting Records
 - 7.2. Disputes
- 8. Invoicing
 - 8.1. Billing Structure
 - 8.2. Unallowable Expenses
 - 8.3. Invoice Requirements
 - 8.4. Submission of Invoices
 - 8.5. Submission of Invoices for ASESP and 21st Century Grants
- 9. Ownership of Documents
- 10. Changes
 - 10.1. Agency Changes
 - 10.2. Changing Legislation
- 11. Conduct of Consultant
 - 11.1. Child Abuse and Neglect Reporting Act
 - 11.2. Staff Requirements
 - 11.2.1. Tuberculosis Screening



- 11.2.2. Fingerprinting of Agents
- 11.2.3. Minimum Qualifications
- 11.3. Removal of Staff
- 11.4. Conflict of Interest
- 11.5. Drug-Free/Smoke Free Policy
- 11.6. Non-Discrimination
- 12. Indemnification
- 13. Insurance
 - 13.1. Commercial General Liability
 - 13.2. Worker's Compensation
 - 13.3. Property and Fire
- 14. Litigation
- 15. Incorporation of Recitals and Exhibits
- 16. Counterparts
- 17. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion
- 18. All exhibits, with required forms and timelines

[OUSD AFTER-SCHOOL LEAD AGENCY MOU SAMPLE CONTRACT](#)

The contract template that is currently being used by lead agencies can be accessed by clicking the following link. However, please be aware that we are in the process of revising the contract template in 2 main respects: (1) the revised contract will be a master contract between OUSD and the lead agency that does not specify the school site(s) where the agency is assigned, and (2) that master contract will last for 3 years (but note that agencies and sites will continue be matched in 1-year relationships, as they are currently). The other terms will be substantially similar to those in the current contract template.

All applicants are required to review the contract template currently in use, and sign the OUSD Expanded Learning Lead Agency MOU Boilerplate Checklist of the RFQ (Appendix IV).

Submission of this Signed Boilerplate Checklist will constitute a representation by your firm that it has read all the clauses listed in the OUSD Expanded Learning Lead Agency MOU contract sample (Appendix IV), is willing and able to comply with OUSD contracting requirements, and understands that the standard OUSD Expanded Learning Lead Agency MOU is subject to change annually.



Signature

Date

Name and Title of Signatory

Name of Organization

APPENDIX V: Appeals Process for Applicants

Any applicant may appeal to the Oakland Unified School District Community Schools Department if the determination that it is not prequalified. An appeal must be based on one or both of two following:

- **Unfair process** (e.g., the appellant’s proposal was treated differently than others, conflict of interest by OUSD Department of Expanded Learning staff, etc.)
- **Material error** (e.g., the appellant’s proposal was reviewed under the wrong funding strategy, failure to consider all application materials, incorrect application of evaluation rubric or some other mistake of fact occurred), or

The appellant must submit the appeal by August 27, 2021 (i.e., 5 business days after the Lead Agency Notification Date). If the appellant fails to file an appeal prior to the applicable appeals deadline, the appellant waives any and all rights to challenge the decision of the District, whether by administrative process, judicial process, or any other legal process or proceeding.

An appeal must clearly state the facts that establish one of the above-referenced bases for appeal and how, as a result, the appellant’s proposal was affected negatively. The appeal will be considered and adjudged by the Executive Director of Community Schools Student Services, whose decision will be final. Appellant should submit the appeal and any supporting documents should be sent electronically by email to:

Andrea Bustamante, Executive Director
Community Schools Student Services
andrea.bustamante@ousd.org

Appellants will receive written notice of the outcome of their appeal by September 3, 2021. In the event that an applicant’s appeal is successful, the agency will be treated as all other prequalified agencies.

2021 OUSD Request for Qualifications Application Love. Learn. Success. Cover Sheet

ASES, 21st CCLC, and ASSETS After-School Programs


Organization Name	Love. Learn. Success.		
Primary Contact Person:	Armando Garcia	Secondary Contact Person:	David Becerra
Email:	armando@lovelearnsuccess.org	Email:	david@lovelearnsuccess.org
Telephone #:	(510) 708-1219	Telephone #:	(510) 500-5402

Service Category: Check the grade levels your organization is interested in serving.	
	Elementary (TK-5)
X	Elementary/Middle (TK-8)
	Middle (6-8)
	High School (9-12)
	Alternative High School
	Continuation High School
	Comprehensive High School

Does your organization have 501c3 status? Please provide documentation of this status in your supporting documentation section.	X	Yes
		No
Are you currently an OUSD Approved Lead Agency Partner?	X	Yes
		No

Have you served as an OUSD Lead Agency partner before in past years? If so, please identify the years and durations served.	X	Yes
		No
Do you currently serve in the Lead Agency role for any other school districts besides OUSD?	5	# Years
	X	Yes
		No
If yes , please list all school districts you have served.		
West Contra Costa Unified School District		
How many school sites does your organization have the capacity to serve as a lead agency?	1	# Sites
In the box below, please briefly explain your rationale for this number of sites?		
Love. Learn. Success. currently serves as the Lead Agency at Melrose Leadership Academy It is within the capacity of Love. Learn. Success. to continuing serving as the Lead Agency at this school		

On behalf of Love. Learn. Success. (Agency), I, Ann Ngo (name)
CEO (Position), declare under penalty of perjury under the laws
of the State of California that the foregoing is true and correct.

Signature:  Date: June 30, 2021



June 21, 2021

To Whom It May Concern:

I am writing on behalf of Love. Learn. Success. to express our interest in continuing to serve as an Expanded Learning Program Lead Agency for the Oakland Unified School District. This application will demonstrate our capacity to successfully serve as an Expanded Learning Program Lead Agency. Love. Learn. Success. is willing and able to perform the commitment contained in this application. As a strong Expanded Learning Program provider, we are excited to continue our success and service to OUSD school communities. Our skills, tools and program models that we have developed over the past 12 years have proven successful and effective. We look forward to continuing the work we have begun to support our school communities.

We appreciate the opportunity to continue our partnership with Oakland Unified School District and the Expanded Learning Programs Office. This partnership will continue to allow students to truly develop a love for life long learning and ultimately, success!

Thank you for your time and consideration.

Sincerely,

Ann Ngo
Executive Director
Love. Learn. Success.
(510) 600-3412
ann@lovelearnsuccess.org

"Every student will Love to Learn and carry that love to their own Success!"



ORGANIZATIONAL CAPACITY

• **Love. Learn. Success. Vision:** Every student in Love. Learn. Success. programs will love to learn and will carry that love to their own success!

Love. Learn. Success. Mission: Love. Learn. Success. (LLS) creates transformative learning experiences for underserved and underrepresented students that lack equitable access to high quality after school programs, a fundamental right, not a privilege. LLS believes that all students should have access to a full curriculum that includes performing arts, visual arts, science, and physical education provided by qualified instructors and specialists. LLS after school programs serve as vessels for new experiences and exposure to the rest of the world because all students have the potential to achieve success regardless of economic status.

LLS programs are designed to encourage safe, nurturing and educationally enriching alternatives for students in the after school hours. LLS Programs are closely aligned with the core values, academic goals and high quality standards of the regular day school program. This is accomplished through collaboration with the school principal, teachers, staff, faculty and parents in order to better align curriculum and standards to meet school wide expectations. The variety of academic, enrichment, and recreation classes give students opportunities to enhance vital reading and math abilities, develop critical thinking and life skills, and discover interests and talents that motivate and inspire a lifelong love for learning. They also allow students to partake in activities focusing on fine arts, music and physical fitness.

Love. Learn. Success. (LLS) is a non-profit organization that specializes in providing high quality After School experience for all participating students. Currently, LLS serves as the expanded learning program lead agency in WCCUSD at Fairmont Elementary, Ford Elementary, Grant Elementary, King Elementary, Lake Elementary, Montalvin Elementary, Peres

Elementary, Verde Elementary, and West County Mandarin School. In addition, LLS is the lead agency at in at Melrose Leadership Academy in the Oakland Unified School District, at Urban Montessori Charter School, and at Cox Academy an Education for Change Public School. The foundation of LLS programs is guided by the implementation of high quality learning, teaching, and leadership practices. In alignment with OUSD, LLS participates in a cycle of continuous quality improvement using the Program Quality Assessment Tool (PQA) to ensure that programs are safe, supportive, interactive and engaging. Classes offered are inquiry driven with clear final products or performances that are intentionally planned using curriculum Unit Plans and Academic/Daily Lesson Plans. This ensures the creative and engaging delivery of material to empower students to master social-emotional and academic skills. In all classes, Program Instructors use debriefing strategies for students to reflect on the purpose and significance of daily learning objectives while positively interacting with peers, thus helping create a safer and engaging classroom environment. All LLS programs are safe, nurturing and provide educationally enriching alternatives for students during after school hours.

LLS is seeking the opportunity to continue the partnership with OUSD. LLS has developed successful program structures, policies and tools that has proven to be effective. LLS will continue to assess, revise and improve practices in order to ensure maximum effectiveness. The continued partnership with OUSD, will allow Love. Learn. Success. to solidify its role as a long-lasting Expanded Learning Program Lead Agency.

- Love. Learn. Success. (LLS) believes that programs should foster a positive sense of identity, build upon the cultures of the families, and offer curriculum that values and responds to the strengths, challenges, and needs of all of the youth in the communities we serve (e.g. youth of different ethnicities, class backgrounds, spiritual beliefs, genders, sexual orientations, and

physical or cognitive abilities). LLS hopes to continuously strengthen the capacity of young people to be active, contributing members of their families, communities and our increasingly diverse society. We do this by providing students with opportunities to develop interpersonal skills such as self-awareness and self-management. Students are able to regulate and monitor their own behaviors, feelings, and impulses in order to make responsible decisions, maintain focus, and achieve goals. LLS works closely with families to address identified individual student needs and to support the development of new skills.

LLS's partnership with OUSD, school communities, and families will help us grow our young people. Currently, LLS has provided various opportunities for families to participate in students' After School experiences through showcases and expos, and community events. At Parent Orientations, LLS explains the impact family participation has on their child's academic success. LLS has developed Expanded Learning Parent Advisory Boards at all continuing sites that serve as a direct line of communication between parents and After School staff and support for program culminating events. This committee allows parents to plan fundraisers, voice concerns and provide feedback, so that they are included in the ongoing development of the program. In partnership with all stakeholders, we hope to prepare our students to succeed.

- A cornerstone of Love. Learn. Success. (LLS) is positive partnerships with the school community including school administrators, teachers, faculty, parents and other partners. LLS has developed strong partnerships with current school communities. Facilitating continuity and intentional linkages between school day and after school programs is a strength of LLS. Site Directors are scheduled to meet weekly with the school principal to celebrate successes and acknowledge areas of strength, as well as addressing programmatic needs, planning and ongoing collaboration to achieve program quality and academic goals. The Site Director will also be

present during the school day in order to promote collaboration and continuity between day school and expanded day programs.

- LLS has found success through referrals by current LLS staff, school community members and partners. The experience, knowledge, and interests of selected staff are identified during the hiring process and are carefully considered. Through the hiring process, LLS ensures that all staff fully meet compliance requirements set by OUSD and the California Department of Education. Professional Development and coaching for all staff is key to the success of LLS programs. LLS has developed a coaching schedule for the continuous development of program staff. Program staff are given formal evaluations at least three times per year. Evaluations highlight staff strengths and identify areas for growth. Once identified, trainings and coaching are provided to address these areas so that there is a clear process for individual growth and development.

FISCAL MANAGEMENT AND RESOURCE DEVELOPMENT

- The budget sample provided includes the following program personnel:

Program Director: manages and supports the Site Director and the administrative aspects for the program. Duties include, but are not limited to: supporting in the development of program and curriculum; recruiting, hiring and supervision program staff; monitoring program quality and outcomes, negotiating programmatic issues; managing evaluations; developing and tracking budget; attending grantee trainings and meetings.

The Site Director: provides hands on supervision of all program activities. Duties include but are not limited to: hiring and supervising program staff, managing and directing program staff and activities; monitoring daily program quality; sourcing and providing program materials; substituting for staff as needed; managing parent and family communication; support in student

mediation; coaching staff; and tracking student attendance.

Program Instructors: Program Instructors will lead academic and enrichment classes, develop unit plans and lesson plans, and maintain a safe, positive and productive environment for up to 100 students. Program Instructors will also lead daily recreation, community building and teambuilding activities.

- As LLS continues to expand its fee-based programming, additional resources will become available. We are confident that we can sustain and grow our current programs allowing us to provide additional resources, while saving for future agency growth and costs. The attached Form 990 demonstrates that LLS will have the agency funds to cover programmatic needs.
- LLS develops budgets that specify how funds will be allocated for each site. LLS reviews budget projections versus actual revenue and expenditures monthly in order for appropriate use of program funds. LLS Directors then decide how to use funds in order to ensure that programs have the proper amount of funding needed to provide services for the entirety of the program. All program expenses must be approved by both the Chief Executive Officer and Program Director before any funds are used. LLS currently contracts with ADP to provide payroll services for the agency. ADP provides staff payroll semi-monthly, W-2 Forms for staff annually, 1099 Forms for contractors annually, tax payments and payroll reports each pay period. LLS is currently working with Perry & Jones Accounting Services to submit taxes for previous fiscal years and has attached the last audited financial statements.

3) AGENCY INFRASTRUCTURE AND COMPLIANCE

- Please see attached document – “LLS Organizational Chart”
- LLS Expanded Learning Programs share consistent models and patterns across all sites, though specific staff duties may vary from site to site to support academic and program

improvement goals. All programs include a full-time Site Director, Program Quality Support Coach/Lead Teacher, and Program Instructors.

- Student Ratio of 1:20 or better: LLS will hire a program instructor for every 20 students served to meet the ADA goal for each site. For example, to serve 84 students, LLS will hire 4 Program Instructors and 1 Site Director. LLS has also created pool of substitute instructors that can be on site as needed. In addition to Program Instructors, staffing may also include Enrichment Specialists, and other Contracted Agencies which will result in smaller student ratios.
- Staff meet OUSD instructional Aide positions (48 college units, Instructional Aid Exam, etc.): Love. Learn. Success. actively recruits, hires, and retains highly qualified staff to ensure that ELPs are operating in compliance with requirements set forth by the District and the California Department of Education. As part of the hiring process, all individuals are required to provide documentation of Education Transcripts or IA Certification.
- Full time Site Coordinators are scheduled to be on site each day from 10:30am–6:30pm.
- Students sign in and out daily as part of the program daily routines. All attendance is tracked via CitySpan and internally.
- Financial, attendance and programmatic records are kept up to date and available upon request.

The Program Director will serve as the main point of contact for LLS and OUSD. The Program Director will meet at least once a month with School Site Leadership and other community partners to ensure strong partnerships. Site Directors are responsible for daily program operations, supervision and coaching of staff, student enrollment and retention, and maintaining a positive partnership with school administrators, faculty, families, and community based organizations.

YOUTH DEVELOPMENT EXPERTISE, CONTINUOUS QUALITY IMPROVEMENT,

AND SCHOOL DISTRICT ALIGNMENT

- Love. Learn. Success.’ envisions all ELP Students *will love to learn and carry that love to their own success*. LLS will provide programming for up to 100 TK-8th Grade students for 177-180 school days. All students receive Academic Support and enrichment/recreation activities 5 days a week. LLS enrichment activities expose students to a variety of challenging and engaging classes, where students learn new skills and explore individual interests.

All Academic Support and Enrichment Sessions are expected to incorporate the following key elements:

- A clear learning objective that is linked to the session activities.
- Each session should build upon the previous session and lead to a culminating event or project.
- Connect abstract concepts to concrete skills
- Opportunities for all students to practice skills for more than half of the class session.
- Opportunities for all students to reflect on what they have learned and/or contributed and provide feedback on the session.

Each semester, all performing arts classes prepare a performance at the Student Expo. All staff develops curriculum that works towards this culminating event. Families and school staff are invited to attend the expo.

Overall, LLS believes in the idea of promoting young people’s learning and broader development after the classroom day. We believe that afterschool programming is a unique experience that must offer more than safe havens or homework support. When our programs are able to achieve its true potential, then the activities would promote learning that complements, but is distinguished from, the learning that happens at school or home.

- Love. Learn. Success. believes that learning should excite young people to build new skills,

discover of new interests, and achieve a sense of mastery. Specifically, the curriculum for all enrichment classes is guided by the Learning in Afterschool and Summer (LIAS) project. The Learning in Afterschool and Summer Project promotes the five core learning principles. LLS Curriculum supports the LIAS principles as activities should be Active, Collaborative, Meaningful, Supports Mastery, and Expands Horizons. All lessons also utilizes English Language Learners Strategies and Youth Development strategies in order to engage all student learners.

With the foundation of LIAS Principles, ELL strategies and Youth Development strategies, LLS Curriculum is intertwined with Common Core. Students with active engagement with content and supports learning by building on students' current skills and experiences. As a result, students are prepared for success in higher education, career, and life. LLS After school Activities expand skills such as problem solving, critical thinking, creativity, and understand perspective and culture. Overall, LLS programs promote young people's learning and broader development after the school day.

Love. Learn. Success is experienced in conducting self-assessments using the SAPQA tool. Program Directors are formally trained and certified as a SAPQA Assessors and to conduct internal assessments. LLS program instructors will be formally evaluated three times a year. This ensures that our staff is meeting all program expectations. Continuous improvement is an expectation of all our Love. Learn. Success. programs and staff.

Four Core Values guide LLS Programs: Respect, Responsibility, Honesty and Compassion. As a result, students feel safe and ready to lead and learn. Each lesson is prepared with a clear learning objective and students are guided in debriefs and reflections to reinforce the purpose of each lesson and connect the content of the lesson and the daily learning objective with

their daily lives and experiences outside of the school.

- It is the responsibility of Program Directors to ensure that all LLS staff is held to high expectations. Furthermore, it is also their responsibility to ensure that all staff is supported and meeting all expectations through cycles of professional development, observations, and coaching meetings. Program Directors provide training focused on curriculum development (LLS Unit Plans, LLS Daily Lesson Plans, and Academic Lessons), classroom management, emergency procedures and policies, CPR, Child Abuse Mandating Reporting, School Age Program Quality Assessment (SAPQA) and various Youth Development strategies. Program Instructors will meet weekly with Site Directors to participate in one-on-one coaching. Between meetings, Program Directors will observe Program Instructors and provide recommendations, which will allow Site Directors to monitor staff progress in meeting identified goals. LLS will provide agency wide staff trainings for all Program Instructors at least three times per year. Program Instructors will also receive trainings and coaching from the identified Lead Teacher and through OUSD Professional Development Opportunities.

- LLS will conduct student, parent, school day staff and principal surveys to measure participants' satisfaction and program effectiveness. LLS Programs are evaluated at least once a year through site visits based on the School Age Program Quality Assessment (SAPQA) Tool. The overall purpose of the SAPQA is to encourage programs and systems to focus on the quality of youth experiences in LLS Programs and corresponding training needs of staff. Primarily, LLS use this tool to refer to these experiences as various "point of service." Because quality is the link between participation and positive outcomes, programs are expected develop a Quality Action Plan to identify steps to address student needs, interests, and areas of quality improvement. The YPQA tool will be introduced to all Program Instructors and Site Directors

during staff orientation meetings before the start of program in August. LLS will support staff through ongoing coaching and professional development in order to ensure that staff is aware of areas for improvement and supported in achieving individual and program goals.

2020-2021 Community Bridges After School Class Schedule (LLS)

Grades: TK-Kinder-1st

Time	Monday	Tuesday	Wednesday	Thursday	Friday
1:05			TK/Kinder/1st gr.: Attendance/Opening Activity		
1:10			-TK/Kinder (Christina): Enrichment @ Room 7 -TK/Kinder (Elisa): Outdoor Games @ Yard -1st gr. (Chan): Art @ Portable 25 -1st gr. (Amairani): Enrichment @ Room 21		
2:10			-TK/Kinder (Chan/Christina) Art @ Portable 25 -TK/Kinder (Elisa): Ballet Folklorico @ Stage -1st gr. (Gema): STEM @ Room 1 -1st gr. (Amairani): Outdoor Games @ Upper Yard		
2:45	TK, Kinder, 1st gr.: Attendance & Snack (2:50- 3:10 PM)	TK, Kinder, 1st gr.: Attendance & Snack (2:50- 3:10 PM)	TK, Kinder, 1st gr.: Snack (2:50-3:10)	TK, Kinder, 1st gr.: Attendance & Snack (2:50- 3:10 PM)	TK, Kinder, 1st gr.: Attendance & Snack (2:50- 3:10 PM)
3:05	-TK/Kinder (Christina): Enrichment @ Room 7 -TK/Kinder (Elisa/Daniel): Arts & Crafts @ Room 16	-TK/Kinder (Christina/Daniel): Arts & Crafts @ Rm 16 -TK/Kinder (Elisa/Chipa): Capoeira @ Cafeteria	-TK/Kinder (Christina/Ruth): Ballet Folklorico @ Stage -TK/Kinder (Elisa): Enrichment @ Room 6	-TK/Kinder (Christina): Enrichment @ Room 7 -TK/Kinder (Elisa/Daniel): Arts & Crafts @ Room 16	-TK/Kinder (Christina): Enrichment @ Room 7 -TK/Kinder (Elisa/Carlos): Outdoor Games @ Upper Yard
4:05	-1st gr. (Gema): Enrichment @ RM1 -1st gr. (Amairani/Thanh): Soccer @ Upper Yard -TK/Kinder (Christina/Chipa): Capoeira @ Upper Yard -TK/Kinder (Elisa) : Enrichment @ Room 6 -1st gr. (Gema/Thanh) Soccer @ Upper Yard -1st gr. (Amairani/Daniel): Arts & Crafts @ Room 16	-1st gr. (Gema) Outdoor Games @ Upper Yard -1st gr. (Amairani): Enrichment @ Portable 21 -TK/Kinder (Christina): Enrichment @ Room 7 -TK/Kinder (Elisa): Outdoor Games @ Upper Yard -1st gr. (Gema/Daniel): Arts & Crafts @ Room 16 -1st gr. (Amairani/Chipa): Capoeira @ Cafeteria	-1st gr. (Gema): Enrichment @ Room1 -1st gr. (Amairani): STEM @ Port 21 -TK/Kinder (Christina): Outdoor Games @ Upper Yard -TK/Kinder (Chan/Elisa): Art @ Portable 25 -1st gr. (Gema): Kicksmart @ Upper Yard -1st gr. (Amairani): Ballet Folklorico @ Stage	-1st gr. (Gema): Enrichment @ Room 1 -1st gr. (Amairani): Capoeira @ Upper Yard -TK/Kinder (Christina/Chipa): Capoeira @ Upper Yard -TK/Kinder (Elisa/Thanh): Soccer @ Upper Yard -1st gr. (Gema/Daniel): Arts & Crafts @ Room 16 -1st gr. (Amairani): Enrichment @ Port 21	-1st gr. (Gema): Enrichment @ Room 1 -1st gr. (Amairani/Enrique): STEM @ Port 21 -TK/Kinder (Christina): Outdoor Games @ Upper Yard -TK/Kinder (Elisa/Christy): Painting @ Port 25 -1st gr. (Gema/Enrique): STEM @ Room 1 -1st gr. (Amairani): Enrichment @ Port 21
5:05	-TK/Kinder (Christina) Outdoor Games @ Rm Upper Yard -TK/Kinder (Elisa/Thanh) Soccer @ Upper Yard -1st gr. (Gema/ Chipa) Capoeira @ Upper Yard -1st gr. (Amairani) Enrichment @ Port. 21	-TK/Kinder (Christina) Outdoor Games @ Rm Upper Yard -TK/Kinder (Elisa) Enrichment @ Room 6 -1st gr. (Gema) Enrichment @ Room 1 -1st gr. (Amairani/ Daniel) Arts & Crafts @ Room 16	-TK/Kinder (Christina) Enrichment @ Rm Upper Yard -TK/Kinder (Elisa) Outdoor Games @ Upper Yard -1st gr. (Gema) @ Ballet Folklorico @ Stage -1st gr. (Chan/Amairani) Art @ Port 25	-TK/Kinder (Christina/Thanh) Soccer @ Rm Upper Yard -TK/Kinder (Elisa) Enrichment @ Room 6 -1st gr. (Gema/ Chipa) Capoeira @ Upper Yard -1st gr. (Amairani) Enrichment @ Port. 21	-TK/Kinder (Christina/Christy) Painting @ Port 25 -TK/Kinder (Elisa) Enrichment @ Room 6 -1st gr. (Gema/Carlos) Outdoor Games @ Upper Yard -1st gr. (Amairani) Outdoor Games @ Upper Yard
6:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

2020-2021 Community Bridges After School Class Schedule (LLS)

Grades: 2nd-3rd

Time	Monday	Tuesday	Wednesday	Thursday	Friday
1:15			-2nd-3rd Gr.: Attendance/Opening Activity @ Room 16 -2nd Gr Group A (Daniel): Arts & Crafts @ Upper Yard -2nd Gr Group B (Luz): Outdoor Games @ Upper Yard -3rd Gr. Group A (Bryan): Outdoor Games @ Lower Yard		
2:00			-2nd Gr Group A (Chipa): Capoeira @ Upper Yard -2nd Gr Group B (Luz): Academic Support @ Room 4 -3rd Gr. Group A (Bryan): Outdoor Games @ Lower Yard		
2:45 (2nd & 3rd)	2nd-3rd Gr.: Attendance & Snack (2:45-3:05)	2nd-3rd Gr.: Attendance & Snack (2:45-3:05)	2nd-3rd Gr.: Attendance & Snack (2:45-3:05)	2nd-3rd Gr.: Attendance & Snack (2:45-3:05)	2nd-3rd Gr.: Attendance & Snack (2:45-3:05)
3:05	-2nd Gr Group A (Lesley): Academic Support @ Port 25 -2nd Gr Group B (Enrique): Academic Support @ Rm 4 -3rd Gr. Group A (Carlos): Academic Support @ Room 12	-2nd Gr Group A (Christy): Academic Support @ Port 25 -2nd Gr Group B (Lola): Academic Support @ Rm 4 -3rd Gr. Group A (Carlos): Academic Support @ Room 12	-2nd Gr Group A (Luz): Academic Support @ Room 4 -2nd Gr Group B (Chipa): Capoeira @ Upper Yard -3rd Gr. Group A (Carlos): Academic Support @ Room 12	-2nd Gr Group A (Christy): Academic Support @ Port 25 -2nd Gr Group B (Lesley): Academic Support @ Rm 4 -3rd Gr. Group A (Carlos): Academic Support @ Room 12	-2nd Gr Group A (Bryan): Outdoor Games @ Lower Yard -2nd Gr Group B (Chipa): Capoeira @ Upper Yard -3rd Gr. Group A (Daniel): Arts & Crafts @ Room 16
4:05	-2nd Gr Group A (Lesley): Enrichment @ Port 25 -2nd Gr Group B (Enrique): Outdoor Games @ Lower Yard -3rd Gr. Group A (Carlos): Outdoor Games @ Lower Yard	-2nd Gr Group A (Lola): Outdoor Games @ Lower Yard -2nd Gr Group B (Christy): Painting @ Port 25 -3rd Gr. Group A (Bryan): STEM @ Room 3	-2nd Gr Group A (Luz): Arts & Crafts @ Room 4 -2nd Gr Group B (Bryan): STEM @ Room 3 -3rd Gr. Group A (Carlos): Outdoor Games @ Lower Yard	-2nd Gr Group A (Christy): Painting @ Port 25 -2nd Gr Group B (Lesley): Outdoor Games @ Yard -3rd Gr. Group A (Carlos): Enrichment @ Room 12	-2nd Gr Group A (Ruth): Ballet Folklorico @ Stage -2nd Gr Group B (Daniel): Arts & Crafts @ Room 16 -3rd Gr. Group A (Chipa): Capoeira @ Upper Yard
5:05	-2nd Gr Group A (Carlos): Outdoor Games @ Lower Yard -2nd Gr Group B (Ruth): Ballet Folklorico @ Stage -3rd Gr. Group A (Lesley): Enrichment @ Port 25	-2nd Gr Group A (Bryan): STEM @ Room 3 -2nd Gr Group B (Carlos): Outdoor Games @ Lower Yard -3rd Gr. Group A (Lola): Outdoor Games @ Lower Yard	-2nd Gr Group A (Bryan): STEM @ Room 3 -2nd Gr Group B (Chipa/Luz): Capoeira @ Upper Yard -3rd Gr. Group A (Daniel): Arts & Crafts @ Rm 16	-2nd Gr Group A (Carlos): Outdoor Games @ Lower Yard -2nd Gr Group B (Bryan): Enrichment @ Rm 3 -3rd Gr. Group A (Christy): Painting @ Port 25	-2nd Gr Group A (Daniel): Arts & Crafts @ Room 16 -2nd Gr Group B (Enrique): Outdoor Games @ Lower Yard -3rd Gr. Group A (Ruth): Ballet Folklorico @ Stage
6:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
			Lola		

2020-2021 Community Bridges After School Class Schedule (LLS)

Grades: 4th-5th MLA

<u>Time</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
1:15			4th-5th Gr.: Attendance/Opening Activity - 4th/5th Group A (Carlos): Outdoor Games @ Lower Yard - 4th/5th Group B (Chipa): Capoeira @ Upper Yard		
2:00			- 4th/5th Group A (Daniel): Arts & Crafts @ Room 16 - 4th/5th Group B (Carlos): Outdoor Games @ Lower Yard		
2:50	4th-5th Gr.: Attendance & Snack (2:50-3:10)	4th-5th Gr.: Attendance & Snack (2:50-3:10)	4th-5th Gr.: Attendance & Snack (2:50-3:10)	4th-5th Gr.: Attendance & Snack (2:50-3:10)	4th-5th Gr.: Attendance & Snack (2:50-3:10)
3:05	- 4th/5th Group A (Lola): Academic Support @ Port A - 4th/5th Group B (Jose): Academic Support @ Port B	- 4th/5th Group A (Pancho): Academic Support @ Port A - 4th/5th Group B (Thanh): Academic Support @ Port B	- 4th/5th Group A (Lola): Academic Support @ Port 23 - 4th/5th Group B (Daniel): Arts & Crafts @ Room 16	- 4th/5th Group A (Pancho): Academic Support @ Port A - 4th/5th Group B (Ruth): Academic Support @ Port B	- 4th/5th Group A (Lola): Enrichment @ Port A - 4th/5th Group B (Thanh): Soccer @ Yard
4:05	- 4th/5th Group A (Lola): Enrichment @ Port A - 4th/5th Group B (Jose): Percussion @ Cafeteria	- 4th/5th Group A (Pancho): Mixed Media Art @ Port A - 4th/5th Group B (Thanh): Soccer @ Yard	- 4th/5th Group A (Chipa): Capoeira @ Upper Yard - 4th/5th Group B (Lola): Experimental Printmaking @ Port 23	- 4th/5th Group A (Pancho): Mixed Media Art @ Port A - 4th/5th Group B (Ruth): Ballet Folklórico @ Cafeteria	- 4th/5th Group A (Thanh): Soccer @ Yard - 4th/5th Group B (Lola): Enrichment @ Port A
5:05	- 4th/5th Group A (Jose): Percussion @ Cafeteria - 4th/5th Group B (Lola): Enrichment @ Port A	- 4th/5th Group A (Thanh): Soccer @ Yard - 4th/5th Group B (Pancho): Mixed Media Art @ Port A	- 4th/5th Group A (Lola): Experimental Printmaking @ Port 23 - 4th/5th Group B (Carlos): Enrichment @ Room 12	- 4th/5th Group B (Pancho): Mixed Media Art @ Port A - 4th/5th Group A (Ruth): Ballet Folklórico @ Cafeteria	- 4th/5th Group A (Thanh): Outdoor Games @ Yard - 4th/5th Group B (Lola): Outdoor Games @ Yard
6:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

2020-2021 Community Bridges After School Class Schedule (LLS)

Grades: 6th-7th-8th

Time	Monday	Tuesday	Wednesday	Thursday	Friday
1:10			6th-7th-8th Gr.: Attendance - 6th Gr. (Pancho): Soccer @ Lower Yard -7th, 8th Gr. (Enrique): STEM @ Rm 14		
2:00			- 6th Gr. (Enrique): STEM @ Rm 14 - 7th/8th Gr. (Pancho): (Soccer) @ Lower Yard		
3:10	6th-7th-8th Gr.: Attendance & Snack (3:10- 3:30)	6th-7th-8th Gr.: Attendance & Snack (3:10- 3:30)	6th-7th-8th Gr.: Attendance & Snack (3:10- 3:30)	6th-7th-8th Gr.: Attendance & Snack (3:10- 3:30)	6th-7th-8th Gr.: Attendance & Snack (3:10- 3:30)
3:30	- 6th Gr. (Pancho): Mixed Media Art @ Room 15 - 7th/8th Gr. (Coach B): Homework @ Rm. 14/ Outdoor Games @Lower Yard -6th, 7th, 8th Gr. (Ruth) Ballet Folklórico @ Stage	- 6th Gr. (Enrique): Outdoor Games @ Lower Yard/ Homework @ Room 14 - 7th/8th Gr. (Jose): Percussion @ Port. 22	- 6th Gr. (Pancho): Mixed Media Art @ Room 15 - 7th/8th Gr. (Enrique): Homework @ Rm. 14/ Outdoor Games @Lower Yard	- 6th Gr. (Enrique): Outdoor Games @Lower Yard/ Homework @ Room 14 - 7th/8th Gr. (Jose): Percussion @ Port. 22	- 6th, 7th, 8th Gr. Mixed (Pancho): Mural Art @ Rm 15 - 6th, 7th, 8th Gr. Mixed (Jose): Percussion @ Port 22
4:45	- 6th Gr. (Coach B): Outdoor Games @Lower Yard/ Homework @ Room 14 - 7th/8th Gr. (Pancho): Mixed Media Art @ Room 15	- 6th Gr. (Jose): Percussion @ Port. 22 - 7th/8th Gr. (Enrique): Homework @ Rm. 14/ Outdoor Games @Lower Yard	- 6th Gr. (Enrique): Outdoor Games @Lower Yard/ Homework @ Room 14 - 7th/8th Gr. (Pancho): Mixed Media Art @ Room 15	- 6th Gr. (Jose): Percussion @ Port. 22 - 7th/8th Gr. (Enrique): Homework @ Rm. 14/ Outdoor Games @Lower Yard	- 6th, 7th, 8th Gr. Mixed (Pancho): Mural Art @ Rm 15 - 6th, 7th, 8th Gr. Mixed (Jose): Outdoor Games @ Lower Yard
6:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Program Schedule Description			Which required CDE component does this activity meet?	Explain how the activity is meeting CDE requirements. How are you ensuring it is high-quality?
Items	Program Title	Description	Staff	Use drop down menu
	Mixed Media Art	Students will engage in various art activities that will demonstrate the effects of various mediums of paint, crayons, pastel, and watercolors.	Franz Fischer	Students and Program Instructors demonstrate their work through projects that serve as qualitative data. All classes are observed 3-4 times per school year and are followed up with 1:1 coaching sessions to provide observations and develop a plan for maintenance and/or improvement of facilitation and professional targets. Staff receive on-going, informal coaching check-ins on a semi-weekly basis during actual program hours, as well 3 hours of professional development training every 4-6 weeks and 1:1 coaching 2x per school year for 1 hour.
	Arts & Crafts	Students will engage in various art activities that will demonstrate the effects of various mediums of paint, crayons, pastel, and watercolors.	Daniel Camacho	Students and Program Instructors demonstrate their work through projects that serve as qualitative data. All classes are observed 3-4 times per school year and are followed up with 1:1 coaching sessions to provide observations and develop a plan for maintenance and/or improvement of facilitation and professional targets. Staff receive on-going, informal coaching check-ins on a semi-weekly basis during actual program hours, as well 3 hours of professional development training every 4-6 weeks and 1:1 coaching 2x per school year for 1 hour.
	Ballet Folklorico	Students will engage in different traditional dances from Mexico	Ruth Correa	Students and Program Instructors demonstrate their work through projects that serve as qualitative data. All classes are observed 3-4 times per school year and are followed up with 1:1 coaching sessions to provide observations and develop a plan for maintenance and/or improvement of facilitation and professional targets. Staff receive on-going, informal coaching check-ins on a semi-weekly basis during actual program hours, as well 3 hours of professional development training every 4-6 weeks and 1:1 coaching 2x per school year for 1 hour.

2020-21 AFTER SCHOOL BUDGET PLANNING SPREADSHEET

ELEMENTARY & MIDDLE SCHOOLS 01.2020

Site Name: Melrose Leadership Academy			ASES		Program Fees (if applicable)	Other School Site Funds	Other Lead Agency Funds
Site #: 135			Resource 6010, Program 1553				
Average # of students to be served daily (ADA): 92	%		OUSD	Lead Agency	Lead Agency	OUSD	Lead Agency
TOTAL GRANT AWARD			147,019.00		207,093.76	0.00	11,776.67

CENTRAL COSTS: INDIRECT, ADMIN, EVAL, PD, CUSTODIAL, SUPPLIES

OUSD Indirect (5.00%)		7,000.90					
OUSD ASPO admin, evaluation, and training/technical assistance costs		9,160.06					
Custodial Staffing and Supplies at 3.5%		4,580.03					

TOTAL SITE ALLOCATION		126,278.00					
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CERTIFICATED PERSONNEL

1120	Quality Support Coach/Academic Liaison		2,500.00			0.00	
1120	Certificated Teacher Extended Contracts- math or ELA academic intervention (required for MS)		0.00			0.00	
1120	Certificated Teacher Extended Contracts- ELL supports						
1120	Certificated Teacher Extended Contracts- math or ELA academic intervention (recommended for MS)					0.00	
Total certificated			2,500.00		0.00	0.00	0.00

CLASSIFIED PERSONNEL

2205	Site Coordinator (list here, if district employee)		0.00	0.00		0.00	0.00
2220	SSO (optional)		9,800.00			0.00	
Total classified			9,800.00	0.00	0.00	0.00	0.00

BENEFITS

3000's	Employee Benefits for Certificated Teachers on Extended Contract (benefits at 24.5%)		612.50				
3000's	Employee Benefits for Classified Staff on Extra Time/Overtime (benefits at 28%)		2,744.00				
3000's	Employee Benefits for Salaried Employees (benefits at 42%)		0.00				
3000's	Lead Agency benefits (rate: 25%)			20,822.25	41,418.75		
Total benefits			3,356.50	20,822.25	41,418.75	0.00	0.00

BOOKS AND SUPPLIES

4310	Supplies (OUSD only, except for Summer Supplemental)		2,500.00			0.00	5,000.00
4310	Curriculum (OUSD only)		0.00			0.00	0.00
5829	Field Trips		0.00			0.00	0.00
4420	Equipment (OUSD only)		0.00			0.00	0.00
	Bus tickets for students						
	Professional Development for Site Staff			500.00			
Total books and supplies			2,500.00	500.00	0.00	0.00	5,000.00

CONTRACTED SERVICES

5825	Site Coordinator (list here if CBO staff)			25,224.66	16,775.34		
5825	3 Academic ES Program Instructors - 20 hours/week X 36 weeks + 40 hours/Prep/PD +24 hours min days X \$16/hr			6,320.33	31,311.67		
5825	2 Enrichment ES Program Instructors - 20 hours/week X 36 weeks + 40			0.00	25,088.00		

SAMPLE

5825	1 STEM/Academic MS Program Insructors - 20 hours/week X 36 weeks + 40 hours/Prep/PD +24 hours min days X \$22/hr			17,248.00			
5825	2 Academic MS Program Insructors - 20 hours/week X 36 weeks + 40 hours/Prep/PD +24 hours min days X \$22/hr			34,496.00			
5825	3 Enrichment Specialists - 20 hours/week X 36 weeks + 6 hours Pre/PD + 24 hours min days X \$30/hr			0.00	67,500.00		
5825	Program Director			0.00	25,000.00		
	Total services		0.00	83,288.99	165,675.01	0.00	0.00
IN-KIND DIRECT SERVICES							
	Total value of in-kind direct services					0.00	0.00
LEAD AGENCY ADMINISTRATIVE COSTS							
	Lead Agency admin (4% max of total contracted \$)			3,510.27			6,776.67
SUBTOTALS							
	Subtotals DIRECT SERVICE	85.00	20,354.91	104,611.24	207,093.76	0.00	5,000.00
	Subtotals Admin/Indirect	15.00	18,542.58	3,510.27			6,776.67
TOTALS							
	Total budgeted per column		38,897.50	108,121.50	207,093.76	0.00	11,776.67
	Total BUDGETED	100.00	147,019.00		207,093.76	0.00	11,776.67
	BALANCE remaining to allocate		0.00		0.00	0.00	0.00
	TOTAL GRANT AWARD/ALLOCATION TO SITE		147,019.00		207,093.76	0.00	11,776.67
ASES MATCH REQUIREMENT:							
ASES requires a 3:1 match for every grant award dollar awarded.							
Total Match amount required for this grant:			49,006.33				
Facilities count toward 25% of this match requirement:			12,251.58				
Remaining match amount required:			36,754.75				
Match should be met by combined OFCY funds, other site funds, private dollars, and in-kind resources. This total equals:			218,870.43				
Total Match amount left to meet:			-182,115.68				

Required Signatures for Budget Approval:

Principal:	
Lead Agency:	

Return of Organization Exempt From Income Tax
Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)
Do not enter social security numbers on this form as it may be made public.
Go to www.irs.gov/Form990 for instructions and the latest information.

2019

Open to Public Inspection

A For the 2019 calendar year, or tax year beginning **JUL 1, 2019** and ending **JUN 30, 2020**

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization LOVELEARNSUCCESS Doing business as Number and street (or P.O. box if mail is not delivered to street address) Room/suite P.O. BOX 6325 City or town, state or province, country, and ZIP or foreign postal code OAKLAND, CA 94603 F Name and address of principal officer: David Becerra same as C above	D Employer identification number 46-2478873 E Telephone number 800-819-3110 G Gross receipts \$ 2,541,685. H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. (see instructions) H(c) Group exemption number ▶
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		
J Website: ▶ www.lovelearnsuccess.org		
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶		
L Year of formation: 2013		M State of legal domicile: CA

Part I Summary

	1 Briefly describe the organization's mission or most significant activities: <u>See Schedule O.</u>	
Activities & Governance	2 Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.	
	3 Number of voting members of the governing body (Part VI, line 1a)	3 6
	4 Number of independent voting members of the governing body (Part VI, line 1b)	4 4
	5 Total number of individuals employed in calendar year 2019 (Part V, line 2a)	5 133
	6 Total number of volunteers (estimate if necessary)	6 0
	7a Total unrelated business revenue from Part VIII, column (C), line 12	7a 0.
	7b Net unrelated business taxable income from Form 990-T, line 39	7b 0.
Revenue	8 Contributions and grants (Part VIII, line 1h)	Prior Year 5,274. Current Year 1,373.
	9 Program service revenue (Part VIII, line 2g)	2,201,989. 2,540,312.
	10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)	0. 0.
	11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	0. 0.
	12 Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	2,207,263. 2,541,685.
	Expenses	13 Grants and similar amounts paid (Part IX, column (A), lines 1-3)
14 Benefits paid to or for members (Part IX, column (A), line 4)		0. 0.
15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)		1,986,774. 2,254,156.
16a Professional fundraising fees (Part IX, column (A), line 11e)		0. 0.
b Total fundraising expenses (Part IX, column (D), line 25) ▶ 0.		
17 Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)		168,608. 147,941.
18 Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	2,155,382. 2,402,097.	
19 Revenue less expenses. Subtract line 18 from line 12	51,881. 139,588.	
Net Assets or Fund Balances	20 Total assets (Part X, line 16)	Beginning of Current Year 227,368. End of Year 741,128.
	21 Total liabilities (Part X, line 26)	67,771. 441,943.
	22 Net assets or fund balances. Subtract line 21 from line 20	159,597. 299,185.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer David Becerra, CFO Type or print name and title	Date			
Paid Preparer Use Only	Print/Type preparer's name Kelly M. Jones	Preparer's signature	Date	Check if self-employed <input type="checkbox"/>	PTIN P01082911
	Firm's name ▶ Jones & Perry, Inc.	Firm's EIN ▶ 46-4070947			
	Firm's address ▶ 1443 Main Street # 135-D Napa, CA 94559	Phone no. 916-956-1900			

May the IRS discuss this return with the preparer shown above? (see instructions) Yes No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III [X]

1 Briefly describe the organization's mission: LLS contracts with schools to provide after school and summer child care programs for elementary school children. LLS's programs are designed to encourage safe, nurturing and educationally enriching alternatives for students in the after school hours. LLS Programs are

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? [] Yes [X] No If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? [] Yes [X] No If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 2,328,715. including grants of \$) (Revenue \$ 2,540,312.) LLS provides after school and summer child care programs for elementary school children in multiple locatios in the bay area. The program includes a variety of academic, enrichment, and recreation classes and gives students opportunities to enhance vital reading and math abilities, develop critical thinking and life skills. Many activities focus on fine arts, music and physical fitness.

4b (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4c (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services (Describe on Schedule O.) (Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses 2,328,715.

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	X	
2 Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> ?		X
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>		X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>		X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III</i>		X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>		X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>		X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>		X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>		X
10 Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? <i>If "Yes," complete Schedule D, Part V</i>		X
11 If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	X	
b Did the organization report an amount for investments - other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>		X
c Did the organization report an amount for investments - program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>		X
d Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>		X
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>		X
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>		X
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i>		X
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i>		X
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>		X
14a Did the organization maintain an office, employees, or agents outside of the United States?		X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>		X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i>		X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i>		X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i>		X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>		X
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>		X
20a Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>		X
b If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?		
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>		X

Part IV Checklist of Required Schedules (continued)

	Yes	No
22 Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? If "Yes," complete Schedule I, Parts I and III		X
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? If "Yes," complete Schedule J		X
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a		X
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		
25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? If "Yes," complete Schedule L, Part I		X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? If "Yes," complete Schedule L, Part I		X
26 Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? If "Yes," complete Schedule L, Part II		X
27 Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? If "Yes," complete Schedule L, Part III		X
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions, for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? If "Yes," complete Schedule L, Part IV		X
b A family member of any individual described in line 28a? If "Yes," complete Schedule L, Part IV		X
c A 35% controlled entity of one or more individuals and/or organizations described in lines 28a or 28b? If "Yes," complete Schedule L, Part IV		X
29 Did the organization receive more than \$25,000 in non-cash contributions? If "Yes," complete Schedule M		X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? If "Yes," complete Schedule M		X
31 Did the organization liquidate, terminate, or dissolve and cease operations? If "Yes," complete Schedule N, Part I		X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? If "Yes," complete Schedule N, Part II		X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? If "Yes," complete Schedule R, Part I		X
34 Was the organization related to any tax-exempt or taxable entity? If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1		X
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?		X
b If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? If "Yes," complete Schedule R, Part V, line 2		
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? If "Yes," complete Schedule R, Part V, line 2		X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? If "Yes," complete Schedule R, Part VI		X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? Note: All Form 990 filers are required to complete Schedule O	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V

	Yes	No
1a Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable		
b Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable		
c Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance (continued)

		Yes	No
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return		
	2a 133		
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?		X
Note: If the sum of lines 1a and 2a is greater than 250, you may be required to e-file (see instructions)			
3a	Did the organization have unrelated business gross income of \$1,000 or more during the year?		X
b	If "Yes," has it filed a Form 990-T for this year? If "No" to line 3b, provide an explanation on Schedule O		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?		X
b	If "Yes," enter the name of the foreign country See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).		
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?		X
c	If "Yes" to line 5a or 5b, did the organization file Form 8886-T?		
6a	Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?		X
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?		
7	Organizations that may receive deductible contributions under section 170(c).		
a	Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?		X
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?		X
d	If "Yes," indicate the number of Forms 8282 filed during the year		
	7d		
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?		
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?		
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?		
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?		
8	Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?		
9	Sponsoring organizations maintaining donor advised funds.		
a	Did the sponsoring organization make any taxable distributions under section 4966?		
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?		
10	Section 501(c)(7) organizations. Enter:		
a	Initiation fees and capital contributions included on Part VIII, line 12	10a	
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	10b	
11	Section 501(c)(12) organizations. Enter:		
a	Gross income from members or shareholders	11a	
b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)	11b	
12a	Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041?	12a	
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year	12b	
13	Section 501(c)(29) qualified nonprofit health insurance issuers.		
a	Is the organization licensed to issue qualified health plans in more than one state? Note: See the instructions for additional information the organization must report on Schedule O.	13a	
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans	13b	
c	Enter the amount of reserves on hand	13c	
14a	Did the organization receive any payments for indoor tanning services during the tax year?	14a	X
b	If "Yes," has it filed a Form 720 to report these payments? If "No," provide an explanation on Schedule O	14b	
15	Is the organization subject to the section 4960 tax on payment(s) of more than \$1,000,000 in remuneration or excess parachute payment(s) during the year? If "Yes," see instructions and file Form 4720, Schedule N.	15	X
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If "Yes," complete Form 4720, Schedule O.	16	X

Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI

Section A. Governing Body and Management

		Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.		
1b	Enter the number of voting members included on line 1a, above, who are independent		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?		X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?		X
6	Did the organization have members or stockholders?		X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?		X
7b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
8a	The governing body?	X	
8b	Each committee with authority to act on behalf of the governing body?	X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses on Schedule O		X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

		Yes	No
10a	Did the organization have local chapters, branches, or affiliates?		X
10b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	X	
11b	Describe in Schedule O the process, if any, used by the organization to review this Form 990.		
12a	Did the organization have a written conflict of interest policy? If "No," go to line 13		X
12b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?		
12c	Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this was done		
13	Did the organization have a written whistleblower policy?		X
14	Did the organization have a written document retention and destruction policy?		X
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
15a	The organization's CEO, Executive Director, or top management official		X
15b	Other officers or key employees of the organization	X	
	If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions).		
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?		X
16b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?		

Section C. Disclosure

- 17** List the states with which a copy of this Form 990 is required to be filed **CA**
- 18** Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
 Own website Another's website Upon request Other (explain on Schedule O)
- 19** Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
- 20** State the name, address, and telephone number of the person who possesses the organization's books and records **The Organization - 800-819-3110**
211 Ebbetts Pass Road, Vallejo, CA 94589

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's current officers, directors, trustees... List all of the organization's current key employees... List the organization's five current highest compensated employees... List all of the organization's former officers, key employees... List all of the organization's former directors or trustees...

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

Table with 6 main columns: (A) Name and title, (B) Average hours per week, (C) Position, (D) Reportable compensation from the organization, (E) Reportable compensation from related organizations, (F) Estimated amount of other compensation. Includes rows for Oanh Ngo, David Becerra, Vanessa Marrero, Angela Guiduci, Edward Rodriguez, and Emely Heras.

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
1b Subtotal							189,166.	0.	0.	
c Total from continuation sheets to Part VII, Section A							0.	0.	0.	
d Total (add lines 1b and 1c)							189,166.	0.	0.	

2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization **0**

	Yes	No
3 Did the organization list any former officer, director, trustee, key employee, or highest compensated employee on line 1a? <i>If "Yes," complete Schedule J for such individual</i>		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? <i>If "Yes," complete Schedule J for such individual</i>		X
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? <i>If "Yes," complete Schedule J for such person</i>		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
NONE		

2 Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 of compensation from the organization **0**

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

				(A)	(B)	(C)	(D)	
				Total revenue	Related or exempt function revenue	Unrelated business revenue	Revenue excluded from tax under sections 512 - 514	
Contributions, Gifts, Grants and Other Similar Amounts	1 a Federated campaigns	1a						
	b Membership dues	1b						
	c Fundraising events	1c						
	d Related organizations	1d						
	e Government grants (contributions)	1e						
	f All other contributions, gifts, grants, and similar amounts not included above ...	1f	1,373.					
	g Noncash contributions included in lines 1a-1f	1g	\$					
	h Total. Add lines 1a-1f							1,373.
Program Service Revenue	2 a After school & summer	Business Code	611710	2,540,312.	2,540,312.			
	b							
	c							
	d							
	e							
	f All other program service revenue							
	g Total. Add lines 2a-2f			2,540,312.				
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)							
	4 Income from investment of tax-exempt bond proceeds							
	5 Royalties							
	6 a Gross rents	6a	(i) Real	(ii) Personal				
	b Less: rental expenses	6b						
	c Rental income or (loss)	6c						
	d Net rental income or (loss)							
	7 a Gross amount from sales of assets other than inventory	7a	(i) Securities	(ii) Other				
	b Less: cost or other basis and sales expenses	7b						
	c Gain or (loss)	7c						
	d Net gain or (loss)							
8 a Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18	8a							
b Less: direct expenses	8b							
c Net income or (loss) from fundraising events								
9 a Gross income from gaming activities. See Part IV, line 19	9a							
b Less: direct expenses	9b							
c Net income or (loss) from gaming activities								
10 a Gross sales of inventory, less returns and allowances	10a							
b Less: cost of goods sold	10b							
c Net income or (loss) from sales of inventory								
Miscellaneous Revenue	11 a	Business Code						
	b							
	c							
	d All other revenue							
	e Total. Add lines 11a-11d							
12 Total revenue. See instructions				2,541,685.	2,540,312.	0.	0.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees				
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	1,679,448.	1,633,149.	46,299.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)				
9 Other employee benefits	57,284.	55,952.	1,332.	
10 Payroll taxes	517,424.	503,195.	14,229.	
11 Fees for services (nonemployees):				
a Management				
b Legal				
c Accounting				
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch. O.)	21,088.	21,088.		
12 Advertising and promotion				
13 Office expenses	10,863.	4,749.	6,114.	
14 Information technology				
15 Royalties				
16 Occupancy	7,341.	7,341.		
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	51.		51.	
23 Insurance	9,124.	9,124.		
24 Other expenses. Itemize expenses not covered above (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a Program supplies	69,491.	69,491.		
b Outside services	16,788.	16,788.		
c Telephone and internet	7,881.	2,524.	5,357.	
d Travel/tolls & parking	2,757.	2,757.		
e All other expenses	2,557.	2,557.		
25 Total functional expenses. Add lines 1 through 24e	2,402,097.	2,328,715.	73,382.	0.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

Check here if following SOP 98-2 (ASC 958-720)

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X

		(A) Beginning of year		(B) End of year
Assets	1 Cash - non-interest-bearing	104,905.	1	732,183.
	2 Savings and temporary cash investments		2	
	3 Pledges and grants receivable, net		3	
	4 Accounts receivable, net	122,324.	4	8,857.
	5 Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)		6	
	7 Notes and loans receivable, net		7	
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges		9	
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 4,869.		
	b Less: accumulated depreciation	10b 4,781.	139.	10c 88.
	11 Investments - publicly traded securities		11	
	12 Investments - other securities. See Part IV, line 11		12	
	13 Investments - program-related. See Part IV, line 11		13	
	14 Intangible assets		14	
	15 Other assets. See Part IV, line 11		15	
16 Total assets. Add lines 1 through 15 (must equal line 33)	227,368.	16	741,128.	
Liabilities	17 Accounts payable and accrued expenses	712.	17	60,047.
	18 Grants payable		18	
	19 Deferred revenue		19	
	20 Tax-exempt bond liabilities		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22 Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons	67,059.	22	
	23 Secured mortgages and notes payable to unrelated third parties		23	
	24 Unsecured notes and loans payable to unrelated third parties		24	381,896.
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		25	
	26 Total liabilities. Add lines 17 through 25	67,771.	26	441,943.
Net Assets or Fund Balances	Organizations that follow FASB ASC 958, check here <input checked="" type="checkbox"/> and complete lines 27, 28, 32, and 33.			
	27 Net assets without donor restrictions	159,597.	27	299,185.
	28 Net assets with donor restrictions		28	
	Organizations that do not follow FASB ASC 958, check here <input type="checkbox"/> and complete lines 29 through 33.			
	29 Capital stock or trust principal, or current funds		29	
	30 Paid-in or capital surplus, or land, building, or equipment fund		30	
	31 Retained earnings, endowment, accumulated income, or other funds		31	
	32 Total net assets or fund balances	159,597.	32	299,185.
33 Total liabilities and net assets/fund balances	227,368.	33	741,128.	

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	2,541,685.
2	Total expenses (must equal Part IX, column (A), line 25)	2	2,402,097.
3	Revenue less expenses. Subtract line 2 from line 1	3	139,588.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	159,597.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	299,185.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII

		Yes	No
1	Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.		
2a	Were the organization's financial statements compiled or reviewed by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		X
b	Were the organization's financial statements audited by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		X
c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? _____ If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.		
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133? _____		X
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits _____		

SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.
▶ Attach to Form 990 or Form 990-EZ.

▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2019

Open to Public
Inspection

Name of the organization

LOVELEARNSUCCESS

Employer identification number

46-2478873

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

- 1 A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i)**.
- 2 A school described in **section 170(b)(1)(A)(ii)**. (Attach Schedule E (Form 990 or 990-EZ).)
- 3 A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii)**.
- 4 A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii)**. Enter the hospital's name, city, and state: _____
- 5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv)**. (Complete Part II.)
- 6 A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v)**.
- 7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 8 A community trust described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 9 An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: _____
- 10 An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions - subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2)**. (Complete Part III.)
- 11 An organization organized and operated exclusively to test for public safety. See **section 509(a)(4)**.
- 12 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2)**. See **section 509(a)(3)**. Check the box in lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.
 - a **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
 - b **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
 - c **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
 - d **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
 - e Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.

f Enter the number of supported organizations

g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document?		(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
			Yes	No		
Total						

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")	906.	2,584.	3,788.	5,274.	1,381.	13,933.
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3	906.	2,584.	3,788.	5,274.	1,381.	13,933.
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						13,933.

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
7 Amounts from line 4	906.	2,584.	3,788.	5,274.	1,381.	13,933.
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						13,933.
12 Gross receipts from related activities, etc. (see instructions)					12	8,919,618.
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here						<input type="checkbox"/>

Section C. Computation of Public Support Percentage

14 Public support percentage for 2019 (line 6, column (f) divided by line 11, column (f))	14	100.00 %
15 Public support percentage from 2018 Schedule A, Part II, line 14	15	100.00 %
16a 33 1/3% support test - 2019. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input checked="" type="checkbox"/>
b 33 1/3% support test - 2018. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
17a 10% -facts-and-circumstances test - 2019. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 10% -facts-and-circumstances test - 2018. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions		<input type="checkbox"/>

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

Section C. Computation of Public Support Percentage

15 Public support percentage for 2019 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2018 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2019 (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from 2018 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2019. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

b 33 1/3% support tests - 2018. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer (b) and (c) below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes," and if you checked 12a or 12b in Part I, answer (b) and (c) below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
c Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer 10b below.</i>		
b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

Part IV Supporting Organizations (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?		
b A family member of a person described in (a) above?		
c A 35% controlled entity of a person described in (a) or (b) above? If "Yes" to a, b, or c, provide detail in Part VI .		

Section B. Type I Supporting Organizations

	Yes	No
1 Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.		
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.		

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).		

Section D. All Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).		
3 By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.		

Section E. Type III Functionally Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).			
a <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.			
b <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.			
c <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).			
2 Activities Test. Answer (a) and (b) below.		Yes	No
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.			
b Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.			
3 Parent of Supported Organizations. Answer (a) and (b) below.			
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? Provide details in Part VI .			
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in Part VI the role played by the organization in this regard.			

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI). **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3.	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6, and 7 from line 4)	8	

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (explain in detail in Part VI):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d.	3	
4	Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions).	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by .035.	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1.	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3.	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6	
7	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions	Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI). See instructions.	
7 Total annual distributions. Add lines 1 through 6.	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	
9 Distributable amount for 2019 from Section C, line 6	
10 Line 8 amount divided by line 9 amount	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2019	(iii) Distributable Amount for 2019
1 Distributable amount for 2019 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2019 (reasonable cause required- explain in Part VI). See instructions.			
3 Excess distributions carryover, if any, to 2019			
a From 2014			
b From 2015			
c From 2016			
d From 2017			
e From 2018			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2019 distributable amount			
i Carryover from 2014 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4 Distributions for 2019 from Section D, line 7: \$			
a Applied to underdistributions of prior years			
b Applied to 2019 distributable amount			
c Remainder. Subtract lines 4a and 4b from 4.			
5 Remaining underdistributions for years prior to 2019, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in Part VI . See instructions.			
6 Remaining underdistributions for 2019. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in Part VI . See instructions.			
7 Excess distributions carryover to 2020. Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2015			
b Excess from 2016			
c Excess from 2017			
d Excess from 2018			
e Excess from 2019			

SCHEDULE D
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ **Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.**

▶ **Attach to Form 990.**

▶ **Go to www.irs.gov/Form990 for instructions and the latest information.**

OMB No. 1545-0047

2019

Open to Public Inspection

Name of the organization LOVELEARNSUCCESS **Employer identification number** 46-2478873

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate value of contributions to (during year)		
3 Aggregate value of grants from (during year)		
4 Aggregate value at end of year		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control?		<input type="checkbox"/> Yes <input type="checkbox"/> No
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?		<input type="checkbox"/> Yes <input type="checkbox"/> No

Part II Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

Preservation of land for public use (for example, recreation or education) Preservation of a historically important land area

Protection of natural habitat Preservation of a certified historic structure

Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements	2a
b Total acreage restricted by conservation easements	2b
c Number of conservation easements on a certified historic structure included in (a)	2c
d Number of conservation easements included in (c) acquired after 7/25/06, and not on a historic structure listed in the National Register	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ _____

4 Number of states where property subject to conservation easement is located ▶ _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?

Yes No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ _____

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ \$ _____

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?

Yes No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1

▶ \$ _____

(ii) Assets included in Form 990, Part X

▶ \$ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:

a Revenue included on Form 990, Part VIII, line 1

▶ \$ _____

b Assets included in Form 990, Part X

▶ \$ _____

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule D (Form 990) 2019

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

- 3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):
- a Public exhibition
 - b Scholarly research
 - c Preservation for future generations
 - d Loan or exchange program
 - e Other _____
- 4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.
- 5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No
- b If "Yes," explain the arrangement in Part XIII and complete the following table:
- | | Amount |
|---------------------------------|--------|
| c Beginning balance | 1c |
| d Additions during the year | 1d |
| e Distributions during the year | 1e |
| f Ending balance | 1f |
- 2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? Yes No
- b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII

Part V Endowment Funds. Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

- 2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:
- a Board designated or quasi-endowment _____ %
 - b Permanent endowment _____ %
 - c Term endowment _____ %
- The percentages on lines 2a, 2b, and 2c should equal 100%.
- 3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:
- | | Yes | No |
|--|--------|----|
| (i) Unrelated organizations | 3a(i) | |
| (ii) Related organizations | 3a(ii) | |
| b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R? | 3b | |
- 4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements				
d Equipment				
e Other		4,869.	4,781.	88.
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.)				88.

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.) ▶		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ▶		

Part IX Other Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.) ▶	

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.) ▶	

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII...

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements		1
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:		
a	Net unrealized gains (losses) on investments	2a	
b	Donated services and use of facilities	2b	
c	Recoveries of prior year grants	2c	
d	Other (Describe in Part XIII.)	2d	
e	Add lines 2a through 2d		2e
3	Subtract line 2e from line 1		3
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIII.)	4b	
c	Add lines 4a and 4b		4c
5	Total revenue. Add lines 3 and 4c . (This must equal Form 990, Part I, line 12.)		5

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements		1
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:		
a	Donated services and use of facilities	2a	
b	Prior year adjustments	2b	
c	Other losses	2c	
d	Other (Describe in Part XIII.)	2d	
e	Add lines 2a through 2d		2e
3	Subtract line 2e from line 1		3
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIII.)	4b	
c	Add lines 4a and 4b		4c
5	Total expenses. Add lines 3 and 4c . (This must equal Form 990, Part I, line 18.)		5

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

Part X, Line 2:

The Organization is exempt from income taxes under Section 501(c) (3) of the Internal Revenue Code and Section 23701(f) of the California Revenue and Taxation Code. There are no provisions for income tax expense accordingly. The Organization believes that it has appropriate support for any tax positions taken, and as such, does not have any uncertain tax positions that are material to the financial statements. The Organization's federal and state tax returns are subject to examination by the Internal Revenue Service and the Franchise Tax Board generally for three and four years, respectively, after they were filed.

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2019

Open to Public
Inspection

Name of the organization

LOVELEARNSUCCESS

Employer identification number

46-2478873

Form 990, Part I, Line 1, Description of Organization Mission:

LLS contracts with schools to provide after school and summer child care programs for elementary school children. LLS's programs are designed to encourage safe, nurturing and educationally enriching alternatives for students in the after school hours. LLS Programs are closely aligned with the core values, academic goals and high quality standards of the regular day school program. This is accomplished through collaboration with the school principal, teachers, staff, faculty and parents in order to better align curriculum and standards to meet school wide expectations. The variety of academic, enrichment, and recreation classes give students opportunities to enhance vital reading and math abilities, develop critical thinking and life skills, and discover interests and talents that motivate and inspire a lifelong love for learning. They also allow students to partake in activities focusing on fine arts, music and physical fitness.

Form 990, Part III, Line 1, Description of Organization Mission:

closely aligned with the core values, academic goals and high quality standards of the regular day school program. This is accomplished through collaboration with the school principal, teachers, staff, faculty and parents in order to better align curriculum and standards to meet school wide expectations. The variety of academic, enrichment, and recreation classes give students opportunities to enhance vital reading and math abilities, develop critical thinking and life skills, and discover interests and talents that motivate and inspire a lifelong love for learning. They also allow students to partake in activities

Name of the organization LOVELEARNSUCCESS	Employer identification number 46-2478873
---	---

focusing on fine arts, music and physical fitness.

Form 990, Part VI, Section B, line 11b:

Copies of the draft Form 990 were reviewed by key officers and members of the Board of Directors before it was filed.

Form 990, Part VI, Section B, Line 15b:

Salaries for officers are reviewed and approved by the Board of Directors.

Form 990, Part VI, Section C, Line 18:

Copies of the 990 are available at guidestar.org and upon request.

Form 990, Part VI, Section C, Line 19:

The organization makes available all documents that are a matter of public record upon request.

California Exempt Organization Annual Information Return

Calendar Year 2019 or fiscal year beginning (mm/dd/yyyy) **07/01/2019**, and ending (mm/dd/yyyy) **06/30/2020**

Corporation/Organization name LOVELEARNSUCCESS <small>Additional information. See instructions.</small>		California corporation number 3549562
Street address (suite or room) P.O. BOX 6325		PMB no.
City OAKLAND	State CA	ZIP code 94603
Foreign country name	Foreign province/state/country	Foreign postal code

<p>A First Return <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>B Amended Return <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>C IRC Section 4947(a)(1) trust <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>D Final Information Return? <input type="checkbox"/> Dissolved <input type="checkbox"/> Surrendered (Withdrawn) <input type="checkbox"/> Merged/Reorganized Enter date: (mm/dd/yyyy) _____</p> <p>E Check accounting method: (1) <input type="checkbox"/> Cash (2) <input checked="" type="checkbox"/> Accrual (3) <input type="checkbox"/> Other</p> <p>F Federal return filed? (1) <input type="checkbox"/> 990T (2) <input type="checkbox"/> 990PF (3) <input type="checkbox"/> Sch H (990) (4) <input checked="" type="checkbox"/> Other 990 series</p> <p>G Is this a group filing? See instructions <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>H Is this organization in a group exemption <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes," what is the parent's name? _____</p> <p>I Did the organization have any changes to its guidelines not reported to the FTB? See instructions <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>J If exempt under R&TC Section 23701d, has the organization engaged in political activities? See instructions. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>K Is the organization exempt under R&TC Section 23701g? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes," enter the gross receipts from nonmember sources \$ _____</p> <p>L If organization is a public charity exempt under R&TC Section 23701d and meets the filing fee exception, check box. No filing fee is required <input type="checkbox"/></p> <p>M Is the organization a Limited Liability Company? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>N Did the organization file Form 100 or Form 109 to report taxable income? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>O Is the organization under audit by the IRS or has the IRS audited in a prior year? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>P Is federal Form 1023/1024 pending? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Date filed with IRS _____</p>
--	--

Part I Complete Part I unless not required to file this form. See General Information B and C.

Receipts and Revenues	1 Gross sales or receipts from other sources. From Side 2, Part II, line 8	1	2,540,312	00
	2 Gross dues and assessments from members and affiliates	2		00
	3 Gross contributions, gifts, grants, and similar amounts received	3	1,373	00
	4 Total gross receipts for filing requirement test. Add line 1 through line 3. This line must be completed. If the result is less than \$50,000, see General Information B	4	2,541,685	00
	5 Cost of goods sold	5		00
	6 Cost or other basis, and sales expenses of assets sold	6		00
	7 Total costs. Add line 5 and line 6	7		00
	8 Total gross income. Subtract line 7 from line 4	8	2,541,685	00
Expenses	9 Total expenses and disbursements. From Side 2, Part II, line 18	9	2,402,319	00
	10 Excess of receipts over expenses and disbursements. Subtract line 9 from line 8	10	139,366	00
Filing Fee	11 Total payments	11		00
	12 Use tax. See General Information K	12		00
	13 Payments balance. If line 11 is more than line 12, subtract line 12 from line 11	13		00
	14 Use tax balance. If line 12 is more than line 11, subtract line 11 from line 12	14		00
	15 Filing fee \$10 or \$25. See General Information F	15		10
	16 Penalties and Interest. See General Information J	16		00
	17 Balance due. Add line 12, line 15, and line 16. Then subtract line 11 from the result	17		10

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer	Title CFO	Date	<input type="checkbox"/> Telephone 800-819-3110 <input checked="" type="checkbox"/> PTIN P01082911
Paid Preparer's Use Only	Preparer's signature	Date	Check if self-employed <input type="checkbox"/>	<input checked="" type="checkbox"/> Firm's FEIN 46-4070947 <input type="checkbox"/> Telephone 916-956-1900
	Firm's name (or yours, if self-employed) and address JONES & PERRY, INC. 1443 MAIN STREET # 135-D NAPA, CA 94559			

May the FTB discuss this return with the preparer shown above? See instructions Yes No

Part II Organizations with gross receipts of more than \$50,000 and private foundations regardless of amount of gross receipts - complete Part II or furnish substitute information.

928951 12-04-19

Receipts from Other Sources	1	Gross sales or receipts from all business activities. See instructions	•	1		00	
	2	Interest	•	2		00	
	3	Dividends	•	3		00	
	4	Gross rents	•	4		00	
	5	Gross royalties	•	5		00	
	6	Gross amount received from sale of assets (See Instructions)	•	6		00	
	7	Other income	•	7	2,540,312	00	
	8	Total gross sales or receipts from other sources. Add line 1 through line 7. Enter here and on Side 1, Part I, line 1	•	8	2,540,312	00	
	9	Contributions, gifts, grants, and similar amounts paid	•	9		00	
	10	Disbursements to or for members	•	10		00	
	11	Compensation of officers, directors, and trustees	•	11	0	00	
	12	Other salaries and wages	•	12	1,679,448	00	
	Expenses and Disbursements	13	Interest	•	13		00
		14	Taxes	•	14	517,424	00
		15	Rents	•	15	7,341	00
		16	Depreciation and depletion (See instructions)	•	16	273	00
		17	Other Expenses and Disbursements	•	17	197,833	00
		18	Total expenses and disbursements. Add line 9 through line 17. Enter here and on Side 1, Part I, line 9	•	18	2,402,319	00

Schedule L Balance Sheet	Beginning of taxable year		End of taxable year	
	(a)	(b)	(c)	(d)
Assets				
1 Cash		104,905	•	732,183
2 Net accounts receivable		122,324	•	8,857
3 Net notes receivable			•	
4 Inventories			•	
5 Federal and state government obligations			•	
6 Investments in other bonds			•	
7 Investments in stock			•	
8 Mortgage loans			•	
9 Other investments			•	
10 a Depreciable assets	4,869		4,869	
b Less accumulated depreciation	(4,730	139	(4,781)	88
11 Land			•	
12 Other assets			•	
13 Total assets		227,368		741,128
Liabilities and net worth				
14 Accounts payable		712	•	60,047
15 Contributions, gifts, or grants payable			•	
16 Bonds and notes payable STMT 4		67,059	•	
17 Mortgages payable			•	
18 Other liabilities STMT 5				381,896
19 Capital stock or principal fund			•	
20 Paid-in or capital surplus. Attach reconciliation			•	
21 Retained earnings or income fund		159,597	•	299,185
22 Total liabilities and net worth		227,368		741,128

Schedule M-1 Reconciliation of income per books with income per return			
Do not complete this schedule if the amount on Schedule L, line 13, column (d), is less than \$50,000.			
1	Net income per books	•	139,588
2	Federal income tax	•	
3	Excess of capital losses over capital gains	•	
4	Income not recorded on books this year	•	
5	Expenses recorded on books this year not deducted in this return	•	
6	Total. Add line 1 through line 5		139,588
7	Income recorded on books this year not included in this return	•	
8	Deductions in this return not charged against book income this year STMT 6	•	222
9	Total. Add line 7 and line 8		222
10	Net income per return. Subtract line 9 from line 6		139,366

CA 199	Other Income	Statement	1
<u>Description</u>		<u>Amount</u>	
After school & summer programs		2,540,312.	
Total to Form 199, Part II, line 7		2,540,312.	

CA 199	Compensation of Officers, Directors and Trustees	Statement	2
<u>Name and Address</u>	<u>Title and Average Hrs Worked/Wk</u>	<u>Compensation</u>	
Oanh Ngo P.O. BOX 6325 OAKLAND, CA 94603	Chief Executive Director 40.00	0.	
David Becerra P.O. BOX 6325 OAKLAND, CA 94603	Chief Financial Officer 40.00	0.	
Vanessa Marrero P.O. BOX 6325 OAKLAND, CA 94603	President 2.00	0.	
Angela Guiduci P.O. BOX 6325 OAKLAND, CA 94603	Director 2.00	0.	
Edward Rodriguez P.O. BOX 6325 OAKLAND, CA 94603	Director 2.00	0.	
Emely Heras P.O. BOX 6325 OAKLAND, CA 94603	Director 2.00	0.	
Total to Form 199, Part II, line 11		0.	

CA 199	Other Expenses	Statement	3
<u>Description</u>		<u>Amount</u>	
	Program supplies		69,491.
	Outside services		16,788.
	Telephone and internet		7,881.
	Travel/tolls & parking		2,757.
	Other employee benefits		57,284.
	Other professional fees		21,088.
	Office expenses		10,863.
	Insurance		9,124.
	All other expenses		2,557.
Total to Form 199, Part II, line 17			197,833.

CA 199	Bonds and Notes Payable	Statement	4
<u>Description</u>		<u>Beg. of Year</u>	<u>End of Year</u>
	Payables to Officers, Directors, Trustees and Key Employees, Etc.	67,059.	0.
Total to Form 199, Schedule L, line 16		67,059.	0.

CA 199	Other Liabilities	Statement	5
<u>Description</u>		<u>Beg. of Year</u>	<u>End of Year</u>
	Unsecured Notes and Loans Payable	0.	381,896.
Total to Form 199, Schedule L, line 18		0.	381,896.

CA 199	Deductions in this Return Not Charged Against Book Income this Year	Statement	6
<u>Description</u>		<u>Amount</u>	
	Depreciation		222.
Total to Form 199, Schedule M-1, line 8			222.

Corporation Depreciation and Amortization

Attach to Form 100 or Form 100W.

FORM 199

FEIN 46-2478873

Corporation name

California corporation number

LOVELEARNSUCCESS

3549562

Part I Election To Expense Certain Property Under IRC Section 179

1	Maximum deduction under IRC Section 179 for California	1	\$25,000
2	Total cost of IRC Section 179 property placed in service	2	
3	Threshold cost of IRC Section 179 property before reduction in limitation	3	\$200,000
4	Reduction in limitation. Subtract line 3 from line 2. If zero or less, enter -0-	4	
5	Dollar limitation for taxable year. Subtract line 4 from line 1. If zero or less, enter -0-	5	
6	(a) Description of property	(b) Cost (business use only)	(c) Elected cost
7	Listed property (elected IRC Section 179 cost)	7	
8	Total elected cost of IRC Section 179 property. Add amounts in column (c), line 6 and line 7	8	
9	Tentative deduction. Enter the smaller of line 5 or line 8	9	
10	Carryover of disallowed deduction from prior taxable years	10	
11	Business income limitation. Enter the smaller of business income (not less than zero) or line 5	11	
12	IRC Section 179 expense deduction. Add line 9 and line 10, but do not enter more than line 11	12	
13	Carryover of disallowed deduction to 2020. Add line 9 and line 10, less line 12	13	

Part II Depreciation and Election of Additional First Year Depreciation Deduction Under R&TC Section 24356

(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
Description of property	Date acquired (mm/dd/yyyy)	Cost or other basis	Depreciation allowed or allowable in earlier years	Depreciation method	Life or rate	Depreciation for this year	Additional first year depreciation
14 1 EQUIPMENT	07/01/13	3,507	3,143	200DB	5.00	0	
2 LAPTOP	2016						
	08/30/16	1,108	629	SL	5.00	222	
3 LAPTOP	2016-1						
	11/22/16	254	132	SL	5.00	51	
TOTALS		4,869	3,904				
15	Add the amounts in column (g) and column (h). The total of column (h) may not exceed \$2,000. See instructions for line 14, column (h)					15	273

Part III Summary

16	Total: If the corporation is electing: IRC Section 179 expense, add the amount on line 12 and line 15, column (g) or Additional first year depreciation under R&TC Section 24356, add the amounts on line 15, columns (g) and (h) or Depreciation (if no election is made), enter the amount from line 15, column (g)	16	273
17	Total depreciation claimed for federal purposes from federal Form 4562, line 22	17	51
18	Depreciation adjustment. If line 17 is greater than line 16, enter the difference here and on Form 100 or Form 100W, Side 1, line 6. If line 17 is less than line 16, enter the difference here and on Form 100 or Form 100W, Side 2, line 12. (If California depreciation amounts are used to determine net income before state adjustments on Form 100 or Form 100W, no adjustment is necessary.)	18	222

Part IV Amortization

(a)	(b)	(c)	(d)	(e)	(f)	(g)
Description of property	Date acquired (mm/dd/yyyy)	Cost or other basis	Amortization allowed or allowable in earlier years	R&TC Section (see instructions)	Period or percentage	Amortization for this year
19						
20	Total. Add the amounts in column (g)					20
21	Total amortization claimed for federal purposes from federal Form 4562, line 44					21
22	Amortization adjustment. If line 21 is greater than line 20, enter the difference here and on Form 100 or Form 100W, Side 1, line 6. If line 21 is less than line 20, enter the difference here and on Form 100 or Form 100W, Side 2, line 12					22

Voucher at bottom of page.

DO NOT MAIL A PAPER COPY OF THE CORPORATE OR EXEMPT ORGANIZATION TAX RETURN WITH THE PAYMENT VOUCHER.
If the amount of payment is zero, do not mail this voucher.

WHERE TO FILE: Using black or blue ink, make check or money order payable to the "Franchise Tax Board." Write the corporation number, FEIN, CA SOS file number and "2019 FTB 3586" on the check or money order. Detach voucher below. Enclose, but **do not** staple, payment with voucher and mail to:
**FRANCHISE TAX BOARD
PO BOX 942857
SACRAMENTO CA 94257-0531**

Make all checks or money orders payable in U.S. dollars and drawn against a U.S. financial institution.

WHEN TO FILE: Corporations - File and Pay by the 15th day of the 4th month following the close of the taxable year.
S corporations - File and Pay by the 15th day of the 3rd month following the close of the taxable year.
Exempt organizations - File and Pay by the 15th day of the 5th month following the close of the taxable year.

When the due date falls on a weekend or holiday, the deadline to file and pay without penalty is extended to the next business day.

ONLINE SERVICES: Corporations can make payments online using Web Pay for Businesses. Corporations can make an immediate payment or schedule payments up to a year in advance. Go to ftb.ca.gov/pay for more information.

939035 11-12-19

--- DETACH HERE --- IF NO PAYMENT IS DUE, DO NOT MAIL THIS VOUCHER --- DETACH HERE ---

CAUTION: You may be required to pay electronically, see instructions.

TAXABLE YEAR **2019** **Payment Voucher for Corporations and Exempt Organizations e-filed Returns**

CALIFORNIA FORM **3586 (e-file)**

0000000 LOVE 46-2478873 000000000000 19 FORM 3
TYB 07-01-2019 TYE 06-30-2020
LOVELEARNSUCCESS

PO BOX 6325
OAKLAND CA 94603

(800) 819-3110

Amount of Payment 10.

**ANNUAL REGISTRATION RENEWAL FEE REPORT
 TO ATTORNEY GENERAL OF CALIFORNIA**
 Section 12586 and 12587, California Government Code
 11 Cal. Code Regs. section 301-307, 311 and 312

(For Registry Use Only)

Failure to submit this report annually no later than four months and fifteen days after the end of the organization's accounting period may result in the loss of tax exemption and the assessment of a minimum tax of \$800, plus interest, and/or fines or filing penalties. Revenue & Taxation Code section 23703; Government Code section 12586.1. IRS extensions will be honored.

<p><u>LOVELEARNSUCCESS</u> Name of Organization</p> <hr/> <p>List all DBAs and names the organization uses or has used</p> <p><u>P.O. BOX 6325</u> Address (Number and Street)</p> <p><u>OAKLAND, CA 94603</u> City or Town, State, and ZIP Code</p> <p><u>800-819-3110</u> Telephone Number</p>	<p>Check if: <input type="checkbox"/> Change of address <input type="checkbox"/> Amended report</p> <hr/> <p>State Charity Registration Number <u>CT0217174</u></p> <p>Corporation or Organization No. <u>3549562</u></p> <p>Federal Employer ID No. <u>46-2478873</u></p>
<p><u>DAVID@LOVELEARNSUCCESS.ORG</u> E-mail Address</p>	

ANNUAL REGISTRATION RENEWAL FEE SCHEDULE (11 Cal. Code Regs. sections 301-307, 311, and 312)
 Make Check Payable to Department of Justice

Gross Annual Revenue	Fee	Gross Annual Revenue	Fee	Gross Annual Revenue	Fee
Less than \$25,000	0	Between \$100,001 and \$250,000	\$50	Between \$1,000,001 and \$10 million	\$150
Between \$25,000 and \$100,000	\$25	Between \$250,001 and \$1 million	\$75	Between \$10,000,001 and \$50 million	\$225
				Greater than \$50 million	\$300

PART A - ACTIVITIES

For your most recent full accounting period (beginning 07/01/2019 ending 06/30/2020) list:

Gross Annual Revenue \$ <u>2,541,685</u>	Noncash Contributions \$ <u>0</u>	Total Assets \$ <u>741,128</u>
Program Expenses \$ <u>2,328,715</u>	Total Expenses \$ <u>2,402,097</u>	

PART B - STATEMENTS REGARDING ORGANIZATION DURING THE PERIOD OF THIS REPORT

Note: All questions must be answered. If you answer "yes" to any of the questions below, you must attach a separate page providing an explanation and details for each "yes" response. Please review RRF-1 instructions for information required.

	Yes	No
1. During this reporting period, were there any contracts, loans, leases or other financial transactions between the organization and any officer, director or trustee thereof, either directly or with an entity in which any such officer, director or trustee had any financial interest?		X
2. During this reporting period, was there any theft, embezzlement, diversion or misuse of the organization's charitable property or funds?		X
3. During this reporting period, were any organization funds used to pay any penalty, fine or judgment?		X
4. During this reporting period, were the services of a commercial fundraiser, fundraising counsel for charitable purposes, or commercial coventurer used?		X
5. During this reporting period, did the organization receive any governmental funding? SEE STATEMENT 7	X	
6. During this reporting period, did the organization hold a raffle for charitable purposes?		X
7. Does the organization conduct a vehicle donation program?		X
8. Did the organization conduct an independent audit and prepare audited financial statements in accordance with generally accepted accounting principles for this reporting period?		X
9. At the end of this reporting period, did the organization hold restricted net assets, while reporting negative unrestricted net assets?		X

I declare under penalty of perjury that I have examined this report, including accompanying documents, and to the best of my knowledge and belief, the content is true, correct and complete, and I am authorized to sign.

<u>DAVID BECERRA</u>	<u>CFO</u>	Date
Signature of Authorized Agent	Printed Name	Title



Program Quality Assessment Performance Report

Prepared for: MELROSE LEADERSHIP
(Love Learn Success / Oakland Unified School District)

Type: Self Assessment

Form: School-Age PQA

Date prepared: 4 / 15 / 2019



This report describes the results of a Program Quality Assessment (PQA). This introduction will give you an overview of what is contained in your performance report and how you might use it to plan for improvement. For more information, visit <http://www.cypq.org>

When you are interpreting your performance report, here are a few tips to keep in mind:

- The performance data is given to help you improve your program.
- What is most important are the conversations that you have with your site team regarding improvement efforts.
- Comparisons against other data sets are shown to give you context to understand your own scores.

Follow this suggested sequence for reading and interpreting your performance report:

1. Examine the domains, scales, and items presented in the report. Consider: What scales and items make up each domain? What are the instructional practices that are measured by the assessment?
2. If your report shows a comparison against a large sample, consider: In what areas are you doing comparatively well? In what areas is there room for improvement?
3. Celebrate your strengths! Identify the items that you feel are successes in your program. What factors do you think contribute to these strengths?
4. What can you work on? After you have identified which items you think could use improvement, refer to the corresponding practice descriptions in the appropriate PQA. Reflect on what might be causing some of your scores to be lower than you would like and brainstorm what steps you could take to improve in this area.

If you have questions regarding your report, please do not hesitate to contact the David P. Weikart Center for Youth Program Quality:
scoresreporter@cypq.org or 734-961-6900.

PQA scores range from 1.0 to 5.0. In general, scores can be interpreted as follows:



- Score of 1 = The practice is not in place
- Score of 3 = The practice is available to a limited extent or in a less advanced form
- Score of 5 = The practice is widely available and/or with great frequency

Scores between 4.0 and 5.0 are excellent in most categories. Scores between 1.0 and 2.0 can be a general cause for concern. Low scores on your performance report (relative to other scores in the report) may suggest areas of potential improvement.

The scores on your report reflect one of two methods - program self assessment or external assessment. Program self assessment is a team-based process in which managers and staff observe multiple program offerings and together score a single program-wide PQA. In external assessment, a trained, reliable external assessor visits your site to observe a single program offering and score a PQA based on the observation.

During scoring, a rater may mark certain items with an "X", as instructed in the instrument. A mark of an "X" indicates that the item was not applicable to the program offering observed. These items are excluded from the scale and domain averages, so as not to negatively impact the scores. Marking an item with an "X" differs from items scored a "1" for practices not observed during the program offering.

This performance report presents scores at three levels - domain, scale, and item. The descriptions below and Figure 1 will help you understand how the report is organized.

Domain Scores

Each domain consists of a group of related scales. The graph at the beginning of this report presents scores for the four domains of the PQA. For the Youth and School Age PQA, these are: Safe Environment; Supportive Environment; Interaction; and Engagement.

Scale Scores

Each scale is composed of specific items corresponding to evidence-based practices for that domain. The first table presents the scales that make up the domain.

Item Scores

Items represent performance at the level of practice. The second table presents the scores for each item. While the item names in the report are abbreviated, you can view full practice descriptions in the appropriate version of the PQA.

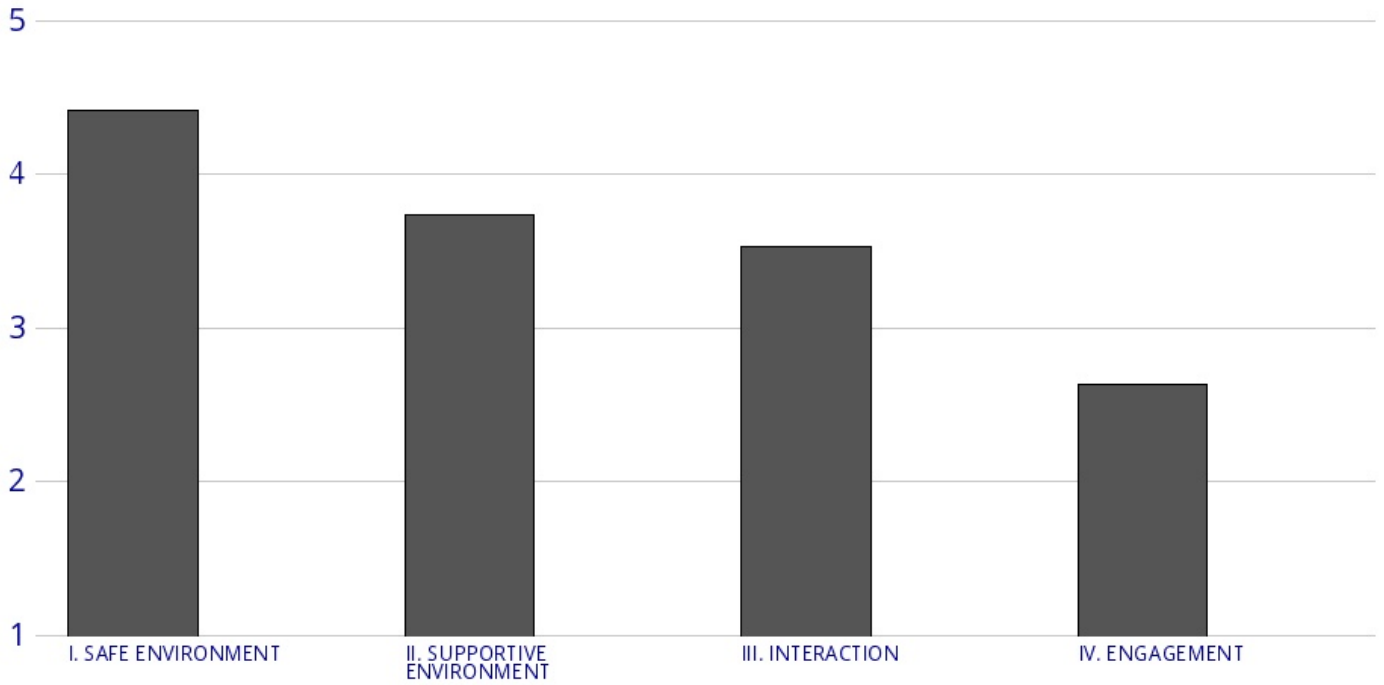
Scores are calculated using averages. Scales are averages of items and domains are averages of scales. The Total score at the bottom of the table is the unweighted average of the domain scores. The Instructional Total Score is the unweighted average of three of the four domains: Supportive Environment; Interaction; and Engagement. This score represents quality of the instructional experience between staff and program participants. The Safe Environment domain is omitted from this score because items in this domain are typically mandated by organizations outside the site.

Figure 1. Sample performance report with labels

Domain	I. SAFE ENVIRONMENT		
Scale	Emotional Safety		1.00
Item	1	Positive emotional climate	1.00
	2	Lack of bias	1.00
	Healthy Environment		1.00
	1	Free of health and safety hazards	1.00
	2	Clean and sanitary	1.00

Program Observation Summary

■ Score Set 1



Observation Identification

Score Set # 1

Tags: Self
MELROSE LEADERSHIP

Observation Details

Score Set # 1

PQA: School-Age PQA
Date: N/A
Forms: 2 forms
Offering: N/A
Staff: N/A

Summary Report

Score Set 1

I. SAFE ENVIRONMENT

4.41

Emotional Safety	4.50
Healthy Environment	4.50
Emergency Preparedness	4.43
Accommodating Environment	4.60
Nourishment	4.00

II. SUPPORTIVE ENVIRONMENT

3.73

Warm Welcome	3.67
Session Flow	4.40
Active Engagement	3.67
Skill-Building	3.80
Encouragement	3.00
Child-Centered Space	3.83

III. INTERACTION

3.52

Manage Feelings	2.50
Belonging	3.75
School-Age Leadership	3.50
Interaction with Adults	4.00

IV. ENGAGEMENT

2.63

School-Age Planning	2.33
School-Age Choice	2.50
Reflection	1.67
Responsibility	4.00

Instructional Total Score*

3.29

*The Instructional Total Score is the unweighted average of three of the four domains: Supportive Environment; Interaction; and Engagement. This score represents quality associated the instructional experience between staff and program participants. The Safe Environment domain is omitted from this score because items in this domain are typically mandated by organizations outside the site (e.g. Items in the Emergency Preparedness scale, which include questions about accessibility of fire extinguishers and first aid kits).

Detailed Report

I. SAFE ENVIRONMENT

Score Set 1

Emotional Safety **4.50**

1	Positive emotional climate	5.00
2	Lack of bias	4.00

Healthy Environment **4.50**

1	Free of health and safety hazards	4.00
2	Clean and sanitary	4.00
3	Adequate ventilation and lighting	5.00
4	Comfortable temperature	5.00

Emergency Preparedness **4.43**

1	Posted emergency procedures	4.00
2	Accessible fire extinguisher	5.00
3	Visible first-aid kit	5.00
4	Appropriate safety equipment	5.00
5	Supervised indoor entrances	4.00
6	Supervised access to outdoors	4.00

Accommodating Environment **4.60**

1	Sufficient Space	5.00
2	Suitable Space	5.00
3	Enough comfortable furniture	4.00
4	Flexible physical environment	4.00
5	(SA) Appropriately sized furniture	5.00

Nourishment **4.00**

1	Available drinking water	5.00
2	Plentiful food and drink	4.00
3	Nutritious food and drink	3.00

II. SUPPORTIVE ENVIRONMENT

Score Set 1

Warm Welcome **3.67**

1	Children greeted	3.00
2	Staff warm and respectful	4.00
3	Positive staff body language	4.00

Session Flow **4.40**

1	Starts and ends on time	3.00
2	Materials ready	5.00
3	Sufficient materials	5.00
4	Explains activities clearly	4.00
5	Appropriate time for activities	5.00

Active Engagement **3.67**

1	Children engage with materials or ideas	5.00
2	Children talk about activities	3.00
3	(SA) Children make connections	3.00

Skill-Building **3.80**

1	Learning focus linked to activity	4.00
2	Staff encourages youth to try skills	4.00
3	Staff models skills	4.00
4	Staff breaks down tasks	4.00
5	Support for struggling children	3.00

Encouragement **3.00**

1	Staff uses non-evaluative language	4.00
2	Staff asks open-ended questions	2.00

Child-Centered Space **3.83**

1	(SA) Well-defined interest areas	3.00
2	(SA) Sufficient materials in interest areas	5.00
3	(SA) Children's work displayed	3.00
4	(SA) Children select displays	3.00
5	(SA) Open-ended materials	3.00
6	(SA) Easily accessible materials	5.00
7	(SA) Thirty minutes interest-based activities	4.00

III. INTERACTION

Score Set 1

Manage Feelings 2.50

1	(SA) Staff acknowledges feelings	3.00
2	(SA) Staff asks children to explain situation	3.00
3	(SA) Helps children respond appropriately	3.00
4	(SA) Children suggest solutions	1.00

Belonging 3.75

1	Opportunities for children to get to know each other	4.00
2	Inclusive relationships	3.00
3	Children identify with program	4.00
4	(SA) Structured small group activities	4.00

School-Age Leadership 3.50

1	(SA) Practice group process skills	4.00
2	(SA) Opportunities to help another child	3.00
3	(SA) Structured opportunity to lead group	3.00

Interaction with Adults 4.00

1	(SA) Staff at eye level	4.00
2	(SA) Staff works side by side	4.00
3	(SA) Staff circulates	4.00
4	(SA) Staff interacts positively	4.00

IV. ENGAGEMENT

Score Set 1

School-Age Planning **2.33**

1	(SA) All children plan	2.00
2	(SA) Multiple planning strategies used	2.00
3	(SA) Share plans in tangible way	3.00

School-Age Choice **2.50**

1	(SA) Authentic choices	2.00
2	(SA) Open-ended choices	3.00

Reflection **1.67**

1	Intentional reflection	2.00
2	Multiple reflection strategies	1.00
3	Structured opportunities to provide feedback	2.00

Responsibility **4.00**

1	(SA) Opportunities for routine tasks	3.00
2	(SA) Staff do not intervene intrusively	5.00

Professional Development

Review the Domain, Scale, and Item scores in this report, then:

- Identify scales with a score lower than 3.00 (those that may be the best candidates for improvement action).
- Review the items within the identified scales.
- Use the chart below to locate the recommendation numbers that correspond to the scales that you have identified as needing improvement.
- The recommendation numbers correspond to specific professional development methods and resources (described on the last page of this report) that correspond to areas that have been identified as needing improvement.

Scale	Recommendation Numbers
Accomodating Environment	7
Active Engagement	1
Adult Partners	8
Belonging	3
Child Centered Space	7
Choice	8
Collaboration	4
Emergency Preparedness	7
Emotional Safety	3 6 7
Encouragement	2
Engagement	2
Healthy Environment	7
Interaction With Adults	8
Leadership	8
Manage Feelings	6
Nourishment	10
Planning	5
Reflection	5
Reframing Conflict	6
Responsibility	8
School-Age Choice	8
School-Age Leadership	8
Session Flow	7
Skill Building	1 2
Warm Welcome	2 3

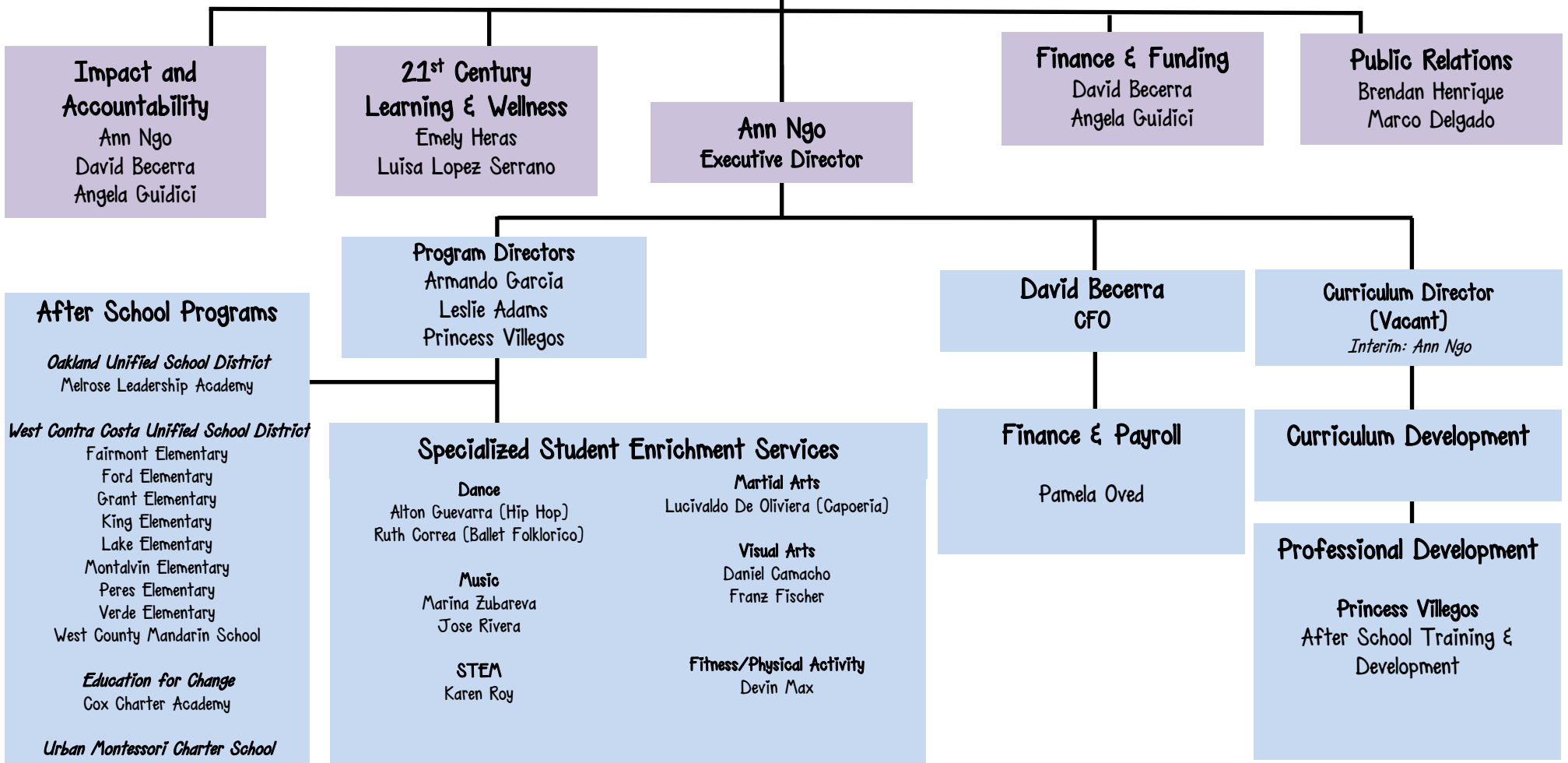
Recommendation Number	Method	Overview
1	Active Learning	Though hands-on activities can promote interest and support learning, cognitive activity is the key to meaningful learning (Mayer, 2004) ¹ .
2	Ask-Listen-Encourage	Positive relationships can open the gateway to learning. Studies find that relationships with "warmth, connectedness, good communication and support" aid in positive youth development and are connected to academic success (National Research Council and the Institute of Medicine, 2002) ² . Asking effective questions, listening to youth, and encouraging youth through positive and specific feedback can help to build positive relationships and may influence the intrinsic motivation of youth.
3	Building Community	Creating a safe space in which youth feel a sense of belonging is beneficial for their growth and learning (National Research Council and the Institute of Medicine, 2002) ³ . When youth get to know each other, don't leave other youth out, think of the program as theirs, and get recognized for their accomplishments, they build relationships with peers and adults.
4	Cooperative Learning	Providing young people an opportunity to participate in and lead small groups has a positive impact on classroom climate, self-esteem among students, internal locus of control, and time on task. Students in cooperative teams are more active, self-directing, and expressive, all of which may be associated with achievement gains.
5	Planning and Reflection	The skills of making plans for the future and learning from the past can help youth succeed in school and in life. These skills are tied into what brain scientists call executive functions, and play an important role in directing attention to tasks and decision making that connects with consequences.
6	Reframing Conflict	An approach in which adults support youth in addressing their conflicts and problems helps build a healthy, cohesive group and can produce growth and learning for young people. The HighScope youth-centered approach involves a nonthreatening, matter-of-fact attitude, and helps youth have a voice in determining both the cause and solution to the conflict. It is a problem-solving approach that seeks to turn conflicts into learning opportunities.
7	Structure and Clear Limits	Structure and clear limits can provide a strong foundation to a youth program. An appropriate structure with routines, activities, and rituals sets the stage. Clear limits establish what's okay and not okay and can ensure a safe program climate. When done well, structure and clear limits can provide the space kids need to explore and express themselves, a feeling of fairness, and the predictability that young people learn to count on to meet their needs (National Research Council and Institute of Medicine, 2002) ⁴ .
8	Youth Voice	Providing young people with chances to make decisions about their activities and how they carry them out can improve motivation and buy-in, and more importantly, offering choices in a youth program space gives youth a chance to practice for the bigger choices they'll make outside of the program.
9	Homework Help	Homework Help is an important feature of many youth programs. Providing time and support for young people to complete their homework can help with academic success. Effective homework support time may also help some young people develop effective study skills and habits for successfully organizing their time.
10	USDA Afterschool Snack Program	http://www.fns.usda.gov/cnd/afterschool/ http://healthymeals.nal.usda.gov/

¹ Mayer, R. E. (2004). Should there be a three-strikes rule against pure discovery learning? *American Psychologist*, 59, 14-19.

² National Research Council and the Institute of Medicine. (2002). *Community Programs to Promote Youth Development*. Washington, DC: National Academy Press. 94-96.

³ National Research Council and the Institute of Medicine. (2002). *Community Programs to Promote Youth Development*. Washington, DC: National Academy Press. 96-99.

⁴ *Community Programs to Promote Youth Development*. Washington, DC: National Academy Press. 91-94.



Every student in Love. Learn. Success. programs will love to learn and will carry that love to their own success!

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **AUG 29 2013**

LOVE LEARN SUCCESS
PO BOX 6325
OAKLAND, CA 94603-0325

Employer Identification Number:
46-2478873
DLN:
17053210338013
Contact Person:
ROGER W VANCE ID# 31173
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
February 13, 2013
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)



P.O. Box 15284
Wilmington, DE 19850

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For Business

Customer service information

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-  Bank of America, N.A.
P.O. Box 25118
Tampa, FL 33622-5118

LOVE. LEARN. SUCCESS.
211 EBBETTS PASS RD
VALLEJO, CA 94589-1938

Your Business Advantage Relationship Banking Preferred Rewards for Bus Platinum Honors

for May 1, 2021 to May 31, 2021

Account number: 3251 3304 2050

LOVE. LEARN. SUCCESS.

Account summary

Beginning balance on May 1, 2021	\$112,137.36
Deposits and other credits	171,117.98
Withdrawals and other debits	-138,161.49
Checks	-2,037.00
Service fees	-15.00

- # of deposits/credits: 18
- # of withdrawals/debits: 13
- # of items-previous cycle¹: 2
- # of days in cycle: 31
- Average ledger balance: \$134,644.41

Ending balance on May 31, 2021 **\$143,041.85**

¹Includes checks paid, deposited items & other debits

Your account is enrolled in overdraft protection. You can manage your overdraft protection preferences, including linked accounts, in Online Banking.

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Stay on top of your accounts

Start receiving online alerts today to know when transactions have posted and when payments are due. Sign in or enroll at bankofamerica.com/SmallBusiness and click on **Alerts** in the Activity Center.

You may elect to receive alerts via text or email. Bank of America does not charge for this service, but your mobile carrier's message and data rates may apply. Delivery of alerts may be affected or delayed by your mobile carrier's coverage.

SSM-10-20-0848.B | 3293316

IMPORTANT INFORMATION: BANK DEPOSIT ACCOUNTS

How to Contact Us - You may call us at the telephone number listed on the front of this statement.

Updating your contact information - We encourage you to keep your contact information up-to-date. This includes address, email and phone number. If your information has changed, the easiest way to update it is by visiting the Help & Support tab of Online Banking.

Deposit agreement - When you opened your account, you received a deposit agreement and fee schedule and agreed that your account would be governed by the terms of these documents, as we may amend them from time to time. These documents are part of the contract for your deposit account and govern all transactions relating to your account, including all deposits and withdrawals. Copies of both the deposit agreement and fee schedule which contain the current version of the terms and conditions of your account relationship may be obtained at our financial centers.

Electronic transfers: In case of errors or questions about your electronic transfers - If you think your statement or receipt is wrong or you need more information about an electronic transfer (e.g., ATM transactions, direct deposits or withdrawals, point-of-sale transactions) on the statement or receipt, telephone or write us at the address and number listed on the front of this statement as soon as you can. We must hear from you no later than 60 days after we sent you the FIRST statement on which the error or problem appeared.

- Tell us your name and account number.
- Describe the error or transfer you are unsure about, and explain as clearly as you can why you believe there is an error or why you need more information.
- Tell us the dollar amount of the suspected error.

For consumer accounts used primarily for personal, family or household purposes, we will investigate your complaint and will correct any error promptly. If we take more than 10 business days (10 calendar days if you are a Massachusetts customer) (20 business days if you are a new customer, for electronic transfers occurring during the first 30 days after the first deposit is made to your account) to do this, we will provisionally credit your account for the amount you think is in error, so that you will have use of the money during the time it will take to complete our investigation.

For other accounts, we investigate, and if we find we have made an error, we credit your account at the conclusion of our investigation.

Reporting other problems - You must examine your statement carefully and promptly. You are in the best position to discover errors and unauthorized transactions on your account. If you fail to notify us in writing of suspected problems or an unauthorized transaction within the time period specified in the deposit agreement (which periods are no more than 60 days after we make the statement available to you and in some cases are 30 days or less), we are not liable to you and you agree to not make a claim against us, for the problems or unauthorized transactions.

Direct deposits - If you have arranged to have direct deposits made to your account at least once every 60 days from the same person or company, you may call us to find out if the deposit was made as scheduled. You may also review your activity online or visit a financial center for information.

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As of 07/07/2020, your account has earned \$620.99 in Cash Rewards on your Bank of America Merchant Services processing since enrolling in Bank of America Preferred Rewards.

Deposits and other credits

Date	Description	Amount
05/03/21	RevTrak DES:8003235953 ID:2dz4-331-g4aj0p INDN:Love. Learn .Success. CO ID:9000005126 CCD	566.24
05/04/21	RevTrak DES:8003235953 ID:2e2r-wxh-kw7ry7 INDN:Love. Learn .Success. CO ID:9000005126 CCD	22,535.98
05/04/21	Preencoded Deposit	11,419.20
05/04/21	Preencoded Deposit	6,541.27
05/05/21	RevTrak DES:8003235953 ID:2e4y-a4z-9yp3jb INDN:Love. Learn .Success. CO ID:9000005126 CCD	282.97
05/11/21	RevTrak DES:8003235953 ID:2eba-n35-zb3hw3 INDN:Love. Learn .Success. CO ID:9000005126 CCD	19.10
05/14/21	Preencoded Deposit	90,536.07
05/14/21	Preencoded Deposit	29,962.99
05/19/21	RevTrak DES:8003235953 ID:2eqg-66n-xnnwk2 INDN:Love. Learn .Success. CO ID:9000005126 CCD	48.20
05/21/21	RevTrak DES:8003235953 ID:2ew4-ery-b14nh9 INDN:Love. Learn .Success. CO ID:9000005126 CCD	96.71
05/24/21	RevTrak DES:8003235953 ID:2ex2-4be-wn1wy9 INDN:Love. Learn .Success. CO ID:9000005126 CCD	48.06
05/24/21	AMZNYQHHJ3BU DES:AmazonSmil ID:6VJ7P68YUXIEK6C INDN:Oanh H Ngo CO ID:9215319235 CCD PMT INFO:payments.amazon.com ID#6VJ7P68YUXIEK6C	9.41
05/25/21	RevTrak DES:8003235953 ID:2eyr-x30-kmbd4d INDN:Love. Learn .Success. CO ID:9000005126 CCD	2,182.60
05/25/21	RevTrak DES:8003235953 ID:2g0n-9j9-qpw21j INDN:Love. Learn .Success. CO ID:9000005126 CCD	1,427.57
05/25/21	RevTrak DES:8003235953 ID:2ez7-pqm-30rjp8 INDN:Love. Learn .Success. CO ID:9000005126 CCD	1,371.04

continued on the next page

BUSINESS ADVANTAGE

Thanks. We're here to listen to you.

As your business needs evolve, we're ready to provide personal attention and access to the latest digital tools. Rely on us for guidance in personal finance, investments and business — now and in the future.

To learn more visit bankofamerica.com/SmallBusiness.

Deposits and other credits - continued

Date	Description	Amount
05/26/21	RevTrak DES:8003235953 ID:2g23-ya9-x4hgrq INDN:Love. Learn .Success. CO ID:9000005126 CCD	482.63
05/27/21	RevTrak DES:8003235953 ID:2g37-0z1-8w70z2 INDN:Love. Learn .Success. CO ID:9000005126 CCD	1,377.91
05/28/21	RevTrak DES:8003235953 ID:2g45-1eg-n6dd39 INDN:Love. Learn .Success. CO ID:9000005126 CCD	2,210.03

Total deposits and other credits **\$171,117.98**

Withdrawals and other debits

Date	Description	Amount
05/04/21	Online Banking payment to CRD 8918 Confirmation# 0614588705	-1,473.97
05/05/21	ADP PAYROLL FEES DES:ADP - FEES ID:535LM3 6748111 INDN:Love. Learn. Success. CO ID:9659605002 CCD	-65,177.62
05/06/21	RevTrak DES:8003235953 ID:2e5g-qr8-647pag INDN:Love. Learn .Success. CO ID:9000005126 CCD	-1,167.03
05/11/21	ADP PAYROLL FEES DES:ADP - FEES ID:535LM3 6779166 INDN:Love. Learn. Success. CO ID:9659605002 CCD	-6,209.86
05/21/21	ADP PAYROLL FEES DES:ADP - FEES ID:535LM3 0503678 INDN:Love. Learn. Success. CO ID:9659605002 CCD	-62,066.10
05/21/21	ADP PAYROLL FEES DES:ADP - FEES ID:8YV3Z 0179900 INDN:Love. Learn. Success. CO ID:9659605001 CCD	-227.90
05/25/21	Online Banking payment to CRD 8918 Confirmation# 2897990249	-1,665.68

Card account # XXXX XXXX XXXX 5030

05/11/21	CHECKCARD 0510 RVT*ASAP 800-3235953 CA 24906411130120953048785 CKCD 8299 XXXXXXXXXXXX5030 XXXX XXXX XXXX 5030	-173.33
----------	--	---------

Subtotal for card account # XXXX XXXX XXXX 5030 **-\$173.33**

Total withdrawals and other debits **-\$138,161.49**

Checks

Date	Check #	Amount	Date	Check #	Amount
05/07/21	10145	-370.00	05/24/21	10148*	-1,250.00
05/28/21	10146	-10.00	05/24/21	10149	-407.00
				Total checks	-\$2,037.00
				Total # of checks	4

* There is a gap in sequential check numbers

Service fees

The Monthly Fee on your primary Business Advantage Relationship Banking account was waived for the statement period ending 04/30/21. A check mark below indicates the requirement(s) you have met to qualify for the Monthly Fee waiver on the account.

- ✓ \$15,000+ combined average monthly balance in linked business accounts has been met
- ✓ Become a member of Preferred Rewards for Business has been met

For information on how to open a new product, link an existing service to your account, or about Preferred Rewards for Business please call 1.888.BUSINESS or visit bankofamerica.com/smallbusiness.

continued on the next page

Service fees - continued

Date	Transaction description	Amount
05/07/21	REMOTE DEPOSIT MONTHLY FEE	-15.00
Total service fees		-\$15.00

Note your Ending Balance already reflects the subtraction of Service Fees.

Daily ledger balances

Date	Balance (\$)	Date	Balance(\$)	Date	Balance (\$)
05/01	112,137.36	05/07	85,279.40	05/24	135,665.75
05/03	112,703.60	05/11	78,915.31	05/25	138,981.28
05/04	151,726.08	05/14	199,414.37	05/26	139,463.91
05/05	86,831.43	05/19	199,462.57	05/27	140,841.82
05/06	85,664.40	05/21	137,265.28	05/28	143,041.85

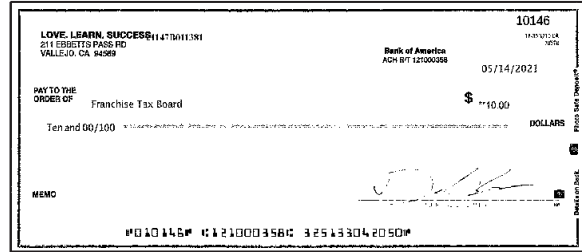
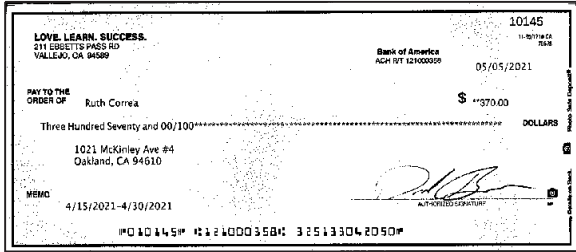
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Check images

Account number: 3251 3304 2050

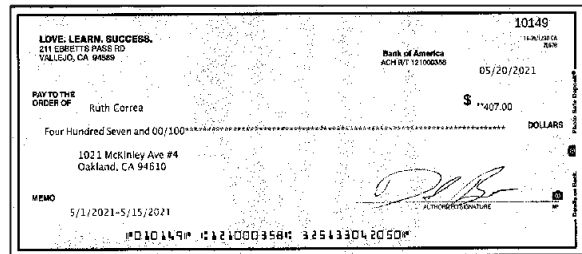
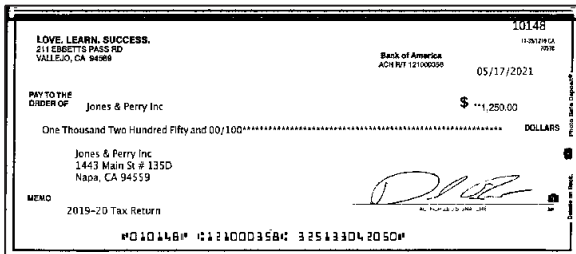
Check number: 10145 | Amount: \$370.00

Check number: 10146 | Amount: \$10.00



Check number: 10148 | Amount: \$1,250.00

Check number: 10149 | Amount: \$407.00



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P.O. Box 15284
Wilmington, DE 19850

BANK OF AMERICA
Preferred Rewards
For Business

Customer service information

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-  bankofamerica.com
-  Bank of America, N.A.
P.O. Box 25118
Tampa, FL 33622-5118

LOVE. LEARN. SUCCESS.
211 EBBETTS PASS RD
VALLEJO, CA 94589-1938

Your Business Advantage Savings Preferred Rewards for Bus Platinum Honors

for May 1, 2021 to May 31, 2021

Account number: 3251 3304 3402

LOVE. LEARN. SUCCESS.

Account summary

Beginning balance on May 1, 2021	\$835,625.09
Deposits and other credits	35.48
Withdrawals and other debits	-0.00
Service fees	-0.00
Ending balance on May 31, 2021	\$835,660.57

of deposits/credits: 1
 # of withdrawals/debits: 0
 # of days in cycle: 31
 Average ledger balance: \$835,626.23
 Average collected balance: \$835,626.23

Annual Percentage Yield Earned this statement period: 0.05%.
Interest Paid Year To Date: \$132.34.

BANK OF AMERICA BUSINESS ADVANTAGE

Stay on top of your accounts

Start receiving online alerts today to know when transactions have posted and when payments are due.
Sign in or enroll at bankofamerica.com/SmallBusiness and click on **Alerts** in the Activity Center.

You may elect to receive alerts via text or email. Bank of America does not charge for this service, but your mobile carrier's message and data rates may apply.
Delivery of alerts may be affected or delayed by your mobile carrier's coverage.

SSM-10-20-0848.B | 3293316

IMPORTANT INFORMATION: BANK DEPOSIT ACCOUNTS

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Updating your contact information - We encourage you to keep your contact information up-to-date. This includes address, email and phone number. If your information has changed, the easiest way to update it is by visiting the Help & Support tab of Online Banking.

Deposit agreement - When you opened your account, you received a deposit agreement and fee schedule and agreed that your account would be governed by the terms of these documents, as we may amend them from time to time. These documents are part of the contract for your deposit account and govern all transactions relating to your account, including all deposits and withdrawals. Copies of both the deposit agreement and fee schedule which contain the current version of the terms and conditions of your account relationship may be obtained at our financial centers.

Electronic transfers: In case of errors or questions about your electronic transfers - If you think your statement or receipt is wrong or you need more information about an electronic transfer (e.g., ATM transactions, direct deposits or withdrawals, point-of-sale transactions) on the statement or receipt, telephone or write us at the address and number listed on the front of this statement as soon as you can. We must hear from you no later than 60 days after we sent you the FIRST statement on which the error or problem appeared.

- Tell us your name and account number.
- Describe the error or transfer you are unsure about, and explain as clearly as you can why you believe there is an error or why you need more information.
- Tell us the dollar amount of the suspected error.

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Direct deposits - If you have arranged to have direct deposits made to your account at least once every 60 days from the same person or company, you may call us to find out if the deposit was made as scheduled. You may also review your activity online or visit a financial center for information.

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Bank of America, N.A. Member FDIC and  Equal Housing Lender

Deposits and other credits

Date	Description	Amount
05/28/21	Interest Earned	35.48

Total deposits and other credits **\$35.48**

Daily ledger balances

Date	Balance (\$)	Date	Balance(\$)
05/01	835,625.09	05/28	835,660.57

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JOB DESCRIPTION

Position Title:	Site Director
Responsible to:	Program Director
Employment Status:	Full-Time Exempt
School Site/Location:	

Job Summary:

Under the direction of the Love. Learn. Success. Program Director, the Afterschool Program Site Director is responsible for the oversight of all components of the after school program. The Site Coordinator will implement the program plan in coordination with site administration, parents and other stakeholders at the site.

Communication

- Regularly update agency coordinator, director, site admin, and partner agencies on all items related to after school programs.
- Work closely with Academic Liaison to identify students and coordinate student outreach for the Program, align activities with the regular school day, conduct assessments and surveys and implement evaluation tools.
- Develop and maintain positive parent relations through on-going parent workshops, services and/or special family events.
- Communicate with parents/guardians regarding student progress and performance.

Development and Implementation

- Manage day-to-day operations of the program.
- Facilitate regular after school staff meetings and trainings.
- Coach, supervise and provide professional development for staff
- Assure safety and supervision of children at all times, with a 20:1 (or lower) ratio of adults to children.
- Follow all district attendance guidelines and submit monthly attendance reports as requested.
- Maintain high visibility at the site of the Afterschool Program.



- Assure classrooms and other shared school spaces are well maintained and left as found.
- Develop and maintain a schedule of academic, recreational and enrichment activities.
- Assure accurate distribution and accounting of snacks.
- Coordinate with all site-based student support services.

Recruitment, Coordination and Collaboration

- Recruit and enroll program participants to meet grant average daily attendance requirements.
- Identify, train and supervise Program Instructors, teachers, volunteers, parents and community partners to implement academic, recreation and enrichment activities.
- Establish and maintain partnerships with community based organizations, public agencies, local universities, city agencies and other collaborators.

Fiscal Management

- Oversee budget development and expenditure tracking.
- Coordinate payment of employees by submitting appropriate timesheets on a timely basis to LLS and district offices that supports after school programs.

Additional Responsibilities:

1. Represent self and Agency in a professional manner.
2. Support and model Love. Learn. Success.' values, vision and mission.
3. Other duties as assigned by Program Director

Qualifications

- Any combination of 4 years experience working in a non-profit, school based, or youth serving agency or an undergraduate degree and experience.
- 2 years experience providing direct service to diverse youth.
- Experience implementing, managing, and evaluating projects
- Ability to work effectively with diverse district/school staff, parents and community members.
- Knowledge of youth development principles.
- Excellent written and verbal communication skills.
- Knowledge of PC/Mac operating systems and MS office suite
- Meets all state required conditions of employment including Livescan, Health screen and TB clearance.

Physical Demands:

The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals to perform the



essential functions. The noise level in the work environment is usually quiet and, at all times is within safe OSHA standards.

Communication

1. Communicates clearly and effectively, both verbally and in writing, with co-workers, supervisors, and youths.
2. Prepares clear and concise written reports and summaries
3. Must be able to comprehend, follow, and clearly convey instructions to others.
4. Must be computer proficient and be able to work on a computer for up to 20 hours per week.

Physical Activities

1. Must be able to handle or manipulate objects, tools, and operate controls.
2. Must be able to reach for stacked products, store and retrieve file boxes on high shelves.
3. Must be able to push, pull, lift and/or carry as much as 10 lbs.

I have read and understood the duties and responsibilities for my position as the After School Program Site Director.

Name: _____

Date: _____

Signature: _____





JOB DESCRIPTION

Position Title: Program Instructor

Responsible to: Site Director

Employment Status: Temporary Part Time / Non-Exempt

School Site/Location:

Job Summary:

Under the supervision of the Love. Learn. Success. Afterschool Site Director, the Program Instructor will develop engaging curriculum focused on academics and/or enrichment to youth enrolled in after school programs. The Program Instructor will work on a team dedicated to providing a variety of enrichment and academic activities to youth in California Public Schools.

Duties and Responsibilities:

1. Provide clear leadership to students and create a safe, well-structured environment where students are comfortable learning.
2. Develop and implement academic and enrichment curriculum to improve student literacy, math, and other life skills.
3. Develop unit plans and daily lesson plans under supervision of the Site Director that engages students from various levels learning and students with various abilities.
4. Provide a relationship as a positive role model and mentor to all students participating in the program.
5. Monitor student progress in schoolwork, keep track of progress and missed assignments and act accordingly.
6. Regularly update Program Site Director, and parents on student progress and status in the program.



7. Complete necessary paperwork by deadlines e.g. incident reports, activity report sheets etc.
8. Attend program staff meetings, plan required training and as much optional training as possible.
9. Perform additional duties as assigned by the Program Site Director to meet the program's aims and objectives.

Additional:

1. Represent self and Agency in a professional manner.
2. Support and model Love. Learn. Success'. Values.
3. Demonstrate sensitivity and responsiveness to cultural differences.
4. Perform additional duties as assigned by the After Site School Director.

Qualifications:

- Minimum of 48 units of college credits, or an AA degree, or able to pass the IA exam given by ACOE. (May be waived by site administrator)
- Minimum of 1 year of experience working with diverse youth in an organized setting
- Courteous and professional demeanor.
- Detail oriented and well organized.
- Able to do word processing and data entry.
- Able to meet deadlines.
- Able to follow directions and reason logically.
- Has a desire to learn and understand needs of Agency's clients and staff.
- Meets all state required conditions of employment as set forth by DOJ and FBI. Fingerprint and child Abuse Index clearance, TB verification, valid CDL or identification.

Physical Demands:

The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals to perform the essential functions. The noise level in the work environment is usually quiet and, at all times is within safe OSHA standards.



Communication

1. Communicates clearly and effectively, both verbally and in writing, with co-workers, supervisors, and youths.
2. Prepares clearly and concisely written reports and summaries
3. Must be able to comprehend, follow, and clearly convey instructions to others.

Physical Activities

1. Must be able to handle or manipulate objects, tools, and operate controls.
2. Must be able to reach for stacked products, store and retrieve file boxes on high shelves.
3. Must be able to push, pull, lift and/or carry as much as 10 lbs.

I have read and understood the duties and responsibilities for my position as the After School Program Instructor.

Name: _____

Date: _____

Signature: _____

[Home](#) > [Tax Exempt Organization Search](#) > [Love Learn Success](#)

[< Back to Search Results](#)

Love Learn Success

EIN: 46-2478873 | Oakland, CA, United States

[> Other Names](#)

Determination Letter

A favorable determination letter is issued by the IRS if an organization meets the requirements for tax-exempt status under the Code section the organization applied.

[> Final Letters](#)

Publication 78 Data

Organizations eligible to receive tax-deductible charitable contributions. Users may rely on this list in determining deductibility of their contributions.

On Publication 78 Data List: Yes

Deductibility Code: PC

Copies of Returns (990, 990-EZ, 990-PF, 990-T)

Electronic copies (images) of Forms 990, 990-EZ, 990-PF or 990-T returns filed with the IRS by charities and non-profits.

[> Tax Year 2020 Form 990](#)

[> Tax Year 2019 Form 990](#)

[> Tax Year 2018 Form 990](#)

[> Tax Year 2017 Form 990](#)

[> Tax Year 2017 Form 990](#)

[> Tax Year 2016 Form 990](#)

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211 Ebbetts Pass Road - Vallejo, CA 94589

Board of Directors - 2021

Ann Ngo

Chief Executive Officer, LLS

David Becerra

Chief Financial Officer, LLS

Emely Heras - Secretary

Public Education Specialist, Labor Occupational Health Program at the School of Public Health

Angela Guidici - Treasurer

Regional Supervisor, BAYAC AmeriCorps

Luisa Lopez Serrano

Teacher, West Contra Costa Unified School District

Brendan Henrique

Teacher, West Contra Costa Unified School District

Marco Delgado

Paraprofessional Special Education, West Contra Costa Unified School District



AGENDA			
What <i>(content)</i>	How <i>(process)</i>	Who <i>(lead)</i>	Time <i>(minutes)</i>
1. Consent Agenda a. Approval of Agenda b. Approval of Minutes of June 24, 2020	- Present - Clarify - Check for Agreement	Ann	5
2. Recognition and Updates	- Share	ALL	5
3. Chief Financial Officer Report a. Corona Virus Pandemic Update b. LLS Organizational Budget 2019-2020 (Final) c. Audit Update for FY 2019-2020	- Present - Clarify	David	45
4. Executive Director Report a. Theory of Action Review b. Commitment the LLS Board c. Question & Answer for the Board d. Discussion	- Present - Clarify - Discussion	Ann	30
5. Board Meeting Date Agreement a. Review the Theory of Action For Next Time b. Committee Review for Next Time	- Present - Clarify - Vote	Ann	20
6. Call meeting Adjournment	- Present - Agree	Ann	5

Agenda Summary

1. Consent Agenda

- Approval of Agenda
- Review Minutes from last meeting: June 24, 2020
- Board Approval of Minutes
 - o Who motions to approve?
 - o Who seconds?
 - o All Vote
 - o Secretary signs off

2. Recognitions and Celebration

- Board members have the opportunity to share highlights and/or success that can be celebrated.

- Ann would like to recognize Luisa Serrano for taking time recruit a new Board Member.
- Ann would like to also recognize the entire Board for your thoughtfulness in resource finding, researching strategies for online learning, and reviewing and revising Board Member Commitments.

3. Chief Financial Officer Report

- Share information about the Corona Virus Pandemic and update on Distance Learning model
- Budgets Breakdown
 - o Review of all LLS Programs and it's amount of the operational budget.
 - o A summary of all expenses divided into two categories: 1. Programmatic Expenses 2. Operational Expenses
 - o Cash Balance is the amount that would be unspent at the end of the year.
 - o Total number of projected Full Time and Part Time Employees.
- Budget Detailed
 - o This is an overall agency budget that is broken down by line item.
- Budget (Simple) - This is the condensed version of the detailed budget.
- LLS Audit
 - o Share soft copy of audit for 2018-2019 Fiscal Year
 - o Following audit, LLS complete annual tax return

4. Executive Director Report

- The Theory of Action articulates strategic conditions of learning, activities and outputs that will lead to desired short, intermediate and long terms goals of LLS.
 - o Problem Statement: Underserved and underrepresented student lack equitable access to high quality after school learning and enrichment instructional experiences.
 - o Goal: Directly connect students of marginalized backgrounds to a variety of extended day learning platform so that they have an array of opportunities to develop 21st Century learning competencies in order to persist and acquire dispositions necessary to navigate successfully in school and life.
 - o Inputs (*Stances*): What needs to happen for the theory of action to occur.
 - Collaboration Professional Culture:
 1. Strong Leadership infrastructure
 2. Cutting Edge staff (high expertise and expanded availability).
 3. Site leader Facilities emphasis for LLS program compliance.
 - Innovative Instruction and Curriculum:
 1. Grade level aligned extension to learning activities.
 2. Resources that cultivate student learning (curriculum and technology).
 - Social-Emotional Learning and Supports:

1. Clear articulation of California Education Code regulations to LLS student behavior policy.
 2. Growth Mindset aligned with cultivating the whole student as core of our work around persistence and academic achievement.
- Resource Development and Partnerships:
 1. Experiential Learning Lessons.
 2. In-kind and Fiscal Development to promote program sustainability.
 3. Achieve Linked Learning Experiences defined by Awareness, Exploration in Service Learning
- Activities (*Strategies*): Opportunities of practice
- Collaboration Professional Culture:
 1. Forward planning and solution development For LLS
 2. Incorporate of LLS in COST.
 3. Professional development opportunities for LLS to ensure common expectations and collaboration.
 - Innovative Instruction and Curriculum:
 1. Incorporate Informal Data practices such as; focus groups, surveys, classroom exit slips.
 2. Shadow opportunities for both day and extended day to share best practices.
 3. Use Think Maps and SDAIE.
 4. Learning in After School and Summer Principles (LIAS).
 - Social-Emotional Learning and Supports:
 1. University Interns
 2. Focus on behavior health in classrooms
 3. Behavior Expectations Matrix, Positive Interventions and Behavior Supports.
 4. Community Building and Circle.
 - Resource Development and Partnerships:
 1. Principal Weekly collaboration Meetings in school leadership team.
 2. Extended Day leadership meetings that utilize the lead teacher to align curriculum and instructional practices.
- Outputs (*Results*): What we do
- Collaboration Professional Culture:
 1. Professional Community of Practice Development.
 2. Learning in After School and Summer Principles (LIAS).
 - Innovative Instruction and Curriculum:
 1. High caliber engaging 21Century instructional program.
 2. Integration within content course objective setting and lessons.

3. High efficiency–Personalized Learning.
 4. Data informed work.
- Social–Emotional Learning and Supports:
 1. Structured accessible integrated behavior health services.
 2. Multi-systemic supports to students their families to build skills.
 - Resource Development and Partnerships:
 1. Experiential Learning Lessons.
 2. In-kind and Fiscal Development to promote program sustainability.
 3. Achieve Linked Learning Experiences defined by Awareness, Exploration in Service Learning.
- Outcomes (*Impacts*): What difference is there
 - Short-Term:
 1. Attend school over 95% of their instructional time.
 2. Complete one semester individual project related to service learning.
 3. Sustain a 3 or higher during 75% of a semester (Persistence Rubrics).
 - Intermediate:
 1. Attend school over 95% of their instructional time.
 2. Complete one semester class project related to service learning.
 3. Sustain a 3 or higher during 75% of a semester (Persistence Rubrics).
 - Long-Term:
 1. Attend school over 95% of their instructional time.
 2. Complete LLS Semester Successfully.
 3. Sustain a 4 or higher for 80% of school career (Persistence Rubrics).
- **Board Members** are the fiduciaries who steer the organization towards a sustainable future by adopting sound, ethical, and legal governance and financial management policies, as well as by making sure the nonprofit has adequate resources to advance its mission.
 - A board member agreement is the promise a board member makes when accepting a position for nonprofit board service.
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 - Elect New Board Members
 - Present Candidates - Each member can introduce themselves:
 - Name, Occupation, why they want to be part of this board.
 - Brendan Henrinquez - Science Teacher at Juan Crespi Middle School
 - Below are the following Possible Questions
 1. What motivates you to want to become a board member? Vision Mission?
 2. What attributes are essential for successful school board members?

3. What role does policy play/have in the functioning of the board?
4. Do you have sufficient time/energy to devote to this position?
5. What qualities, behaviors should board members exhibit?
6. What is your vision for education in this community?
7. Do you understand the role of the superintendent? Describe the superintendent's role.
8. Do board members/the board have a role in the day-to-day operation of the district? Can you/should you support a board decision that you were not in favor of?
9. What do you see as the primary work of the board?
10. What kind of relationship should a district/the board have with its community? With its parents and families?
11. With one or two meetings a month, all school boards are limited in what they can do. How does/should the board decide what's most important?
12. How can you contribute to a successful board meeting?
13. What do you think is expected of you as a board member?
14. What are the current challenges facing education / school systems?
15. Is membership on the board of education compatible with your present position?

5. Board 2020-2021 Meeting Calendar Feedback

- o We voted on a new Board Meeting schedule for the 2020-2021 fiscal year. In-order to, better leverage time and deliverables. Please share your feedback.
- o A 2-3 Hour Meeting would be suggested in previous meeting.
- o The Board Meeting calendar could look like this (OPTIONAL):

***NOTE: Suggestions on Board Recruitment

- o Debrief
- o Next Steps

**Deliverables for Next Board Meeting

- Review Committees again!
- Review the Theory of Action Provided come with questions

6. Call Meeting to Adjournment

AGENDA			
What <i>(content)</i>	How <i>(process)</i>	Who <i>(lead)</i>	Time <i>(minutes)</i>
1. Consent Agenda a. Approval of Agenda b. Approval of Minutes of July 22, 2020	- Present - Clarify - Check for Agreement	Ann	5
2. Recognition and Updates	- Share	ALL	5
3. Executive Director Report a. Corona Virus Pandemic Update b. Enrollment Update	- Present - Clarify	David	10
4. Chief Financial Officer Report a. LLS Organizational Budget 2019-2020 (Final) b. LL Financial Status	- Present - Clarify - Discussion	Ann	25
5. Board Meeting Date Agreement a. Updates b. Sharing Resources	- Present - Clarify - Vote	Ann	10
6. Call meeting Adjournment	- Present - Agree	Ann	5

Agenda Summary

1. Consent Agenda

- Approval of Agenda
- Review Minutes from last meeting: July 22, 2020
- Board Approval of Minutes
 - o Who motions to approve?
 - o Who seconds?
 - o All Vote
 - o Secretary signs off

2. Recognitions and Celebration

- Board members have the opportunity to share highlights and/or success that can be celebrated.
- Ann would like to recognize Leslie Adams, Princess Villegos, Armando Garcia, and David Becerra (LLS Program Directors) as we navigate through this Pandemic. They have provided support through coaching, supporting new Site Directors at Lake & Fairmont Elementary & Cox Charter. They have all played an



integral part in supporting Zoom Learning, Video Making/Editing, and have all participated in various district meetings and trainings.

- Ann would also like to recognize the Site Directors in OUSD, WCCUSD, EFC, and paid programs for their flexibility and willingness to "build the plane as we fly" during these times.

3. Executive Director Report

- Share information about the Corona Virus Pandemic and update on Distance Learning Model. We have revised over the course of the start of school. (Summary BELOW)
 - o Mandarin School Instructors have been dispersed within WCCUSD ELP sites to serve students
 - o Program Director, Armando Garcia, is now supporting with Enrichment Specialists to create videos. There are designated staff from each site to create videos too for Asynchronous Learning.
 - o Live Video Streaming Daily
- We hope to increase the Enrollment Numbers through School Day Intervention. (October 2020)
- Current Enrollment
 - o Fairmont: 21
 - o Ford: 19
 - o Grant: 8 (Combined with Mandarin Enrollment)
 - o King: 9
 - o Lake: 9
 - o Mandarin: 15 but had an attendance of 75 on Friday, September 18, 2020
 - o Montalvin: 34
 - o Peres: 26
 - o Verde: 5
 - o Cox: ~20

Enrollment Timeline

Step 1 - 8/17/2020 - 8/28/2020

- Contact parents from previous school year & Tracking
 - o First via text/Phone call
 - o Track on student info document
 - o Follow up with phone calls for those who stated "yes" in the text response but did not enroll online and those who did not respond
 - o Track on student info document
- Work with Site Administrator to do the followign
 - o Send out a Robocall to all families announcing enrollment
 - o Post links to enrollment on School Website
 - o Send enrollment information via the school newsletter
 - o Post enrollment links on social media pages, if available
 - o Send a message to parents using the school communication tool (peach jar, seesaw, class dojo, etc.)

Step 2 - 8/31/2020 - 9/11/2020

- Contact teachers individually





Notice of Board Meeting
Love. Learn. Success
Wednesday, September 23, 2020
5:00pm-6:00pm

- Provide program information - what are we offering, times, etc.
- Request a list of students they would recommend for the program
- Send an email out to Principals today requesting teaching contact information
 - Follow up tomorrow if they do not respond
- Send an email to Teachers by Friday, 9/11/2020
- Contact families of students who were teacher recommendations
 - work with Site Admin to get contact information for non-ELP families

Step 3 - 9/14/2020 - 9/25/2020

- Work with Site Administrator to do the following
 - Identify teachers that are consistently working with students live on zoom
 - Confirm at least 2 expanded learning program staff members that can work during the earlier school day program hours
 - Each ELP staff member will partner with teachers and support during their zoom lessons.
 - This can be in small groups to support lessons being taught by the teacher - Up to 2 hours/day
 - Provide Spanish Speaker Instructor (if available) - Support for Newcomers & English Language Learners
 - Ongoing collaboration with teachers and school admin to determine how to best utilize ELP support
 - Next Steps:
 - Check with staff and identify who is unavailable 10:30 - 2:30

Friday Program Schedule

- Can move the program to an earlier time if it works for the staff schedule
- Wellness and Mental Health are Focus for these days
- You may plan with staff to facilitate the following activities:
 - Games
 - Show and Tell - Pick a category
 - Mutiny
 - Themed Friday
 - Dress up days (villains)
 - Virtual Field Trips
 - Movie Days
 - Stopping movie and checking for engagement
 - Debriefs
 - Special Enrichment
 - Dance Session
 - Virtual Reality
 - Roller coaster
 - Lead to other activities (design rollercoaster)
 - Enrichment Videos
 - Draw along
 - Rotation Stations
 - Organizing students by grade

Staff Support

- Send follow-up emails with agendas for each of the following:
 - Weekly one-on-one Instructor check-ins
 - Weekly Staff Meetings
- Observation Notes - Monthly

4. Chief Financial Officer Report



- Current Financial State: \$416,423.78
- Accounts Receivable (Invoices to be Paid to LLS): \$164,430
- Budgets Breakdown
 - o Review of all LLS Programs and its amount of the operational budget.
 - o A summary of all expenses divided into two categories: 1. Programmatic Expenses 2. Operational Expenses
 - o Cash Balance is the amount that would be unspent at the end of the year.
 - o **Total number of projected Full Time and Part Time Employees.**
- Budget Detailed
 - o This is an overall agency budget that is broken down by line item.
- Budget (Simple) - This is the condensed version of the detailed budget.
- LLS Audit
 - o Share soft copy of audit for 2018-2019 Fiscal Year
 - o Following audit, LLS complete annual tax return
 - o TO BE SHARED soft copy

4. Board 2020-2021 Meeting Scheduling & Updates

- **Board Members** are the fiduciaries who steer the organization towards a sustainable future by adopting sound, ethical, and legal governance and financial management policies, as well as by making sure the nonprofit has adequate resources to advance its mission.
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 - o Board Meeting date for the 2020-2021 fiscal year. In-order to, better leverage time and deliverables. Please share your feedback.

**Deliverables for Next Board Meeting

- Are there anything you would like to share?

5. Call Meeting to Adjournment

Love Learn Success Board Meeting Minutes
Wednesday, September 23, 2020
5:00PM-6:00PM

Present: Marco Delgado, Emely Heras, Angela Guidici, Luisa Lopez, Brendan Henrique, Ann Ngo, David Becerra

1. Consent Agenda

- Approval of Agenda
- Review Minutes from last meeting: July 22, 2020
- Board Approval of Minutes
 - Angela motions to approve the Minutes
 - Marco seconds
 - All Vote
 - Secretary signs off

2. Recognitions and Celebration

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- Ann would like to recognize Leslie Adams, Princess Villegos, Armando Garcia, and David Becerra (LLS Program Directors) as we navigate through this Pandemic. They have provided support through coaching, supporting new Site Directors at Lake & Fairmont Elementary & Cox Charter. They have all played an integral part in supporting Zoom Learning, Video Making/Editing, and have all participated in various district meetings and trainings.
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Step 2 - 8/31/2020 - 9/11/2020

- Contact teachers individually
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 - Virtual Reality
 - Roller coaster
 - Lead to other activities (design rollercoaster)
 - Enrichment Videos
 - Draw along
 - Rotation Stations
 - Organizing students by grade

Staff Support

- Send follow-up emails with agendas for each of the following:
 - Weekly one-on-one Instructor check-ins
 - Weekly Staff Meetings
- Observation Notes - Monthly

Programming Challenges

- The students that are engaging are tired and sitting in front of the computer is also challenging.
- Timing a huge challenge for educators.
- Reminder: We are all going through it and we are not alone in this.

4. Chief Financial Officer Report

- Current Financial State: \$416,423.78

- Accounts Receivable (Invoices to be Paid to LLS): \$164,430

- Budgets Breakdown

- Review of all LLS Programs and it's amount of the operational budget.
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- Board Meeting date for the 2020-2021 fiscal year. In-order to, better leverage time and deliverables. Please share your feedback.

Deliverables for Next Board Meeting

- Is there anything you would like to share?

- Marco: Each site has their own supplies, is the District support for school supply distribution? Marco has supplies that can be shared.

Ann: Lake and Ford there's some coordination as well as the rest of the sites to coordinate supply pick-ups, but this is in coordination with the school sites.

- David: Site by site basis for now. Based on needs.

- Further efforts to follow.

- Social emotional resources from Leslie, to share with Luisa.

- Luisa: Question regarding board committees. Is there going to be a conversation about it?

- Ann + David: There were programmatic elements that needed more immediate attention. This can be a conversation in the future.

5. Call Meeting to Adjournment

Next meeting: November 18, 2020 @ 5:30PM

AGENDA			
What <i>(content)</i>	How <i>(process)</i>	Who <i>(lead)</i>	Time <i>(minutes)</i>
1. Consent Agenda a. Approval of Agenda b. Approval of Minutes of September 23, 2020	- Present - Clarify - Check for Agreement	Ann	5
2. Recognition and Updates	- Share	ALL	5
3. Executive Director Report a. Enrollment Update b. Showcase Highlight! c. Update on 2020-2021	- Present - Clarify	Ann	10
4. Chief Financial Officer Report a. LLS Organizational Budget 2019-2020 b. LLS Financial Status	- Present - Clarify - Discussion	David	25
5. Board Meeting Date Agreement a. Updates	- Present - Clarify - Vote	Ann	10
6. Call meeting Adjournment	- Present - Agree	Ann	5

Agenda Summary

1. Consent Agenda

- Approval of Agenda
- Review Minutes from last meeting: September 23, 2020
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 - o Who motions to approve?
 - o Who seconds?
 - o All Vote
 - o Secretary signs off

2. Recognitions and Celebration

- Board members have the opportunity to share highlights and/or success that can be celebrated.
- Ann would also like to recognize the Site Directors in OUSD, WGCUSD, EFG, and paid programs for their flexibility and willingness to "build the plane as we fly". Ann would like to appreciate all Program Instructors and Site Directors for their first successful Zoom Showcase.

- David would like to appreciate Leonalee Pinto and Leslie Adams for going above and beyond with program organization and communication with day school. With Leslie specifically, her efforts to ensure that all Site Directors are on tasks and completed deliverable before the session is over.

- **Executive Director Report**

Program Attendance/Enrollment Update

- Ongoing challenge getting students online to attend ELP besides the regular attendees
- Have started working with day school to support:
 - Social Hour - lunch time supervised social time for students to interact with one another
 - Wellness Checks - weekly phone calls for students who:
 - Are not attending regularly
 - Are not submitting daily HW
 - Are identified by school day for one-on-one support
 - Teacher Support (Day school)
 - Staff sits in the class and watches the lesson with the students
 - Staff then works with students in small groups
 - "Study Hall"
 - Unstructured time for students to work on assignments and have access to a program instructor for support
 - ELL student support
 - Working with students who are ELL during "asynchronous" time to complete daily HW assignments

Session 1 Showcase 2020

- Since the beginning of the year, we have changed our model and combined programs into two separate programs.
 - Program #1 - Fairmont, King, Lake, Peres
 - Program #2 - Ford, Grant, Montalvin, Verde
- 30-40 students attending daily
- 66-70 students attended showcase
- All students and staff attend the same zoom meeting and watch each other's presentations
- Monday, 12/14/20 & Tuesday, 12/15/20, 3:00 pm - 4:00 pm
 - Program #1 - Fairmont, King, Lake, Peres
 - Monday - Hip Hop, Under the Sea, World Travel, Yoga, Origami, Fitness, Engineering
 - Tuesday - Team Sports, Basic Illustration, Dance, Yoga, Music

- Wednesday, 12/16/20 & Thursday, 12/17/20, 3:00 pm - 4:00 pm
 - o Program #2 - Ford, Grant, Montalvin, Verde
 - Wednesday - Comic Book Art, Fitness, Spanish, Drama
 - Thursday - Drawing, Social Studies, Basic Illustration, Yoga, Art, Engineering
- Thursday - 3:00 pm - 4:00 pm
 - o Cox Academy
 - Spoken word poetry

Changes in 2021 (CFO)

- Pinole Middle School
 - a. Following our teacher support model, one program instructor will assist the teacher in supporting 12 students in ELD
 - b. Teacher does not speak Spanish, Program Instructor will help with translation
 - c. Starting January 4, 2021
 - i. Monday - Thursday
 - ii. 1 hour/day
- Hubs
 - a. We've been approached to see if we were interested in running in person hub sites to support students who are struggling with the distance learning model
 - b. We have informed partners that until the pandemic is under control and the proper safety equipment, protocols and procedures are in place to ensure 100% staff and student safety, we would continue our distance learning model
 - c. We plan to continue distance learning programs until teachers and admin return to finalize safety protocols
 - i. Cox Academy is planning on returning in February. They said we would not return until after spring break, if conditions are safe. By that time, it would give Cox staff time to figure out the safety protocols and needs in order to ensure safety for all.
 - d. The board would need to vote and approve returning in person before we can set anything up with partners.
 - i. What is the criteria we are following to determine safety?
 1. Currently, we are following district guidelines
- To Be Determined
 - a. Summer 2021
 - i. OUSD, WCCUSD (District funded)
 - ii. MLA/UMCS (fee based)

4. Chief Financial Officer Report

Budget Update

- Currently in LLS Accounts (Cash on hand) - \$373,350.00
- Outstanding invoices - \$275,762.00
- Balance Sheet - \$632,904.11
- Currently working on completing Taxes for FY2020 (7/19-6/20)
- LLS not required to submit an annual audit
 - o Government funding is not subject to the audit requirement
 - o The majority of our funding comes from School District contracts which is considered government funding
 - o Audit requirement is for organizations that have \$2M of revenue from non-government funding sources
 - Fee-Based Programs projected revenue this year - \$209,200
 - During regular school year, this number is closer to \$1M

4. Board 2020-2021 Meeting Scheduling & Updates

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5. Call Meeting to Adjournment

AGENDA

What <i>(content)</i>	How <i>(process)</i>	Who <i>(lead)</i>	Time <i>(minutes)</i>
1. Consent Agenda a. Approval of Agenda b. Approval of Minutes of Thursday, December 17, 2020	<ul style="list-style-type: none"> - Present - Clarify - Check for Agreement 	Ann	5
2. Recognition and Updates	<ul style="list-style-type: none"> - Share 	ALL	5
3. Executive Director Report a. Payment Protection Plan Update b. Summer Planning a. Brainstorm	<ul style="list-style-type: none"> - Present - Clarify 	Ann	10
4. Chief Financial Officer Report a. LLS Organizational Budget 2020-2021 Update b. 2021-2022 Salary Ranges a. CEO Salary Approval b. CFO Salary Approval c. New Agency Platform a. Staff Onboarding b. Timesheets / Payroll c. Human Resources d. Insurance	<ul style="list-style-type: none"> - Present - Clarify - Discussion 	David	25
5. Board Deliverables and Update a. Brainstorm a plan for secretary b. Social Media Update c. Treasurer Check In	<ul style="list-style-type: none"> - Present - Clarify - Vote 	Ann/ ALL	10
6. Call meeting Adjournment	<ul style="list-style-type: none"> - Present - Agree 	Ann	5



Secretary of State Certificate of Status

I, SHIRLEY N. WEBER, Ph.D., Secretary of State of the State of California, hereby certify:

Entity Name: LOVE. LEARN. SUCCESS.
File Number: C3549562
Registration Date: 02/13/2013
Entity Type: DOMESTIC NONPROFIT CORPORATION
Jurisdiction: CALIFORNIA
Status: ACTIVE (GOOD STANDING)

As of June 27, 2021 (Certification Date), the entity is authorized to exercise all of its powers, rights and privileges in California.

This certificate relates to the status of the entity on the Secretary of State's records as of the Certification Date and does not reflect documents that are pending review or other events that may affect status.

No information is available from this office regarding the financial condition, status of licenses, if any, business activities or practices of the entity.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of June 28, 2021.

SHIRLEY N. WEBER, Ph.D.
Secretary of State

Certificate Verification Number: RP6NK9Z

To verify the issuance of this Certificate, use the Certificate Verification Number above with the Secretary of State Certification Verification Search available at bebizfile.sos.ca.gov/certification/index.



June 21, 2021

To Whom It May Concern:

I am writing on behalf of Love. Learn. Success. to express our interest in continuing to serve as an Expanded Learning Program Lead Agency for the Oakland Unified School District. This application will demonstrate our capacity to successfully serve as an Expanded Learning Program Lead Agency. Love. Learn. Success. is willing and able to perform the commitment contained in this application. As a strong Expanded Learning Program provider, we are excited to continue our success and service to OUSD school communities. Our skills, tools and program models that we have developed over the past 12 years have proven successful and effective. We look forward to continuing the work we have begun to support our school communities.

We appreciate the opportunity to continue our partnership with Oakland Unified School District and the Expanded Learning Programs Office. This partnership will continue to allow students to truly develop a love for life long learning and ultimately, success!

Thank you for your time and consideration.

Sincerely,

Ann Ngo
Executive Director
Love. Learn. Success.
(510) 600-3412
ann@lovelearnsuccess.org

"Every student will Love to Learn and carry that love to their own Success!"



LOVE. LEARN. SUCCESS.

**FINANCIAL STATEMENTS
WITH
INDEPENDENT AUDITOR'S REPORT THEREON
FOR THE YEAR ENDED
JUNE 30, 2019**

LOVE. LEARN. SUCCESS

**Financial Statements
For the Year Ended
June 30, 2019**

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INDEPENDENT AUDITOR'S REPORT

Board of Directors
Love. Learn. Success.
Vallejo, California

We have audited the accompanying financial statements of Love. Learn. Success. (a nonprofit corporation) which comprise the statement of financial position as of June 30, 2019, and the related statement of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America. This includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as an evaluation of the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Board of Directors
Love. Learn. Success.
Vallejo, California

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Love. Learn. Success. as of June 30, 2019, and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

Fechter & Company
Certified Public Accountants

A handwritten signature in cursive script that reads "Fechter & Company, CPAs". The signature is written in black ink and is positioned below the printed name of the firm.

Sacramento, California
May 26, 2020

LOVE. LEARN. SUCCESS.
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2019

ASSETS

Current Assets:

Cash and cash equivalents	\$ 104,906
Contracts receivable, net	<u>122,323</u>

Total current assets 227,229

Property and equipment	
Furniture and equipment	4,869
Less accumulated depreciation	<u>(4,730)</u>
Property and Equipment, net	139

Total Assets \$ 227,368

LIABILITIES AND NET ASSETS

Current liabilities:

Accounts payable	\$ 712
Accrued payroll	<u>67,059</u>

Total current liabilities 67,771

NET ASSETS:

Net assets without donor restrictions	159,597
Net assets with donor restrictions	<u>-</u>
Total net assets	<u>159,597</u>

Total Liabilities and Net Assets \$ 227,368

The accompanying notes are an integral part of these financial statements.

LOVE. LEARN. SUCCESS.
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED
JUNE 30, 2019

	Net Assets Without Donor Restrictions	Net Assets Without Donor Restrictions	Total
Revenues:			
Government and other contracts	\$ 1,462,316	\$ -	\$ 1,462,316
Parent fees	739,673	-	739,673
Contributions	5,274	-	5,274
Donated use of facilities	-	-	-
Total support and revenue	<u>2,207,263</u>	<u>-</u>	<u>2,207,263</u>
Expenses:			
Program services	2,083,562	-	2,083,562
Administration	71,820	-	71,820
Fundraising	-	-	-
Total expenses	<u>2,155,382</u>	<u>-</u>	<u>2,155,382</u>
Increase in net assets	<u>51,881</u>	<u>-</u>	<u>51,881</u>
Net assets, beginning of year	224,495	-	224,495
Prior period adjustments	(116,779)	-	(116,779)
Net assets, end of the year	<u>\$ 159,597</u>	<u>\$ -</u>	<u>\$ 159,597</u>

The accompanying notes are an integral part of these financial statements.

LOVE. LEARN. SUCCESS.
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED
JUNE 30, 2019

	<u>Program Services</u>	<u>Management and General</u>	<u>Fundraising</u>	<u>Total Expenses</u>
Salaries	\$ 1,410,971	\$ 40,000	\$ -	\$ 1,450,971
Payroll taxes and fringe benefits	456,758	12,916	-	469,674
Employee benefits	56,087	1,586	-	57,673
Workers' compensation	8,455	-	-	8,455
	<u>1,932,271</u>	<u>54,502</u>	<u>-</u>	<u>1,986,773</u>
Advertising and promotion	-	939	-	939
Bank and credit card fees	22,872	-	-	22,872
Depreciation	-	540	-	540
Insurance	8,569	-	-	8,569
Outside services	55,778	-	-	55,778
Professional fees	12,346	-	-	12,346
Program supplies	32,460	-	-	32,460
Occupancy expense	3,532	-	-	3,532
Staff training	1,805	-	-	1,805
Supplies and other	5,788	7,451	-	13,239
Telephone internet	3,952	8,388	-	12,340
Travel and conferences	4,189	-	-	4,189
	<u>4,189</u>	<u>-</u>	<u>-</u>	<u>4,189</u>
Total Functional Expenses	<u>\$ 2,083,562</u>	<u>\$ 71,820</u>	<u>\$ -</u>	<u>\$ 2,155,382</u>

The accompanying notes are an integral part of these financial statements.

LOVE. LEARN. SUCCESS.
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED
JUNE 30, 2019

Cash Flows from Operating Activities:

Increase in net assets	\$	51,881
------------------------	----	--------

Adjustments to reconcile change in net assets to net cash provided by operating activities:

Depreciation		540
Decrease in accounts receivable		54,662
(Decrease) in accounts payable		(12,255)
(Decrease) in payroll liabilities		(6,920)
		(6,920)

Net Cash Provided by Operating Activities		87,908
---	--	--------

Cash used in Financing Activities:

Payments on shareholder loan payable		(40,000)
--------------------------------------	--	----------

Net Cash Used in Financing Activities		(40,000)
---------------------------------------	--	----------

Net Increase in Cash and Cash Equivalents		47,908
---	--	--------

Cash and Cash Equivalents, Beginning of Year		56,998
--	--	--------

Cash and Cash Equivalents, End of Year	\$	104,906
--	----	---------

The accompanying notes are an integral part of these financial statements.

LOVE. LEARN. SUCCESS

Notes to Financial Statements
June 30, 2019

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Purpose

Love. Learn. Success. (“LLS”), a nonprofit corporation, was organized in 2013 under the laws of the State of California. LLS contracts with schools to provide after school and summer child care programs for elementary school children. LLS’s programs are designed to encourage safe, nurturing and educationally enriching alternatives for students in the after-school hours. LLS Programs are closely aligned with the core values, academic goals and high-quality standards of the regular day school program. This is accomplished through collaboration with the school principal, teachers, staff, faculty and parents in order to better align curriculum and standards to meet school wide expectations. The variety of academic, enrichment, and recreation classes give students opportunities to enhance vital reading and math abilities, develop critical thinking and life skills, and discover interests and talents that motivate and inspire a lifelong love for learning. They also allow students to partake in activities focusing on fine arts, music and physical fitness.

Basis of Accounting

The accompanying financial statements have been prepared using the accrual basis of accounting in accordance with generally accepted accounting principles of the United States of America (GAAP).

Revenue Recognition

Contributions and unconditional grants are recognized as support and revenues when they are received or unconditionally pledged.

Gifts of cash and other assets are reported as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction retires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified as unrestricted net assets and reported in the statement of operations as net assets released from restrictions. When long-lived assets are placed in service, thus satisfying purpose restrictions, the amount is included as a charge in net assets, restricted and unrestricted. Donor-restricted contributions whose restrictions are met within the same year as received are reflected as unrestricted contributions in the accompanying financial statements. As of June 30, 2019, LLS held no temporarily or permanently restricted net assets.

LOVE. LEARN. SUCCESS

Notes to Financial Statements
June 30, 2019

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

Revenue Recognition - continued

Gifts of equipment and other long-lived assets are reported as unrestricted support unless explicit donor stipulations specify how the donated assets must be used. Gifts of long-lived assets with explicit restrictions that specify how the assets are to be used and gifts of cash or other assets that must be used to acquire long-lived assets are reported as restricted support. Absent explicit donor stipulations about how long those long-lived assets must be maintained, the Organization reports expirations of donor restrictions when the donated or acquired long-lived assets are placed in service.

Use of Estimates

The preparation of financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could be different from those estimates.

Cash and Cash Equivalents

The Organization treats highly liquid debt instruments including bank certificates of deposit with a due date of twelve months or less as cash equivalents.

Contracts Receivable

Contracts receivable includes amounts due from public schools for services performed.

Property and Equipment

Property and equipment are stated at cost, and assets with a cost of \$500 or more are capitalized. Depreciation is computed using the straight-line method over estimated useful lives of five years.

Income Taxes

LLS is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and Section 23701(f) of the California Revenue and Taxation Code. There are no provisions for income tax expense accordingly. The Organization believes that it has appropriate support for any tax positions taken, and as such, does not have any uncertain tax positions that are material to the financial statements. The Organization's federal and state tax returns are subject to examination by the Internal Revenue Service and the Franchise Tax Board generally for three and four years, respectively, after they were filed.

LOVE. LEARN. SUCCESS

Notes to Financial Statements
June 30, 2019

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

Functional Expense Allocation

The costs of providing the various programs and other activities have been summarized in the Statements of Functional Expenses. Expenses that are not directly allocable to programs are allocated based on specific identification where possible to program, management and general, and fund-raising expenses. For some expenses, allocations are based on estimates by management.

In-Kind Contributions and Contributed Services

In-kind contributions are reflected at their estimated fair value at the date of donation and are reported as unrestricted support unless explicit donor stipulations specify how donated assets must be used. Contributions of tangible assets are recorded at fair value when received. The amounts reflected in the accompanying financial statements as in-kind contributions are offset by like amounts included in expenses.

Implementation of Accounting Pronouncements

In August 2016, FASB issued Accounting Standards Update (ASU) 2016-14, *Presentation of Financial Statements of Not-For-Profit Entities*, which requires changes to financial reporting by not-for-profit entities (NFP). This change reduces the number of classes of net assets to be net assets with donor restrictions and net assets without donor restrictions. This pronouncement is effective for fiscal years beginning after December 15, 2017. The organization's initial year of implementation is for the year ended June 30, 2019.

NOTE 2: CONTRACTS RECEIVABLE

Contracts receivable consists of the following as of June 30, 2019:

Contracts receivable	\$	122,324
Less allowance for doubtful accounts		<u>-</u>
	\$	<u>122,324</u>

Management believes that all balances of current contracts receivable to be fully collectible, therefore no allowances for doubtful accounts have been recorded.

LLS is dependent on contract revenue from government agencies and private sources. A total of 66% of revenue came from two funding sources for the year ended June 30, 2019. In addition, three sources accounted for 100% of accounts receivable as of June 30, 2019.

LOVE. LEARN. SUCCESS

Notes to Financial Statements
June 30, 2019

NOTE 3: CONTRACT FACILITY USE

Love. Learn. Success. administers its programs in partnership with school districts, physically performed on school campuses. Before-school, after-school, and summer school programs and related support services utilize school sites free of charge. As a contractor with the school districts, LLS does not have any lease or rent obligations for the facilities and there is no reasonable estimate currently available for the cost to utilize such facilities. Due to the nature of LLS and its programs, the Organization does not maintain material balances of capital assets.

NOTE 4: LIQUIDITY AND AVAILABILITY OF RESOURCES

LLS' financial assets available within one year of the statement of financial position dates to meet cash needs for general expenditures are calculated as follows at June 30, 2019:

Total assets	\$ 227,368
Less fixed assets, net value	<u>(139)</u>
Financial assets available to meet cash needs for general expenditure within one year	<u><u>\$ 227,229</u></u>

These assets available within one year of June 30, 2019
are comprised of the following:

Cash on hand or in banks	104,905.00
Contracts receivable	<u>122,324.00</u>
Total financial assets available to meet cash needs for general expenditures within one year	<u><u>227,229.00</u></u>

None of the financial assets are subject to donor or other contractual restrictions that make them unavailable for general expenditures within one year of the statement of financial position.

NOTE 5: PRIOR PERIOD ADJUSTMENT

A prior period adjustment to equity in the amount of \$116,779 was posted in order to account for total payroll and accounts payable balances not correctly recorded as of June 30, 2018.

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Notes to Financial Statements
June 30, 2019

NOTE 6: SUBSEQUENT EVENTS

Management has evaluated subsequent events through May 26, 2020, the date on which the financial statements were available to be issued. In January 2020, the virus SARS-CoC-2 was transmitted to the United States from overseas sources. This virus, responsible for the Coronavirus disease COVID-19, has provided to be extremely virulent with transmission rates as yet unknown. The economic impact in the State of California as yet has not been determined and any potential impact to LLS is not yet known. Management fully expects contracted programs, its primary source of revenues, to be paid out in full and estimates an approximate 20% loss in program fees, based in preliminary budgeting for the fiscal year ending June 30, 2020.

LOVE. LEARN. SUCCESS.

**COMMUNICATION WITH THOSE
CHARGED WITH GOVERNANCE**

**FOR THE YEAR ENDED
JUNE 30, 2019**

LOVE. LEARN. SUCCESS

Management Report
For the Year Ended June 30, 2019

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May 26, 2020

Board of Directors
Love. Learn. Success.
Vallejo, CA

In planning and performing our audit of the financial statements of Love. Learn. Success. (LLS) for the year ended June 30, 2019, we considered the organization's internal control structure to determine our auditing procedures for the purpose of expressing an opinion on the financial statements and not to provide assurance on the internal control structure.

Our consideration of the internal control would not necessarily disclose all matters in the internal control that might be material weaknesses under standards established by the American Institute of Certified Public Accountants. A material weakness is a condition in which the design or operation of one or more of the internal control components does not reduce, to a relatively low level, the risk that errors or irregularities in amounts that would be material in relation to the basic financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions.

We will review the status of these comments during our next audit engagement. We will be pleased to discuss them in further detail at your convenience, to perform any additional study of these matters, or to assist you in implementing any changes you would like to make. We thank LLS' staff for its cooperation on this audit.

Fechter and Company,
Certified Public Accountants



Sacramento, California
May 26, 2020

LOVE. LEARN. SUCCESS.

Required Communications For the Year Ended June 30, 2019

Our Responsibility under U.S. Generally Accepted Auditing Standards

We have audited the financial statements of Love. Learn. Success. (LLS) for the year ended June 30, 2019, and have issued our report thereon dated May 26, 2020. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards as well as certain information related to the planned scope and timing of our audit.

As stated in our engagement letter dated July 4, 2019, our responsibility, as described by professional standards, is to plan and perform our audit to obtain reasonable, but not absolute assurance that the financial statements are free of material misstatement and are fairly presented in accordance with U.S. generally accepted accounting principles. Because an audit is designed to provide reasonable, but not absolute assurance, and because we did not perform a detailed examination of all transactions, there is a risk that material misstatements may exist and not be detected by us. Professional standards also require that we communicate to you the following information related to our audit.

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by LLS are described in Note 1 to the financial statements. The application of existing policies was not changed during fiscal year ended June 30, 2019. However, as described in Note 1 to the financial statements, LLS has added the necessary footnote disclosure to be compliant with FASB Accounting Standards Update 2016-14, *Presentation of Financial Statements of Not-For-Profit Entities*. This includes presentation of a Statement of Functional Expenses, and a quantitative and qualitative narrative disclosing LLS' liquidity and availability of resources. We noted no transactions entered into by LLS during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Difficulties Encountered in Performing the Audit

We encountered no significant issues in performing the audit.

Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate affecting the financial statements was:

- Accrued vacation and sick leave

LOVE. LEARN. SUCCESS.

Required Communications For the Year Ended June 30, 2019

Audit Adjustments

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. The following audit adjustments, in our judgment, indicate matters that could have a significant effect on LLS' financial reporting process:

- Adjusted beginning and ending balance of accrued payroll expenses.
- Adjusted beginning and ending balance of accounts payable and related expenditures.
- Recorded current year depreciation expense on depreciable capital assets.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated May 26, 2020.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle LLS' financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with any other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Agency's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

During the course of performing our audit procedures, we determined there to be two matters for which we would make the following recommendations to strengthen internal controls, the application of accounting principles, and operating efficiency:

LOVE. LEARN. SUCCESS.

**Required Communications
For the Year Ended June 30, 2019**

Other Audit Findings or Issues - continued

- Monthly reporting and reconciliation: During our review of cash, accounts payable, and accounts receivable, we noted that the detail reports did not reconcile to the General Ledger. In order to easily identify certain account variances and irregularities, including the potential for fraud or clerical errors, bank account reconciliations and aging reports should be reviewed and clearly document how the opening and closing balances tie to the General Ledger. This will ensure compliance with GAAP and assist LLS in making informed decisions using current and accurate figures. Any unreconciled or stale-dated items should be addressed and corrected such that the transaction does not affect subsequent periods.
- Accounting system integrity and closing procedures: through performance of certain audit procedures that required we review preceding and subsequent accounting system reports, such as General Ledger reports, we noted some account balances started at zero and only accounted for transactions that physically occurred during that period (cash basis reporting). We recommend that QuickBooks settings and parameters are set up appropriately to assist in GAAP compliance. This includes ensuring reports are generated on the accrual basis of accounting, and balance sheet items are carried forward from one year to the next. There should only be one QuickBooks file for LLS, and the Chart of Accounts should generally remain consistent from year-to-year, to ensure no perpetuation or concealment of fraud or errors. Furthermore, we recommend that LLS develop a written policy for closing procedures to assist in the process of accruing revenues and expenses in the appropriate period, and that all account balances are complete and include all transactions for the fiscal year. This includes a review of all pending purchase orders, open invoices, and any other expenses incurred prior to year-end.



WEST COUNTY MANDARIN SCHOOL
6028 RALSTON AVENUE
RICHMOND, CALIFORNIA 94805
(510) 307-4523

Eric Peterson, Ph.D., NBCT
Principal

June 28, 2021

To Whom It May Concern:

It is my pleasure to write this letter of recommendation for expanded learning organization Love Learn Success. LLS has served as our expanded learning provider since the founding of our school in August of 2017. As founding principal of our school, I selected LLS as our expanded learning partner after a competitive selection process among expanded learning program providers. I have continued to be impressed with the flexibility, collaboration, and deep commitment to equity of LLS staff and leadership. I have also been impressed with the high level of professionalism that LLS has brought to the management and organization of their expanded learning program.

Our school has unique program needs as a dual language immersion school serving a very diverse student population. Our school community has found LLS to be a highly collaborative partner in adjusting their expanding learning program to fit the particular needs of our school program.

I have also appreciated the positive relationships that LLS staff have built with our school staff. They are true partners with our school staff and have become an integral part of our school family.

LLS is also very responsive to changing school needs, and has always been willing to adjust its program as our school has evolved. LLS has not only been able to provide a quality expanded learning program during the school year, but it has also grown its offerings in recent years to provide a very effective summer programming for students as well. LLS has become an organization that the members of our school community have come to rely upon and given their trust and confidence.

I look forward to continuing our collaboration with LLS in the future. If you have any questions, please contact me at 510-932-3833 or epeterson@wccusd.net.

Sincerely,

Eric Peterson, Ph.D., NBCT



Learning in After School & Summer Principles

All classes are guided by the Learning in Afterschool & Summer (LIAS) project. The LIAS Project promotes the five core learning principles that define LLS after school programs. LLS Curriculum has demonstrated the LIAS principles as activities that should be *Active, Collaborative, Meaningful, Supports Mastery, and Expands Horizons*. Each of these principles supports the other and together provide an important framework for Love. Learn. Success. program models. Along with LIAS Principles, curriculum planning includes Multiple Intelligence strategies, Youth Development strategies, and English Language Learner strategies that vary from activity to activity in order to engage all student learners.

Join the LLS Family by supporting our after school programs!

A donation to LLS will fight the equity gap by providing access to high quality after school programs for all students.

Your gift will help to ensure the continued excellence of programs devoted to promoting all students' desire for knowledge and lifelong love for learning.

DONATE TODAY!

Please visit

www.lovelearnsuccess.org



Love. Learn. Success.
Vallejo, CA
(800) 810-3110



After School Programs 2021-2022

Cox Academy - Fairmont Elementary
Ford Elementary - Grant Elementary
King Elementary - Lake Elementary - Melrose
Leadership Academy
Montalvin Elementary - Peres Elementary
Urban Montessori Charter School
Verde Elementary - West County Mandarin School



Every student will love to learn and carry that love to their own success!

Our Mission

Love. Learn. Success. (LLS) creates transformative learning experiences for underserved and underrepresented students that lack equitable access to high quality after school programs, a fundamental right, not a privilege. LLS believes that all students should have access to a full curriculum that includes performing arts, visual arts, science, and physical education provided by qualified instructors and specialists. LLS after school programs serve as vessels for new experiences and exposure to the rest of the world because all students have the potential to achieve success regardless of economic status.

Programs

Love. Learn. Success. (LLS) programs are designed to encourage safe, nurturing and educationally enriching alternatives for students in the after school hours. The variety of academic, enrichment, and recreation classes give students opportunities to enhance vital reading and math abilities, develop critical thinking and life skills, and discover interests and talents that motivate and inspire a lifelong love for learning.

Enrichment

Every student deserves to experience and participate in a wide variety of high quality extracurricular activities. Activities include:

- Dance (Ballet Folklorico, Hip Hop)
- Muay Thai Boxing
- Capoeira
- Visual and Performing Arts
- Percussion
- Chorus



Academic Support

LLS trains Program Instructors to provide an academic hour that supports students' academic needs. The academic hour is divided into three parts:

- 15 min - Building Intentional Communities
- 20 min - Academic Skill Building
- 20 min - Homework Support/Silent Sustain Reading

Partnerships

Love. Learn. Success. After School Programs serve 1200 students daily during the academic school year at eleven schools in the cities of Oakland, Richmond, El Cerrito and San Pablo, California. LLS seeks strong partnerships in order to fulfill its mission.

Thank you to our current partners!

- Oakland Unified School District
- West Contra Costa Unified School District
- Education for Change Public Schools
- Urban Montessori Charter School





CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

10/29/2020

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Diablo Valley Insurance Agency, Inc. 801 Ygnacio Valley Rd, Suite 100 Walnut Creek, CA 94596 License #: 0C26181	CONTACT NAME: Ron Garcia
	PHONE (A/C, No, Ext): (925)210-1717 FAX (A/C, No): (925)210-1818
	E-MAIL ADDRESS: ron@diablovalleyinsurance.com
	INSURER(S) AFFORDING COVERAGE
	INSURER A : Nonprofits' Ins Alliance of Ca NAIC # NIAC
INSURED Love Learn Success, Inc 211 Ebbetts Pass Rd Vallejo, CA 94589	INSURER B : Employers Preferred Insurance NAIC # 10346
	INSURER C :
	INSURER D :
	INSURER E :
	INSURER F :

COVERAGES CERTIFICATE NUMBER: 00003866-38103 REVISION NUMBER: 10

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input checked="" type="checkbox"/> LOC OTHER:	Y		2020-49676	11/21/2020	11/21/2021	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 500,000 MED EXP (Any one person) \$ 20,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 3,000,000
A	<input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			2020-49676	11/21/2020	11/21/2021	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$			2020-49676A-UMB	11/21/2020	11/21/2021	EACH OCCURRENCE \$ 1,000,000 AGGREGATE \$ 1,000,000
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		Y/N N/A	EIG225422305	08/07/2020	08/07/2021	PER STATUTE OTH-ER \$ 1,000,000 E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
A	Imp Sexual Conduct			2020-49676	11/21/2020	11/21/2021	Aggregate \$ 3,000,000
A	Professional			2020-49676	11/21/2020	11/21/2021	Aggregate \$ 3,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

The certificate holder named below is added as an additional insured under the General Liability Policy but only as their interest may appear as respects to the above named insured's use of premises per forms NIAC E61(02-19) and NIAC-E67(0817) attached. Evidencing Worker's Compensation insurance & NOA & Hired Auto Liability

CERTIFICATE HOLDER

OAKLAND UNIFIED SCHOOL DISTRICT RISK MANAGEMENT
1000 BROADWAY SUITE 440
OAKLAND, CA 94607

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE
Ron Garcia
(RDG)

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THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

**ADDITIONAL INSURED – MANAGERS OR
LESSORS OF PREMISES**

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Designation Of Premises (Part Leased To You):	
Name Of Person(s) Or Organization(s) (Additional Insured):	
Any person or organization acting as a manager or lessor of a premises that you are required to name as an additional insured on this policy, under a written contract, lease or agreement currently in effect, or becoming effective during the term of this policy.	
Additional Premium:	Included
Information required to complete this Schedule, if not shown above, will be shown in the Declarations.	

A. Section II – Who Is An Insured is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability arising out of the ownership, maintenance or use of that part of the premises leased to you, and only with respect to liability for “bodily injury”, “property damage”, or “personal and advertising injury”, caused, in whole or in part, by your acts or omissions, or the acts or omissions of those acting on your behalf, subject to the following additional exclusions:

This insurance does not apply to:

1. Any "occurrence" which takes place after you cease to be a tenant in that premises.
2. Any offense which constitutes "personal and advertising injury" which is committed after you cease to be a tenant in that premises; or
3. Structural alterations, new construction or demolition operations performed by or on behalf of the person(s) or organization(s) shown in the Schedule.

However:

1. The insurance afforded to such additional insured only applies to the extent permitted by law; and
2. If coverage provided to the additional insured is required by a contract or agreement, the insurance afforded to such additional insured will not be broader than that which you are required by the contract or agreement to provide for such additional insured.

B. With respect to the insurance afforded to these additional insured, the following is added to Section III - Limits Of Insurance:

If coverage provided to the additional insured is required by a contract or agreement, the most we will pay on behalf of the additional insured is the amount of insurance:

1. Required by the contract or agreement; or
2. Available under the applicable Limits of Insurance shown in the Declarations; whichever is less.

This endorsement shall not increase the applicable Limits of Insurance shown in the Declarations.

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED – DESIGNATED PERSON OR ORGANIZATION

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Name Of Additional Insured Person(s) Or Organization(s):

Any person or organization that you are required to add as an additional insured on this policy, under a written contract or agreement currently in effect, or becoming effective during the term of this policy. The additional insured status will not be afforded with respect to liability arising out of or related to your activities as a real estate manager for that person or organization.

Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

- A. Section II – Who Is An Insured** is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" caused, in whole or in part, by your acts or omissions or the acts or omissions of those acting on your behalf:
1. In the performance of your ongoing operations; or
 2. In connection with your premises owned by or rented to you.

However:

1. The insurance afforded to such additional insured only applies to the extent permitted by law; and
2. If coverage provided to the additional insured is required by a contract or agreement, the insurance afforded to such additional insured will not be broader than that which you are required by the contract or agreement to provide for such additional insured.

- B.** With respect to the insurance afforded to these additional insureds, the following is added to **Section III – Limits Of Insurance:**

If coverage provided to the additional insured is required by a contract or agreement, the most we will pay on behalf of the additional insured is the amount of insurance:

1. Required by the contract or agreement; or
2. Available under the applicable Limits of Insurance shown in the Declarations; whichever is less.

This endorsement shall not increase the applicable Limits of Insurance shown in the Declarations.



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
06/09/2021

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an **ADDITIONAL INSURED**, the policy(ies) must have **ADDITIONAL INSURED** provisions or be endorsed. If **SUBROGATION IS WAIVED**, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Aon Risk Services, Inc of Florida 1001 Brickell Bay Drive, Suite #1100 Miami, FL 33131-4937	CONTACT NAME: Aon Risk Services, Inc of Florida
	PHONE (A/C, No, Ext): 800-743-8130 FAX (A/C, No): 800-522-7514
	EMAIL ADDRESS: ADP.COI.Center@Aon.com
	INSURER(S) AFFORDING COVERAGE NAIC #
	INSURER A: AllU Insurance Company 19399
INSURED ADP TotalSource DE IV, Inc. 10200 Sunset Drive Miami, FL 33173 L/C/F Love. Learn. Success. 211 Ebbetts Pass Road, Vallejo, CA 94589	INSURER B:
	INSURER C:
	INSURER D:
	INSURER E:
	INSURER F:

COVERAGES **CERTIFICATE NUMBER:** 3591019 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS. **LIMITS SHOWN ARE AS REQUESTED.**

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
	<input type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR						EACH OCCURRENCE	\$
							DAMAGE TO RENTED PREMISES (Ea occurrence)	\$
							MED EXP (Any one person)	\$
							PERSONAL & ADV INJURY	\$
	GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER						GENERAL AGGREGATE	\$
							PRODUCTS - COMP/OP AGG	\$
								\$
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY						COMBINED SINGLE LIMIT (Ea accident)	\$
							BODILY INJURY (Per person)	\$
							BODILY INJURY (Per accident)	\$
							PROPERTY DAMAGE (Per accident)	\$
								\$
	<input type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE						EACH OCCURRENCE	\$
	<input type="checkbox"/> DEC <input type="checkbox"/> RETENTION \$						AGGREGATE	\$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N <input type="checkbox"/>	N/A	WC 038364742 CA	07/01/2021	07/01/2022	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTHER	
							E.L. EACH ACCIDENT	\$ 2,000,000
							E.L. DISEASE - EA EMPLOYEE	\$ 2,000,000
							E.L. DISEASE - POLICY LIMIT	\$ 2,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
All worksite employees working for LOVE. LEARN. SUCCESS., paid under ADP TOTALSOURCE, INC's payroll, are covered under the above stated policy.

CERTIFICATE HOLDER	CANCELLATION
Love. Learn. Success. 211 Ebbetts Pass Road Vallejo, CA 94589	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE <i>Aon Risk Services, Inc of Florida</i>



APPENDIX IV: OUSD Expanded Learning Lead Agency MOU Boilerplate Checklist

1. Intent
2. Term of MOU
3. Termination
4. Compensation
 - 4.1. Total Compensation
 - 4.2. Positive Attendance
 - 4.2.1. Reconciliation Process for Positive Attendance Based Grant Funds
 - 4.2.2. Administrative Charges and Reconciliation
 - 4.3. OUSD Administrative Fees
 - 4.4. Agency Administrative Fees
 - 4.5. Program Budget
 - 4.6. Modifications to Budget
 - 4.7. Program Fees
5. Scope of Work
 - 5.1. Student Outcomes
 - 5.1.1. Alignment with Community School Strategic Site Plan
 - 5.2. Oversight
 - 5.3. Enrollment
 - 5.4. Program Requirements
 - 5.4.1. Program Hours
 - 5.4.2. Program Days
 - 5.4.3. Program Components
 - 5.4.4. Staff Ratio
 - 5.5 Data Collection
 - 5.5.1. Accountability Reports
 - 5.5.2. Attendance Reports
 - 5.5.3. Use of Enrollment Packet
 - 5.6. Maintain Clean, Safe and Secure Environment



-
- 5.7. Meeting Participation
 - 5.8. Relationships
 - 5.9. Licenses
 - 6. Field Trip Policy. Field Trips, Off Site Events and Off Site Activities
 - 6.1. – 6.13.2., including, but not limited to:
 - 6.1. Licenses Permission Slips/Acknowledgement
 - 6.1.3. Notice of Waiver of All Claims
 - 6.5. Health Conditions/Medication
 - 6.6. Supervision
 - 6.7. Transportation Requirements
 - 6.11. Additional Requirements for High Risk, Overnight, Out of State Trips
 - 6.12. Additional Requirements for Field Trips/Excursions Which Include Swimming or Wading
 - 6.13. Additional Requirements for Trips to East Bay Regional Park District Bodies of Water (swimming pools, lagoons, shoreline parks and lakes) and Related Facilities
 - 7. Financial Records
 - 7.1. Accounting Records
 - 7.2. Disputes
 - 8. Invoicing
 - 8.1. Billing Structure
 - 8.2. Unallowable Expenses
 - 8.3. Invoice Requirements
 - 8.4. Submission of Invoices
 - 8.5. Submission of Invoices for ASESP and 21st Century Grants
 - 9. Ownership of Documents
 - 10. Changes
 - 10.1. Agency Changes
 - 10.2. Changing Legislation
 - 11. Conduct of Consultant
 - 11.1. Child Abuse and Neglect Reporting Act
 - 11.2. Staff Requirements
 - 11.2.1. Tuberculosis Screening



- 11.2.2. Fingerprinting of Agents
- 11.2.3. Minimum Qualifications
- 11.3. Removal of Staff
- 11.4. Conflict of Interest
- 11.5. Drug-Free/Smoke Free Policy
- 11.6. Non-Discrimination
- 12. Indemnification
- 13. Insurance
 - 13.1. Commercial General Liability
 - 13.2. Worker's Compensation
 - 13.3. Property and Fire
- 14. Litigation
- 15. Incorporation of Recitals and Exhibits
- 16. Counterparts
- 17. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion
- 18. All exhibits, with required forms and timelines

[OUSD AFTER-SCHOOL LEAD AGENCY MOU SAMPLE CONTRACT](#)

The contract template that is currently being used by lead agencies can be accessed by clicking the following link. However, please be aware that we are in the process of revising the contract template in 2 main respects: (1) the revised contract will be a master contract between OUSD and the lead agency that does not specify the school site(s) where the agency is assigned, and (2) that master contract will last for 3 years (but note that agencies and sites will continue be matched in 1-year relationships, as they are currently). The other terms will be substantially similar to those in the current contract template.

All applicants are required to review the contract template currently in use, and sign the OUSD Expanded Learning Lead Agency MOU Boilerplate Checklist of the RFQ (Appendix IV).

Submission of this Signed Boilerplate Checklist will constitute a representation by your firm that it has read all the clauses listed in the OUSD Expanded Learning Lead Agency MOU contract sample (Appendix IV), is willing and able to comply with OUSD contracting requirements, and understands that the standard OUSD Expanded Learning Lead Agency MOU is subject to change annually.



Signature

Ann Ngo, CEO

Name and Title of Signatory

June 30, 2021

Date

Love. Learn. Success.

Name of Organization