

Board Office Use: Legislative File Info.	
File ID Number	12-1261
Introduction Date	6-13-12
Enactment Number	12-1518
Enactment Date	6-13-12 29



OAKLAND UNIFIED  
SCHOOL DISTRICT

Community Schools, Thriving Students

# Memo

**To** Board of Education

**From** Tony Smith, Ph.D., Superintendent  
By: Maria Santos, Deputy Superintendent, Instruction, Leadership & Equity-in-Action  
Vernon Hal, Deputy Superintendent, Business & Operations

**Board Meeting Date**  
(To be completed by Procurement) June 13, 2012

**Subject** Amendment No. 1 - Individual Service Agreement - Master Memorandum of Understanding - Aspiranet (contractor) - 123/Futures Elementary School (site/department)

**Action Requested** Approval of Amendment No. 1 of the Individual Service Agreement of the Master Memorandum of Understanding between Oakland Unified School District and Aspiranet. Services to be primarily provided to Futures Elementary School for the period of July 1, 2011 through June 30, 2012.

**Background**  
*A one paragraph explanation of why the consultant's services are needed.*

The original Individual Service Agreement is contracting of services at the negotiated price, stated in the referenced Master MOU, approved by the Board of Education on June 22, 2011 (Enactment number 11-1365). Aspiranet provides a comprehensive after school program at Futures Elementary School. This amendment is necessary for Aspiranet to staff a program assistant and substitute instructor to provide operational support to the site coordinator, and other programmatic needs to serve ten additional students in the after school program.

**Discussion**  
*One paragraph summary of the scope of work.*

Approval by Board of Education of Amendment No. 1 of the Individual Service Agreement of the Master Memorandum of Understanding between the District and Aspiranet, South San Francisco, CA, for the latter to provide additional services by providing a program assistant and substitute instructor for operations support to the site coordinator and other programmatic needs and serve an additional 10 students at Futures Elementary School for the period of July 1, 2011 through June 30, 2012, in the amount of \$10,000.00, increasing the agreement from \$89,929.00 to a not to exceed amount of \$99,929.00.

**Recommendation** Approval by Board of Education of Amendment No. 1 of the Individual Service Agreement of the Master Memorandum of Understanding between Oakland Unified School District and Aspiranet. Services to be primarily provided to 123/Futures Elementary School for the period of July 1, 2011 through June 30, 2012.

**Fiscal Impact** Funding resource name (please spell out) 0000/General Purpose Funding in an amount not to exceed \$10,000.00.

**Attachments**

- Amendment No. 1, Individual Service Agreement
- Menu of Service
- Original Master Memorandum of Understanding

Board Office Use: <b>Legislative File Info.</b>	
File ID Number	12-1261
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**INDIVIDUAL SERVICE AGREEMENT (ISA) AMENDMENT NO. One**

AGREEMENT TO PURCHASE ADDITIONAL SERVICES UNDER A MASTER MEMORANDUM OF UNDERSTANDING

This Amendment is entered into between the Oakland Unified School District (OUSD) and Aspiranet (CONTRACTOR). OUSD entered into an Agreement with CONTRACTOR for services on July 1, 2011, and the parties agree to amend that Agreement as follows:

MASTER MOU – ORIGINAL ISA INFORMATION			
VENDOR NAME	Aspiranet	MASTER CONTRACT #	11-01
SITE NAME / NUMBER	Futures Elementary 123	AMOUNT OF ORIGINAL ISA	\$89929
Original ISA Contract, or most recent ISA Contract Amendment period: 07/01/2011 (from date) to 6/30/2012 (end date).			

**ORDER OF ADDITIONAL SERVICES – SELECT APPROPRIATE BOX**

Increase in the amount of services (days, hours, etc) of same type of service purchased in the original ISA.

Service		Fee	\$	UNITS OF SERVICE	\$
Service		Fee	\$	UNITS OF SERVICE	\$
Service		Fee	\$	UNITS OF SERVICE	\$
Subtotal					\$0

IF FEE DOES NOT EQUAL RATE PER UNIT MULTIPLIED BY DESIRED UNITS, EXPLAIN REASON FOR ALTERED RATE:

Purchase New Type of Service.

Service	Lead Agency Option A	Fee	\$93,634	UNITS OF SERVICE	0.1	\$10000.00
Service		Fee	\$	UNITS OF SERVICE		\$
Service		Fee	\$	UNITS OF SERVICE		\$
Subtotal						\$10000

IF FEE DOES NOT EQUAL RATE PER UNIT MULTIPLIED BY DESIRED UNITS, EXPLAIN REASON FOR ALTERED RATE:

**Increasing the ISA Not to Exceed Amount to:** \$99,929

The Term (Duration) of the Individual Service Agreement remains unchanged.  
 The Term (Duration) has changed: The contract term is extended by an additional \_\_\_\_\_ (days/weeks/months), and the amended expiration date is \_\_\_\_\_.

**ISA Amendment History:**

There are no previous amendments to this ISA.  This ISA has previously been amended as follows:

No.	Date	General Description of Reason for Amendment	Amount of Increase (Decrease)
			\$
			\$
			\$

This is an Individual Services Agreement between a vendor and a school site or department to purchase services under a Master MOU. This is a contract for services, its execution by an authorized OUSD agent commits OUSD to pay for services provided by CONTRACTOR under the terms and conditions of the Master MOU attached and incorporated herewith, subject to this ISA Amendment being approved by the Board of Education.

VENDOR	NAME	Vernon Brown	TITLE	CEO, Aspiranet
SIGNATURE			DATE	2/27/12
OUSD SITE ADMINISTRATOR	NAME	Colleen Debratto	TITLE	Principal
SIGNATURE			DATE	3/5/12

**APPROVAL BY THE BOARD OF EDUCATION**

Jody London, PRESIDENT OF THE BOARD OF EDUCATION		DATE	4/4/12
EDGAR RAKESTRAW, JR SECRETARY, BOARD OF EDUCATION		DATE	6/14/12

## Individual Service Agreement (ISA) Amendment Routing Form

### Basic Directions

Services beyond the Individual Service Agreement cannot be provided until the amendment has been fully approved and the Purchase Order amount has been increased by Procurement.

1. Contractor and OUSD contract originator reach agreement to increase services provided under the Master MOU.
2. Contractor and OUSD contract originator complete ISA amendment together. Please insert the amendment number (i.e. if this is the first ISA amendment enter "1," second enter "2," etc.) at the top of the ISA amendment.
3. OUSD contract originator creates new requisition with the original PO number referenced in the item description.
4. OUSD contract originator submits ISA amendment packet for approval within 10 days of creating the requisition.

**When the contract amendment is approved Procurement will add additional funds to the original Purchase Order.**

Attachment Checklist  ISA amendment packet including Board Memo, ISA amendment form, Menu of Services  
 Copy of original Individual Service Agreement  
 Copy of Prior Amendments, If Any.

**OUSD Staff** Contact Emails about this ISA amendment should be sent to: [esperanza.buenrostro@ousd.k12.ca.us](mailto:esperanza.buenrostro@ousd.k12.ca.us)

### VENDOR INFORMATION

CONTRACTOR NAME	Aspiranet	CITY	South San Francisco	STATE	CA
SITE /DEPT NAME	Futures Elementary	SITE #	123	MASTER CONTRACT #	11-01

### BUDGET INFORMATION

**IF USING FUNDS REVIEWED BY STATE AND FEDERAL PROGRAMS OR SCHOOL PORTFOLIO MANAGEMENT:**

SPSA ACTION ITEM NUMBER: \_\_\_\_\_ OR  SPSA MODIFICATION DOCUMENTATION ATTACHED


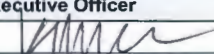
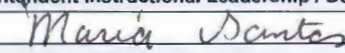
RESOURCE #	RESOURCE NAME	ORG KEY	REQ. NUMBER	AMOUNT
0000	General Purpose	1231110101	RO202996	\$10,000
				\$
				\$

### Amount and Reason for Amendment

Original PO Number(s)	P1201576	<b>Reason for Amendment to ISA (check appropriate box):</b> <input checked="" type="checkbox"/> Increase in number of units (days, hours, etc) of service. I would like to purchase additional days or hours of the same type of service purchased with the original ISA. <input type="checkbox"/> Purchase additional type of service. In addition to the services contracted for in the original ISA, I would like to purchase another type of service from this vendor.
Original ISA Amount	\$89929	
Amended ISA Amount	\$10,000	
New Total Contract Amount	\$99,929	

### Approval and Routing (in order of approval steps)

Additional services above original contract amount cannot be provided before the amendment is fully approved and the Purchase Order amount has been increased by Procurement.

1.	<b>Site Administrator or Manager</b>	Name Colleen Debratto	Phone 510-636-0520	Fax 510-636-9075
	Site / Department	Futures Elementary		123
	Signature 	Date Approved	3/08/12	
2.	<b>Resource Manager</b> , if using funds managed by: <input type="checkbox"/> State and Federal <input type="checkbox"/> Quality, Community, School Development <input type="checkbox"/> Complementary Learning / After School Programs			
	Signature	Date Approved		
	Signature	Date Approved		
3.	<b>Regional or Executive Officer</b>			
	Signature 	Date Approved	5/11/12	
4.	<b>Deputy Superintendent Instructional Leadership / Deputy Superintendent Business Operations</b>			
	Signature 	Date Approved	5-16-12	
5.	<b>Superintendent or Board of Education</b> Signature on the legal contract			
<b>Legal</b>	Required if not using standard contract	Approved	Denied - Reason	Date
<b>Procurement</b>	Date Received		PO Number	

CDB  
Rm

**Factors that may reduce or increase the school charge for above lead agency units:**

- 1a. School opting to utilize own teachers to provide academic services, reducing the academic programming charges to the cost above.
- 1b. School opting to directly contract with a different service provider for enrichment, reducing some of the enrichment charges to the cost above.
- 1c. School opting to provide supplies in support of after school programming, reducing supply costs from the total above.
- 1d. School opting to fund School Safety Officer, reducing above costs to provide safe and secure after school environment.
- 1e. School utilizing other funds to increase level of services and/or number of students served beyond the above base unit.
- 1f. School reducing number of students to be served by program, due to reduced grant funds.
- 1g. School opting to fund Academic Liaison, reducing above costs for academic programming and alignment with school day.

**Other 21<sup>st</sup> Century Services**

**Option F: 21<sup>st</sup> Century Family Literacy Services:** Variety of services to engage parents and support them in helping their children to succeed in school. Services customized to meet school and community needs, and may include: parent workshops, parent outreach and adult literacy support.

Services will be open to families of all students participating in 21<sup>st</sup> Century after school programming. Services will be provided by qualified, trained individuals and/or community providers with subject matter expertise.

**Cost \$17,400**

**Option G: 21<sup>st</sup> Century Equitable Access Services:** Services customized to meet school needs, and may include: services to enhance student access to after school program; special support services for English learners and other high need students; translation services; and services to promote conflict resolution and positive program climate.

Services will compliment after school programming occurring daily, September through June.

**Cost \$21,750**

**Factors that would decrease the above costs for 21<sup>st</sup> Century Additional Services:**

- 2a. School opting to provide a portion of family literacy services with own staffing and resources.
- 2b. School opting to provide a portion of Equitable Access services with own staffing and resources.
- 2c. School providing own supplies to support family literacy or equitable access services.
- 2d. School partnering with other providers to provide a portion of family literacy or equitable access services.

## Menu of Service for Lead Agency: Aspiranet

### Lead Agency Unit of Service for ASES After School Program

#### After School Services include:

After school program set up and coordination of comprehensive services to ensure ASES grant compliance, alignment with school day, program quality, fiscal oversight, and compliance with district policies, including contracting processes, fiscal timelines, and Legal requirements.

Delivery of high quality after school programming consisting of academic, enrichment, and recreational/physical activity components to meet grant compliance. Services will be delivered by qualified, trained individuals and/or community providers with subject matter expertise and youth development experience.

After School program will serve up to 90 students in elementary school programs and 120 students in middle school programs. Services will be offered daily, Monday through Friday, from September 2011 – June 2012. Program will begin immediately at the end of the regular school day and will stay open until 6pm daily.

Program activities will be provided by qualified staff. Student to staff ratio will not exceed 20:1.

**Lead Agency Option A: Cost for Elementary School lead agency package: \$ 93,634**

**Lead Agency Option B: Cost for Middle School Lead Agency package: \$ 127,011**

### Lead Agency Unit of Service for 21<sup>st</sup> Century After School Program

#### After School Services Include:

After school program set up and coordination of comprehensive services to ensure 21<sup>st</sup> Century grant compliance, alignment with school day, program quality, fiscal oversight, and compliance with district policies, including contracting processes, fiscal timelines, and Legal requirements.

Delivery of high quality after school programming consisting of academic, enrichment, recreational/physical activity, and family literacy components to meet grant compliance. Services will be delivered by qualified, trained individuals and/or community providers with subject matter expertise and youth development experience.

Services will be offered daily, Monday through Friday, from September 2011 – June 2012. Program will begin immediately at the end of the regular school day and will stay open until 6pm daily.

Program activities will be provided by qualified staff. Student to staff ratio will not exceed 20:1.

**Lead Agency Option C: Cost for Elementary School lead agency package for up to 90 students: \$ 92,483**

**Lead Agency Option D: Cost for Middle School Lead Agency package for up to 120 students: \$125,369**

**Lead Agency Option E: Cost for High School Lead Agency package for up to 83 students: \$136,155**

## **Other Specialized Services**

**Option H: Intervention Services:** Tutoring and intervention strategies to increase literacy and math skills to eligible students falling below proficient. To serve up to 20 students, for one hour per week, up to five days per week, over the course of the school year.

**Cost \$50,000**

### **Option I: Visual and Performing Arts:**

Arts based activities to expand and increase skills in: visual arts, dance, theatre arts and history of visual/performing arts. Program would serve up to 190 students. Students will receive service two days per week, for the course of the school year.

**Cost \$27,000**

### **Option J: Health and Wellness:**

Recreation or other health related activities on school campus. Students will engage in fitness activities and be taught nutrition facts to maintain healthy lifestyle. Students will develop positive attitudes towards fitness and a physically active lifestyle which will strengthen student's self-esteem and confidence, develop fine motor skills and increased socialization skills. Program could serve all students enrolled during day and/or after school by providing additional staff and additional activities up to five days a week.

**Cost \$25,000**

### **Option K: Intervention Services for Language English Proficiency**

Tutoring and intervention strategies to increase English proficiency skills to eligible students falling below proficient. To serve up to 20 students, for one hour per week, up to five days per week, over the course of the school year.

**Cost: \$50,000**

### **Factors that would increase or decrease costs for above specialized services:**

- 3a.** School opting to directly contract with a different service provider for intervention or visual and performing arts services, reducing some of the enrichment charges to the cost above.
- 3b.** School opting to provide supplies in support of after school programming, reducing supply costs from the total above.
- 3c.** School utilizing other funds to increase level of services and/or number of students served beyond the above base unit.
- 3d.** School reducing number of students to be served by program, due to reduced grant funds.

<b>Board Office Use: Legislative File Info.</b>	
File ID Number	11-1966
Introduction Date	8-24-11
Enactment Number	11-1508
Enactment Date	8-24-11 <i>MS</i>



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

# Memo

**To** Board of Education  
**From** Tony Smith, Ph.D., Superintendent  
 By: Maria Santos, Deputy Superintendent, Instruction, Leadership & Equity-in-Action  
 Vernon Hal, Deputy Superintendent, Business & Operations

**Board Meeting Date**  
*(To be completed by Procurement)* August 24, 2011

**Subject** Individual Service Agreement - Master Memorandum of Understanding - Aspiranet (contractor) - 123/Futures Elementary School (site)

**Action Requested** Approval of the Individual Service Agreement to the Master Memorandum of Understanding (MOU) between District and Aspiranet, for services to be provided primarily to 123/Futures Elementary School.

**Background**  
*A one paragraph explanation of why the consultant's services are needed.* The attached Individual Service Agreement is the contracting of services at the negotiated price, stated in the referenced Master MOU, approved by the Board of Education on August 7, 2011.

**Discussion**  
*One paragraph summary of the scope of work.* Approval by the Board of Education of an Individual Service Agreement to the Master Memorandum of Understanding (MOU) between the District and Aspiranet, South San Francisco, CA, for the latter to provide their Menu Option A-Lead Agency Unit for Arts, Recreation, Leadership and Family Literary activities in its capacity as a Comprehensive After School Program Lead Agency at Futures Elementary School for the period of July 1, 2011 through June 30, 2012, in an amount not to exceed \$89,929.00, pursuant to the terms and conditions as specified in the MOU.

**Recommendation** Approval by the Board of Education of an Individual Service Agreement to the Master Memorandum of Understanding (MOU) between the District and Aspiranet for the latter to provide Arts, Recreation, Leadership and Family Literary activities in its capacity as a Comprehensive After School Program Lead Agency at Futures Elementary School for the period July 1, 2011 through June 30, 2012.

**Fiscal Impact** Funding Resource: 6010/After School Education and Safety (ASES) Grant in an amount not to exceed \$89,929.00.

**Attachments**

- Individual Service Agreement
- Menu of Service
- Certificate of Insurance
- Copy of Master Memorandum of Understanding

Board/Office Use - Legislative File Info.	
File ID Number	11-194
Introduction Date	8-24-11
Enactment Number	11-1508
Enactment Date	8-24-11 8/2



**OAKLAND UNIFIED SCHOOL DISTRICT**

Community Schools, Thriving Students

**INDIVIDUAL SERVICE AGREEMENT (ISA) 2011-2012**

MASTER MOU INFORMATION			
VENDOR NAME	Aspiranet		
VENDOR #	V056255	ENACTMENT #	
SITE / DEPT NAME	Futures Elementary	SITE #	123
OUSD STAFF CONTACT - EMAILS ABOUT THIS CONTRACT SHOULD BE SENT TO: steven.daubenspeck@ousd.k12.ca.us			

ORDER MENU OF SERVICES (EXHIBIT A OF MASTER MOU) - SELECT DESIRED SERVICE				
SERVICE AND UNIT OF SERVICE (SEE EXHIBIT A OF MASTER MOU FOR A FULL DESCRIPTION OF SCOPE OF WORK AND MENU OF SERVICES)	GRADE LEVEL(S) SERVED	RATE PER UNIT	DESIRED UNITS	AMOUNT (DESIRED UNITS TIMES RATE PER UNIT)
Lead Agency Option A	K-5	\$93634	1	\$89929
		\$		\$
		\$		\$
<b>TOTAL AMOUNT</b>				<b>\$89929</b>

IF FEE DOES NOT EQUAL RATE PER UNIT MULTIPLIED BY DESIRED UNITS, EXPLAIN REASON FOR ALTERED RATE:  
 1d. School opting to fund School Safety Officer, reducing above costs to provide safe and secure after school environment.  
 1g. School opting to fund Academic Liaison, reducing above costs for academic programming and alignment with school day.

BUDGET INFORMATION			
REQUISITION NUMBER	R0200402	START DATE	7/1/11
		END DATE	6/30/12
RESOURCE #	RESOURCE NAME	ORG KEY	AMOUNT
6010	ASES	1231553401	\$89929
			\$
			\$

This Individual Services Agreement is a contract for services. Its execution by an authorized OUSD agent, commits OUSD to pay for services provided by this VENDOR under the terms and conditions of the Master MOU referenced and incorporated herewith.

VENDOR NAME	Michael Funk	TITLE	Director of Policy and Partnerships
SIGNATURE	<i>Michael Funk</i>	DATE	6/21/11
OUSD SITE ADMINISTRATOR NAME	Steven Daubenspeck	TITLE	Site Administrator
SIGNATURE	<i>Steven Daubenspeck</i>	DATE	6/17/2011

APPROVAL	
IF USING FUNDS REVIEWED BY STATE AND FEDERAL PROGRAMS OR Quality Community School Development	
SPSA ACTION ITEM NUMBER: _____ OR, SPSA MODIFICATION DOCUMENTATION ATTACHED	
RESOURCE MANAGER, if using funds managed by:	
<input type="checkbox"/> State and Federal <input type="checkbox"/> Quality Community School Development <input checked="" type="checkbox"/> Complementary Learning / After School Programs	
SIGNATURE	<i>Julia Ma</i>
DATE	7-18-11
SIGNATURE	
DATE	
NETWORK OR DEPARTMENT EXECUTIVE OFFICER	
SIGNATURE	<i>[Signature]</i>
DATE	7/21/11
PRESIDENT AND THE SECRETARY OF THE BOARD OF EDUCATION	
SIGNATURE	<i>[Signature]</i>
DATE	8/24/11
SIGNATURE	<i>[Signature]</i>
DATE	8/24/11



# ACORD™ CERTIFICATE OF LIABILITY INSURANCE

Date (MM/DD/YR)  
12/16/10

**PRODUCER**  
Heffernan Insurance Brokers  
1350 Cariback Ave., Suite 200  
Walnut Creek, CA 94596  
one: 925-934-8500 Fax: 925-934-8278

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW.

**INSURED**  
Aspiranet  
400 Oyster Point Blvd., Suite 501  
South San Francisco, CA 94080

INSURERS AFFORDING COVERAGE		NAIC #
INSURER A:	Wausau Underwriters Ins. Co.	
INSURER B:	Lexington Ins. Co.	
INSURER C:	Granite State Ins. Co.	
INSURER D:		
INSURER E:		

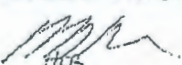
**COVERAGES**

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 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. AGGREGATE LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	ADD'L INSRD	TYPE OF INSURANCE	POLICY NUMBER	POLICY EFFECTIVE DATE (MM/DD/YY)	POLICY EXPIRATION DATE (MM/DD/YY)	LIMITS	
B	X	GENERAL LIABILITY	41LX0089961325	12/16/10	12/16/11	EACH OCCURRENCE	\$ 1,000,000
		<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY				DAMAGE TO RENTED PREMISES (Es. Occurrence)	\$ 200,000
		<input type="checkbox"/> CLAIMS MADE <input checked="" type="checkbox"/> OCCUR				MED EXP (ANY ONE PERSON)	\$ 5,000
		<input checked="" type="checkbox"/> \$25,000 Per Occurrence Deductible				PERSONAL & ADV INJURY	\$ 1,000,000
		GENTL AGGREGATE LIMIT APPLIES PER <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC				GENERAL AGGREGATE	\$ 3,000,000
						PRODUCTS - COMP/OP AGG)	\$ 1,000,000
C		AUTOMOBILE LIABILITY	02CA0038937065	12/16/10	12/16/11	COMBINED SINGLE LIMIT (Ea accident)	\$1,000,000
		<input checked="" type="checkbox"/> ANY AUTO				BODILY INJURY (Per person)	\$
		<input type="checkbox"/> ALL OWNED AUTOS				BODILY INJURY (Per accident)	\$
		<input type="checkbox"/> SCHEDULED AUTOS				PROPERTY DAMAGE (Per Accident)	\$
		<input checked="" type="checkbox"/> Comp Ded \$1,000					
		<input checked="" type="checkbox"/> Coll Ded \$1,000					
		GARAGE LIABILITY				AUTO ONLY - EA ACCIDENT	\$
		<input type="checkbox"/> ANY AUTO				OTHER THAN AUTO ONLY: EA ACC	\$
						AGG	\$
B		EXCESS/UMBRELLA LIABILITY	41UD0002735335	12/16/10	12/16/11	EACH OCCURRENCE	\$ 2,000,000
		<input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS MADE				AGGREGATE	\$ 2,000,000
		<input type="checkbox"/> DEDUCTIBLE					\$
		<input checked="" type="checkbox"/> RETENTION \$10,000					\$
A		WORKERS COMPENSATION AND EMPLOYERS' LIABILITY	WCJZ91446188010	07/01/10	07/01/11	<input checked="" type="checkbox"/> WC STATU-TORY LIMITS	OTH-ER
		ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED?				EL EACH ACCIDENT	\$1,000,000
		If yes, describe under SPECIAL PROVISIONS below				EL DISEASE - POLICY LIMIT	\$1,000,000
						EL DISEASE - EA EMPLOYEE	\$1,000,000
C		OTHER Crime	02LX0089961415	12/16/10	12/16/11	Limit \$500,000	Ded \$500
B		Professional Liability	41LX0089961325	12/16/10	12/16/11	\$1,000,000 Each Wrongful Act	\$3,000,000 Aggregate Limit
						\$25,000 Deductible - Each Wrongful Act	

DESCRIPTION OF OPERATIONS/LOCATIONS/VEHICLES/EXCLUSIONS ADDED BY ENDORSEMENT/SPECIAL PROVISIONS  
 Re: As on file with the insured.  
 Oakland Unified School District, its Officers, Employees, Volunteers or Agents are named as additional Insured on General Liability as per attached CG2026.  
 \*10 day notice for non-payment of premium.

**CERTIFICATE HOLDER**  
  
 Oakland Unified School District  
 1025 2nd Street  
 Oakland, CA 94606

**CANCELLATION**  
 SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING INSURER WILL ENDEAVOR TO MAIL 30 DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED TO THE LEFT, BUT FAILURE TO DO SO SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE INSURER, ITS AGENTS OR REPRESENTATIVES.  
 AUTHORIZED REPRESENTATIVE  


Insured Name: Aspiranet  
Policy Number: 41LX0089961325  
Effective Dates: 12/16/10-12/16/11

COMMERCIAL GENERAL LIABILITY  
CG 20 26 07 04

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)
Oakland Unified School District, its Officers, Employees, Volunteers or Agents
Re: As on file with the insured.
Information required to complete this Schedule, if not shown above, will be shown in the Declarations

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
- B. In connection with your premises owned by or rented to you.

## OUSD Strategic Questions: After School Outcomes/Impact

With the new OUSD Strategic Plan, all partners will be expected to align with the district's four key outcomes for students. Please work collaboratively with school leadership to complete the table below with specific information about how your after school program will support one or more of the desired outcomes listed below.

School: **Futures Elementary**

Lead Agency Partner: **Aspiranet**

<b>Strategic Questions &amp; Desired Outcomes</b>	<b>Activities: What after school program activities will support the desired outcomes?</b>	<b>Metrics: How will the program measure its efforts to support the desired outcomes?</b>
<p>High School Graduation: How many more Oakland children are graduating from high school?</p>	<p>After School Academy (ASA) at Futures Elementary supports OUSD efforts to increase high school graduation rates by providing high-quality academic support to program participants. Program curriculum is standards-based and designed to enhance and supplement school day learning. Program participants gain mastery of grade level concepts and increased academic confidence. These critical assets will help set students on the path to graduation.</p> <ul style="list-style-type: none"> <li>• ASA provides daily ELA activities that build students' phonemic, decoding, comprehension and fluency skills. Students gain exposure to and increased confidence with nonfiction texts.</li> <li>• ASA provides daily science instruction that teaches both content and scientific process. Students practice scientific inquiry and critical thinking on a regular basis.</li> <li>• ASA participants receive daily homework assistance within a structure that teaches important study skills including: choosing a conducive environment, techniques for focusing, time management and prioritization.</li> <li>• ASA provides (dependant on funding) 1:1 targeted intervention services for program participants who are far below basic, or below basic in ELA or math. The intervention specialist develops individualized plans to help move students towards proficiency in targeted areas.</li> <li>• ASA immerses students in an environment of high expectations. Discussions about their futures are framed</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of students will demonstrate comprehension and retention of content material (as determined by pre and post tests.)</li> <li>• 75% of students will show growth in ELA and science skills (as determined by in-program assessments and teacher feedback.)</li> <li>• 75% of ASA students will turn in completed homework on time.</li> <li>• 75% of students receiving intervention will show significant gains in two or more targeted areas.</li> <li>• 90% of students will express positive attitudes towards completing high school and going on to college. 90% of students will set goals that include graduating from high school (as determined by</li> </ul>

	<p>in terms of how they will graduate and continue on to college rather than <i>if</i> they will. Students are routinely engaged in goal-setting and discussions about high school and college are part of the on-going dialogue at program.</p> <ul style="list-style-type: none"> <li>• ASA students in fifth grade participate in additional leadership and transitional activities to prepare them for middle school. They have opportunities to visit nearby middle schools and dialogue with middle school students.</li> <li>• ASA provides informational workshops for parents/guardians on selecting a middle school for their students and on preparing them for the transition into post elementary education.</li> </ul>	<p>student surveys.)</p> <ul style="list-style-type: none"> <li>• 80% of fifth grade students will express feeling prepared to make the transition into middle school. They will demonstrate a realistic understanding of the expectations in middle school.</li> <li>• 90% of parents who participate in the middle school readiness workshops will report feeling better equipped to chose a middle school for their child.</li> </ul>
<p>School Day Attendance: How many more Oakland children are attending school 95% or more?</p>	<ul style="list-style-type: none"> <li>• ASA will support school-wide efforts to improve daily attendance by maintaining strict attendance requirements for participation in after school programming, publicly recognizing students with outstanding attendance and following up with families that have students with poor attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• 75% of ASA students will have fewer than 3 unexcused absences per month.</li> </ul>
<p>Job Skills/Career readiness: How many more students have meaningful internships and/or paying jobs?</p>	<p>After School Academy prepares program participants for meaningful work by providing an environment of high expectations, exposure to a range of careers, and opportunities to practice important job skills.</p> <ul style="list-style-type: none"> <li>• ASA students participate in on-going activities that encourage skill building in effective communication,</li> </ul>	<ul style="list-style-type: none"> <li>• 90% of ASA students will demonstrate an understanding of several</li> </ul>

	<p>positive decision-making, responsibility and leadership—all necessary skills for job readiness.</p> <ul style="list-style-type: none"> <li>• ASA students participate in a 4 week unit designed to explore various career paths. Students gain exposure to job opportunities as well as gain understanding of the steps needed to start a career. During this unit, students meet representatives of various careers, visit work locations, and set goals for their own career aspirations.</li> <li>• Through an on-going collaboration with CCPA and Roots schools, ASA provides 5-10 middle and high school students with internships in the after school field. Interns gain workforce experience in planning activities and implementing them with elementary students—including skill building activities in math and reading. Interns also develop job-related skills such as punctuality, taking initiative, following directions, and demonstrating dependability.</li> </ul>	<p>career paths. They will articulate the importance of education in obtaining a job and they will set goals for working towards their own career.</p> <ul style="list-style-type: none"> <li>• 75% of ASA student interns will complete a year-long internship. 75% of interns will be rated as satisfactory or higher in performance appraisals. 80% of participating youth will demonstrate understanding of the job application process, resume writing and interviewing.</li> </ul>
<p>Health Services: How many more Oakland children have access to, and use, the health services they need?</p>	<ul style="list-style-type: none"> <li>• ASA will support district-wide initiatives to improve students' access to health services by providing on-going instruction in healthy lifestyle choices such as nutrition, fitness, and hygiene.</li> <li>• ASA staff will support the annual Futures Health Fair where students have access to free dental and medical exams by staffing and publicizing the event.</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of ASA participants will demonstrate understanding of good nutrition, exercise and hygiene practices.</li> <li>• 50% of ASA families will attend the Futures Health Fair.</li> </ul>

**Narrative for Board Memo: (please complete all highlighted sections)**

The After School Lead Agency, Aspiranet, will provide daily, comprehensive after school services during the 2011-12 school year at Futures School. The Lead Agency will work collaboratively with school leadership to develop after school programming that is aligned with the OUSD Strategic Plan, complements the regular school day program, and supports each school's overarching goals and priorities for student achievement. Specifically, the after school program, working in close collaboration with school leadership and faculty, will provide the following services aligned with OUSD strategic outcomes:

High School Graduation: After School Academy (ASA) will support academic success through a variety of measures including daily instruction in ELA and science, targeted intervention for the highest need students and daily homework help and study skill development. Progress will be measured with a content-based pre and post tests, teacher surveys and in-program assessments.

Increase School Day Attendance: ASA will support school attendance by adhering to a strict attendance policy for after school programming, recognizing outstanding attendance and following up with parents when students are absent.

Job Skills/Career readiness: ASA will provide program participants with exposure to a range of career paths as well as numerous opportunities to practice important job-related skills. ASA will also provide internship opportunities for Oakland middle and high school youth.

Access to Health Services: ASA will provide on-going instruction in nutrition, fitness and hygiene. ASA will support the school-wide health fair.

2011-2012 Elementary/Middle School After School Program Budget

**AFTER SCHOOL BUDGET PLANNING SPREADSHEET**

ELEMENTARY & MIDDLE SCHOOLS 05/24/2011

Site Name	Site #	Average # of students to be served daily (ADA) %	ASES		21CCLC Core		21CCLC Equitable Access		21CCLC Family Literacy		Program Fees (if applicable)		Other Lead Agency Funds
			Resource 9010, Program 1553	Lead Agency	Resource 4214, Program 1750	Lead Agency	Resource 4124, Program 1751	Lead Agency	Resource 4124, Program 1752	Lead Agency	OFCY	Lead Agency	
TOTAL GRANT AWARD			\$112,600		\$0		\$0		\$0		\$47,840	\$0	\$13,244
<b>CENTRAL COSTS: INDIRECT, ADMIN, EVAL, PD, CUSTODIAL, SUPPLIES</b>													
			OUUSD Indirect (4.25%)	\$4,586		\$0		\$0		\$0			
			OUUSD ASPO admin, evaluation, and training/technical assistance costs	\$7,060		\$0		\$0		\$0			
			Custodial Staffing	\$3,701		\$0		\$0		\$0			
			Custodial Supplies	\$504		\$0		\$0		\$0			
<b>TOTAL SITE ALLOCATION</b>			\$96,648		\$0		\$0		\$0				
<b>CERTIFICATED PERSONNEL</b>													
	1120		Academic Liaison REQUIRED	\$4,000		\$0		\$0		\$0			\$0
	1120		Certificated Teacher Extended Contracts	\$0		\$0		\$0		\$0			\$0
<b>Total certificated</b>			\$4,000		\$0		\$0		\$0				\$0
<b>CLASSIFIED PERSONNEL</b>													
	2205		Site Coordinator	\$0	\$35,000						\$7,000		\$0
	2220		SSO	\$1,600		\$0							\$0
			Co-Director								\$8,048		\$1,952
			Program Coordinator	\$0		\$0					\$1,835		\$880
<b>Total classified</b>			\$1,600	\$35,000	\$0	\$0	\$0	\$0	\$0	\$0	\$14,883	\$0	\$2,832
<b>BENEFITS</b>													
	3000's		Employee Benefits for Additional Time (20%)	\$1,120		\$0		\$0		\$0			
	3000's		Employee Benefits for Salaried Employees (40%)	\$0		\$0		\$0		\$0			
	3000's		Lead Agency benefits (rate: FT 18%; PT 13% %)		\$11,089						\$5,155		\$412
<b>Total benefits</b>			\$1,120	\$11,089	\$0	\$0	\$0	\$0	\$0	\$0	\$5,155	\$0	\$412
<b>BOOKS AND SUPPLIES</b>													
	4310		Supplies (OUUSD only)	\$0							\$1,118		\$0
	4310		Curriculum (OUUSD only)	\$0									\$0
	5829		Field Trips	\$0									\$0
	4420		Equipment (OUUSD only)	\$0									\$0
<b>Total books and supplies</b>			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,118	\$0	\$0
<b>CONTRACTED SERVICES</b>													
	5925		Program Assistant (1@ \$15/hr x 36hrs x 38wks)		\$21,060						\$1,444		
	5025		AmeriCorps instructor (\$1300/month @ 10 months)		\$11,875						\$1,125		
	5825		Program instructors (2@ \$15 x 23hrs x 38wks)		\$8,845						\$10,074		

2011-2012 Elementary/Middle School After School Program Budget

5825														
5825														
5825			\$0											
5825			\$0											
5825														
5825			\$0											
5825														
5825														
5825														
Total services		\$0	\$40,381	\$0	\$0	\$0	\$0	\$0	\$0	\$21,943	\$0	\$0	\$0	
<b>IN-KIND DIRECT SERVICES</b>														
													\$0	\$0
													\$0	\$0
Total value of in-kind direct services												\$0	\$0	\$0
<b>LEAD AGENCY ADMINISTRATIVE COSTS</b>														
	Lead Agency admin (4% max of total contracted \$)		\$3,459							\$4,741			\$10,000	
<b>SUBTOTALS</b>														
	Subtotals DIRECT SERVICE	\$8,918	\$88,470	\$0	\$0	\$0	\$0	\$0	\$0	\$43,088	\$0	\$0	\$3,244	
	Subtotals Admin/indirect	\$13,653	\$3,459	\$0	\$0	\$0	\$0	\$0	\$0	\$4,741	\$0	\$0	\$10,000	
<b>TOTALS</b>														
	Total budgeted per column	\$22,572	\$89,929	\$0	\$0	\$0	\$0	\$0	\$0	\$47,840	\$0	\$0	\$13,244	
	Total BUDGETED	100	\$112,500	##	\$0	\$0	\$0	\$0	\$0	\$47,840	\$0	\$0	\$13,244	
	BALANCE remaining to allocate													
	TO AGENCY AWARD ALLOCATION TO SITE													
<b>MATCH REQUIREMENT</b>														
SES requires a 2:1 match for every grant award dollar.														
Total Match amount required for this grant:			37,500											
Facilities count toward 25% of this match requirement:			9,375											
Remaining match amount required:			28,125											
Match should be met by combined OFCY funds, other site funds, private dollars, and In-kind resources. This total equals:														
			61,084											
Total Match amount left to meet:			-32,959											

Required Signatures for Budget Approval:

Principal:		Date:	June 14, 2011
Lead Agency:		Date:	6/9/11 J.M. 2/5/11



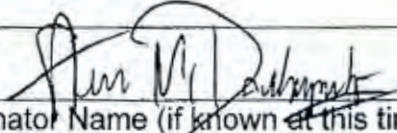
**OUSD After School Programs  
Comprehensive After School Program Plan  
Elementary & Middle Schools  
2011 - 2012**

**SECTION 1: School Site Information**

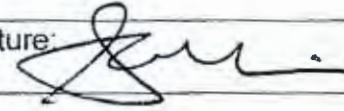
School Site: Futures Elementary

Date: February 22, 2011

Principal Signature:



Lead Agency Signature:



After School Coordinator Name (if known at this time): Shawna Myers

**SECTION 2: After School Program Vision and Goals**

Please describe your school site's overall vision for the After School Program. Describe how the after school program fits into the school's larger mission, vision and goals.

The After School Program at Futures Elementary aligns closely with the goals of the school by providing a safe, supportive, and challenging learning environment. Like the school day, the ASP will be staffed by instructors who are dedicated to youth development principles, cultural awareness, and student engagement. The ASP will provide students academically rigorous learning activities that build upon school day curriculum as well as enrichment activities that go beyond what can be provided in a traditional school setting.

Critical services provided by After School Program that align with school-day efforts:

1. Standards-based instruction in science, social studies and literacy
2. Assistance in homework comprehension and completion
3. Education in health, fitness, and nutrition
4. Enrichment education in visual and performing arts
5. Culture that promotes youth development, leadership, and conflict resolution

**State 3 – 4 primary goals of the After School Program and intended impacts for participating students.**

1. Bolster students' academic success through immersion in an engaging, hands-on, challenging learning environment
2. Foster an environment of physical and emotional safety that facilitates strong relationship building between students and staff, promotes positive behavior and peaceful conflict resolution
3. Encourage students to engage in effort-based learning, take positive risks, develop leadership skills, and explore new interests
4. Create a cohesive after school community that is closely connected to the school day and gives students a wide net of support—incorporating parents, family, teachers, and after school staff

**SECTION 3: Program Model and Lead Agency Selection**

Refer to Appendix A for an overview of extended learning program models.

For 2011-2012, my site selects:

- Coordinated partnership
- Blended/Hybrid
- Extended School Day

**Description and Rationale for selection of Lead Agency**

Please provide a narrative description of the agency that is managing the program. Indicate why this agency is qualified to manage the site's program, highlighting specific strengths or weaknesses. (Note: If school is managing program, site is considered to be the Lead Agency.)

Aspiranet has provided quality after school programming throughout Oakland for 14 years. Aspiranet provides HR, payroll and budget services while allowing each school to design an after school program that best meets the needs of the school culture and student body.

**SECTION 4: ATTENDANCE, PROGRAM DATES, AND PROGRAM SCHEDULE**

In order to remain in compliance and meet minimum funding requirements, the after school program must commence immediately upon the conclusion of the regular day and operate at least until 6pm *on every regular school day* for elementary and middle schools. (EC 8483)

High school programs are required to operate a minimum of 15 hours per week.

Required # of Program Days your program will operate during School Year 2011-2012:	<b>180 days required*</b>
--	---------------------------

Projected Daily Attendance during School Year 2011-2012:	88 students/ day
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**Program Schedule**

Submit program schedule as an attachment.

*\* CDE allows programs to close for a maximum of 3 of these days during the school year for professional development.*

## SECTION 5: Academics

Your site should plan to offer a range of academic supports including:

1) Targeted Interventions 2) Skill-Building 3) Homework Support 4) Tutoring

Other possible supports may include computer lab, library exploration, project-based learning, coordination with SES tutoring.

Academic activities should be aligned with school goals and support specific student achievement needs defined by the school.

Activities should be based on sound instructional strategies aligned with the regular school day program.

	Target Population	Academic Support (choose one)	SPSA goal(s) or school need supported by activity	Measurable Outcomes	Description of program	Instructional Strategies
1	All ASP students Gr 1-5	<input checked="" type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervntn <input type="checkbox"/> Other	Will contribute to school-wide goal of moving students into or remaining at proficiency in ELA and mathematics through additional skill practice, additional instruction in concepts, and support in mastery. Will also support school efforts to emphasize effort-based learning and responsibility for learning.	1. 75% of students enrolled in ASP will complete and turn in homework 2. 75% of students will display positive study skills of setting up work space, prioritizing work, asking for help when appropriate and effective time management.	Homework support will be a highly structured program component that remains consistent across groups and throughout the year. Homework support will occur daily (30 minutes gr1-3, 40 minutes gr 4-5) and will teach important study skills.	1. Structuring work environment for success 2. Intentional instruction of time management strategies 3. Access to necessary resources and materials 4. Small group instruction
2	All ASP students Gr 1-5	<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input checked="" type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervntn <input type="checkbox"/> Other	Will contribute to school-wide goal of moving students into or remaining at proficiency in ELA and mathematics through additional skill practice, additional instruction in concepts, and support in mastery. Will further support	1. 75% of students will show mastery of target standards 2. 80% of students will demonstrate retention of content 3. 85% of students will demonstrate enthusiasm and interest in learning activities.	Program will focus on a core academic area each day of the week M-Th. Students will receive one hour of instruction in science, math, or literacy daily. Learning will take place in variety of ways such as direct instruction, learning centers,	1. Standards-based science curriculum 2. Standards-based literacy curriculum 3. Standards-based math curriculum 4. Standards-based learning centers 5. Differentiated instruction 6. Instruction that accommodates

			student education by providing curriculum that promotes mastery of science, visual art, health and fitness standards.		student-led learning, and small group projects to facilitate a range of learning styles. All instruction will feature a strong hands-on or student-led component.	different learning styles 7. Bilingual support for native Spanish speakers
3	ASP students identified as testing below proficient in ELA or math	<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input checked="" type="checkbox"/> Academic Intervntn <input type="checkbox"/> Other	Will support school efforts to move students into proficiency by providing one on one or small group reading or math intervention.	1. 80% of students will progress by three or more levels in targeted program (Great Leaps, KRA, etc) by the end of the school year	After School coordinator and trained volunteers will work individually with students for 1/2 hour each week. Each student will have an individualized learning plan that starts at the current skill level and progressively builds towards mastery.	1. Remediation in phonemic awareness 2. Fluency development 3. Remediation in mathematics 4. Individual and small group tutoring
4		<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervntn <input type="checkbox"/> Other				

### SECTION 6: ENRICHMENT & PHYSICAL ACTIVITY / RECREATION

Enrichment activities and physical activity/recreation are required components of the ASES and 21<sup>st</sup> Century grants. Enrichment activities should provide students with the opportunity to apply learning in a real, hands-on way. Enrichment activities should intentionally and creatively build skills that support students' success in school and in life. Enrichment activities often support school goals for health and wellness, positive school climate, arts learning, and student engagement.

Type of Enrichment	Rationale	SPSA goal(s) or school need supported by activity	Brief Description	Targeted Skills	Measurable Outcome
Physical Activity/ Fitness	<input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input checked="" type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	Will support school goals of promoting wellness and health through providing	Students will participate in 20 minutes of active play daily and an	<input type="checkbox"/> Conflict Resolution <input checked="" type="checkbox"/> Social Skills <input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify)	1. 85% of students will participate in 20 minutes of physical activity daily during

		opportunities for exercise and physical activity. Parents and students also believe in the importance/enjoyment of physical activity.	additional hour of structured fitness instruction on Wednesdays. In addition, students will have to opportunity to elect to participate in a fitness-based enrichment club.	<input checked="" type="checkbox"/> <b>Health/Fitness</b> <input type="checkbox"/> <b>Other (specify)</b>	<p>after school hours, and 60 minutes total throughout the day.</p> <p>2. 85% of students will express confidence and enjoyment while participating in physical</p> <p>3. 75% of students will show progress in mastering grade level physical fitness standards.</p>
<b>Gardening/ Nutrition*</b> <i>(*required for sites applying for OFCY gardening grants.)</i>	<input type="checkbox"/> <b>Student Identified</b> <input checked="" type="checkbox"/> <b>School Identified</b> <input type="checkbox"/> <b>Parent Identified</b> <input type="checkbox"/> <b>Other (specify)</b>	Will support school goals of promoting healthy eating habits by exposing students to a range of fresh produce. Will further support school goals by providing hands-on lessons on science and nutrition in the garden.	All after school students will participate in 2 month long learning unit on plants that will incorporate working in the school garden. Students will also participate in 2 month long nutrition unit that will incorporate harvest from the garden and emphasize the production of food. Additionally students will have the opportunity to elect cooking as an enrichment club.	<input type="checkbox"/> <b>Conflict Resolution</b> <input type="checkbox"/> <b>Social Skills</b> <input type="checkbox"/> <b>Leadership</b> <input checked="" type="checkbox"/> <b>Academic (science, math and literacy extension activities)</b> <input checked="" type="checkbox"/> <b>Health/Fitness</b> <input type="checkbox"/> <b>Other (specify)</b>	<p>1. 95% of all ASP students will participate in 2 month long science-based gardening unit and 2 month long nutrition-based gardening unit.</p> <p>2. 80% of students will demonstrate mastery of relevant science and health standards</p> <p>3. 100% of ASP students will have hands-on experience in school garden.</p>
<b>Visual and Performing Arts Education</b>	<input checked="" type="checkbox"/> <b>Student Identified</b> <input checked="" type="checkbox"/> <b>School Identified</b> <input checked="" type="checkbox"/> <b>Parent Identified</b> <input type="checkbox"/> <b>Other (specify)</b>	Will support school goals of providing students a well-rounded education with outlets for expression. Supports student and parent interest in the arts and opportunities for students participate	All ASP students will receive 1 hour weekly of standards-based visual arts education. Additionally, students will have the opportunity to elect to participate in weekly enrichment clubs that	<input type="checkbox"/> <b>Conflict Resolution</b> <input checked="" type="checkbox"/> <b>Social Skills</b> <input type="checkbox"/> <b>Leadership</b> <input checked="" type="checkbox"/> <b>Academic (visual and performing arts standards-based curriculum w/ literacy extensions)</b> <input type="checkbox"/> <b>Health/Fitness</b>	<p>1. 95% of all ASP students will participate in weekly visual arts curriculum.</p> <p>2. 50% of ASP students will participate in weekly arts enrichment clubs.</p>

		in the creative process.	focus on visual or performing arts.	<input type="checkbox"/> Other (specify)	3. 75% of students will demonstrate understanding of elements of design and be able to identify important works of art.
<b>Leadership</b>	<input type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input checked="" type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	Will support school effort to promote a culture of positive decision making and peaceful conflict resolution. Will support parent request for promoting self-discipline and responsibility.	All 4 <sup>th</sup> and 5 <sup>th</sup> grade ASP students will receive weekly curriculum designed to highlight the accomplishments of important leaders, help students identify characteristics of leaders and encourage student s become leaders through positive activism at school and in the community.	<input checked="" type="checkbox"/> Conflict Resolution <input checked="" type="checkbox"/> Social Skills <input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input type="checkbox"/> Health/Fitness <input type="checkbox"/> Other (specify)	1. 95% of 4 <sup>th</sup> and 5 <sup>th</sup> grade students will participate in weekly leadership curriculum. 2. 85% students will demonstrate retention of facts about leaders and be able to conduct comparisons/ draw connections between leaders. 3. 95% of students will be able to name and demonstrate positive leadership characteristics
	<input type="checkbox"/> Student Identified <input type="checkbox"/> School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)			<input type="checkbox"/> Conflict Resolution <input type="checkbox"/> Social Skills <input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input type="checkbox"/> Health/Fitness <input type="checkbox"/> Other (specify)	

### SECTION 7: FAMILY ENGAGEMENT / FAMILY LITERACY

After school provides an excellent context to foster parent involvement, connect families to the larger school community, and share important information related to the after school and regular school day programs. After school family engagement efforts should be aligned with school day efforts, and support school goals for family involvement. A variety of activities may be offered, including: parent workshops, family celebrations, parent-and-child-together activities, parent leadership and volunteer opportunities.

Family literacy is a required component of all 21<sup>st</sup> Century after school programs. Family literacy services support the educational goals of adult family members, connect them to resources, and increase their ability to support their student's learning and

<b>Parent Workshops</b>	Supports school goal of assisting parents in becoming advocates in their students' education and promoting positive behavior.	ASP will provide 3-4 small parent workshops throughout the school year. Workshops will provide parents skill-building instruction in assisting students with homework, literacy development and conflict resolution.	<ol style="list-style-type: none"> <li>1. 50 % of ASP parents will participate in 1 or more parent workshops.</li> <li>2. 95% of workshop participants will express benefit and receiving applicable information from workshops.</li> </ol>	Provides skill-building for parents to better prepare them for helping their students achieve academic success.
<b>Parent Volunteers</b>	Supports school goals of increasing parental involvement and presence in school culture.	ASP will recruit and train a group of parent volunteers to assist in numerous aspects of program including safety patrols, classroom assistance, and leading enrichment activities.	<ol style="list-style-type: none"> <li>1. ASP will recruit 10-15 regular parent volunteers.</li> <li>2. 75% of volunteers will volunteer for at least 2 hours a week.</li> <li>3. 85% of parent volunteers will express that they feel useful, are learning, and feel appreciated.</li> </ol>	Supports school goals of increasing parental involvement and presence in school culture.



**2011-12 After School Enrollment Policy for Futures Elementary School**

OUSD has established district-wide guidelines for Target Population and Enrollment in ASES and 21<sup>st</sup> Century After School Programs. Within these guidelines, each school will create a site-specific After School Enrollment Policy that will be made public to the school community through the following methods:

- Enrollment policy will be included in After School Enrollment Packet and program materials.
- Enrollment policy will be discussed at after school parent orientation/meetings.
- Enrollment policy will be shared with school faculty.

**Target Population:** (Describe targeted student populations in order of priority. Specify data that will inform student selection.)

Target Population(s)	Specific Data to Inform Selection of Program Participants	(High School Only) Indicate if participation is <i>Optional</i> or <i>Mandatory</i> for each target population
Students currently enrolled in Futures after school program in good standing.	After school attendance and behavior records	
Students recommended by teachers or administration based on academic need. (Kindergarten teachers referring students for programming in the 1 <sup>st</sup> grade.)	Teacher referrals	
Students identified by test scores as performing on the cusp of proficiency.	Benchmark assessments	
Students identified by teachers or parents as needing social skill development or constructive after school activity.	Parent requests and teacher referrals	

**Notes:**

- Successful after school programs are heterogeneous and include several target populations.
- Sites cannot utilize a first come-first serve process for enrolling students; sites should establish priorities for participation.
- Programs are intended to help close the achievement gap by serving a variety of students with academic and other needs.
- If space remains in the program after priority students fill slots, other students must be allowed access to the program.
- Program must enroll adequate numbers of students to meet CDE attendance targets.

## 2011-12 Assurances for Grant Compliance and After School Alignment with School Day

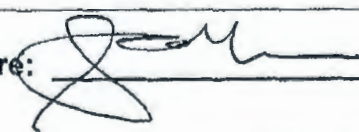
Principal and Lead Agency representative (ie. Program Director and/or Site Coordinator) will review and discuss each assurance below, and initial next to each item to signify agreement. Attached separately are the following documents referenced below: 1) Grant Assurances signed by OUSD Superintendent, 2) After School MOU template, and 3) Revised Academic Liaison Role Description.

Principal initials	Lead Agency initials	2011 – 12 Assurances for Grant Compliance and After School Alignment with School Day
SMD	SK	Site Administrator and Lead Agency Director/Site Coordinator have reviewed the CA Dept of Education's ASES and/or 21 <sup>st</sup> Century Grant Assurances, and understand mandated grant compliance elements.
	SK	Site Administrator and Lead Agency Director have reviewed the Lead Agency After School MOU together, and agree to the requirements outlined in the MOU for the lead agency partner.
SMD	SK	Site Administrator will meet regularly with Site Coordinator to ensure program is meeting identified goals.
SMD	SK	Site will share student outcome data to better refine program (EduSoft, Report Cards, IEP's, etc).
SMD	SK	Site Administrator and lead agency rep/site coordinator have reviewed the Academic Liaison role description. Site will identify a certificated, qualified individual to serve as the program's Academic Liaison and to fulfill all responsibilities outlined in the revised role description.
SMD	SK	Site will invite Site Coordinator and appropriate after school staff to participate in school day meetings and professional development opportunities, in order to ensure consistency in standards of teaching and learning and positive school climate.
SMD	SK	Site will invite Site Coordinator to participate on SSC, COST, and SST to ensure coordination of services.
SMD	SK	Site will coordinate the use of facilities and site level resources.
SMD	SK	Site will provide Site Coordinator with office space that includes access to internet and phone.

Principal Signature: \_\_\_\_\_



Lead Agency Signature: \_\_\_\_\_



**Enrollment Process and Timeline:** (Summarize your enrollment timeline below. Describe how your school will identify and recruit students beginning in Spring 2011. Indicate how families will be notified of enrollment prior to the start of the 2011-12 school year.)

<b>Timeline</b>	<b>After School Enrollment Steps/Process</b>	<b>Individual(s) responsible</b>
<b>Week of April 25<sup>th</sup> 2011</b>	<ul style="list-style-type: none"> <li>• Communication (via letter home and phone calls) with parents of currently enrolled students about mandatory enrollment meetings the following week</li> <li>• Communication with teachers about referral procedures</li> </ul>	Shawna Myers and After School Academy staff
<b>Week of May 2<sup>nd</sup> and May 13<sup>th</sup> 2011</b>	<ul style="list-style-type: none"> <li>• Host 2-3 mandatory parent information and enrollment meetings (parents must attend one of these meetings or make an appointment to secure a spot for the following school year.)</li> <li>• Collect teacher referrals</li> <li>• Determine the number of spaces reserved by continuing students, determine number of spots available for referrals</li> </ul>	Shawna Myers and After School Academy staff, academic liaisons to collect referrals
<b>Week of May 16<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Contact parents of referred students and offer a spot in the program, set up new parent orientation and enrollment appointments</li> <li>• If spots still remain, begin to reference benchmark assessments and offer spots to students identified as approaching proficiency</li> <li>• Generate a waitlist for students referred or requesting services</li> </ul>	Shawna Myers and After School Academy staff
	<ul style="list-style-type: none"> <li>• Host a series of mandatory parent orientation meetings prior to program start to discuss services, expectations and to begin relationship building</li> </ul>	Shawna Myers and After School Academy staff

**Important dates to include in your timeline:**

- Families will be notified of 2011-12 after school enrollment on or before the last day of school.
- After school program begins on 1<sup>st</sup> Day of school, with enrollment at a minimum 75% capacity.

After School Safety and Emergency Planning for 2011-12

**After School Safety and Emergency Planning**

A) Will the site have an Emergency Plan that incorporates the After School Program?

Yes  No

If no, explain after school plans to ensure student and staff safety should an incident of violence or other crisis/emergency occur on or near the school campus during after school hours:

B) Describe the training that site will provide after school staff on safety procedures, including lockdown procedures and communication protocols for crisis response.

After school staff will be trained in CPR and emergency first aid. After school staff will be trained in response procedures for lockdown, earthquake and fire emergencies according to district protocols and school safety plan.

C) Principal and Site Coordinator have reviewed the *OUSD After School Emergency/Crisis 1st Level Response Notification Protocol*.

Yes  No

**Facility Keys**

Will the After School Program have access to facility keys for all areas where after school programming occurs?

Yes  No

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

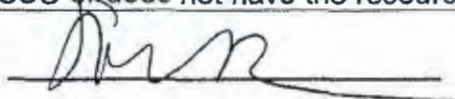
**SSO Staffing: (check one)**

Site has a school day SSO who can accommodate after school related work as part of their regular salary.

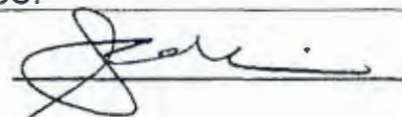
Site will pay Extended time/Over time (ET/OT) to accommodate an after school SSO.

Site does not need an SSO or does not have the resources to have an after school SSO.

Principal Signature:



Lead Agency Signature:



# After School Academy

## Program Daily Schedule

	Monday	Tuesday	Thursday	Friday
2:35-3:00	Check in snack	Check in snack	Check in snack	Check in snack
3:00-3:30	Ready to Learn	Ready to Learn	Ready to Learn	Enrichment Club 1 (3:00-4:20)
3:30-4:40	Academics: Literacy	Academics: Centers	Academics: Science	
4:40-5:00	Recess	Recess	Recess	
				10 min transition
5:00-5:30	Homework Help	Homework Help	Homework Help	Enrichment Club 2 (4:30-6:00)
5:30-6:00	Kid's Choice	Kid's Choice	Kid's Choice	
6:00	Check out	Check out	Check out	Check out

	Wednesday
12:50-1:30	Check-in Community Circle
1:30-2:30	Academics: Literacy
2:30-3:00	Snack and announcements
3:00-3:45	Fitness
3:45-4:00	Fitness
4:00-5:00	Art
5:00-5:30	Homework
5:30-6:00	Kid's Choice
6:00	Pick up

# ASPIRAnet

*Raising Hope, Empowering Community.*



## Oakland Afterschool Programs

and engaging learning opportunities that support the work in the classroom and benefit the student and their community.

Our programs utilize highly experienced staff to provide academic skill building and engaging enrichment activities to school-age children. Aspiranet takes a community-based approach to providing services by partnering with local schools, community organizations, and other agencies and school districts to ensure that the community's distinct needs are served to their fullest.

Each afterschool site includes academic skill building, recreation and enrichment components with a wide range of activities that address essential components of afterschool programming. By providing structured and enriching learning opportunities, afterschool programs can improve children's academic performance and meet their social, emotional and physical development needs. In addition, enrichment opportunities not available during the regular school day—such as art, music, technology and drama—can be offered to complement the regular school-day program.

### Oakland Afterschool Programs

#### Supporting the Learning that Children

#### Experience in School

Aspiranet's Afterschool Programs provide youth with the kinds of learning experiences and opportunities that may not be available to children in their homes or classrooms. They offer young people opportunities to learn new things and develop important skills that are crucial to success in school and in life. Each program is designed to support and complement the learning that children experience in school.

Aspiranet has provided communities in Oakland with meaningful afterschool programming since 2006, in collaboration with community organizations, Oakland Unified School District, principals, teachers, volunteer groups and Departments of Education. We place a strong emphasis on neighborhoods in Oakland that are underserved.

#### Commitment to Children and Their Learning

Our program is built on the belief that supporting young people's personal development and school success requires families, schools and their communities to work together. Our Afterschool Program Initiatives are based upon the principle that young people deserve the opportunity to have safe places with caring adults

#### Key Facts about the Oakland Afterschool Program

- 1,700 youth served each year
- In 2007, we served ten schools and expanded to 14 in 2008.
- We recruit, train and supervise afterschool instructors to ensure the highest quality instruction.

[www.aspiranet.org](http://www.aspiranet.org)

# Oakland Afterschool Programs

*ASPIRAnet*  
Raising Hope. Empowering Community.

## Participating Schools

While all sites offer Academic Skill Building, Recreation and Enrichment classes, each school site offers unique programming to meet the needs of the community in which the school is located. Classes include: hip-hop dance, yearbook, health club, computers, choir, chess, guitar, cooking, Spanish, track & field, gardening and various academic clubs and tribes.

### Middle Schools:

Melrose Leadership Academy

### Elementary Schools:

Carl B. Munck School  
East Oakland Pride Academy  
Grass Valley School  
Piedmont Avenue School  
Rise Community School  
Encompass Academy  
Howard School  
Think College Now  
International Community School  
Peralta School  
Futures Elementary School  
Community United School

## A Place to Feel Safe for Every Child

Aspiranet creates a brighter future for children, families and the community. If you would like to learn more about Aspiranet, please visit [www.aspiranet.org](http://www.aspiranet.org).



[www.aspiranet.org/afterschool](http://www.aspiranet.org/afterschool)

## Respect, Integrity, Courage, and Hope

Aspiranet Headquarters  
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[www.aspiranet.org](http://www.aspiranet.org)

Tel: 510.686.4868

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FxRes/111

Oakland Afterschool Programs are a program of Aspiranet, a network of children, family, and community-based programs throughout California. To learn more about the Oakland Afterschool Programs, please call 510.686.4868 or visit us on the web at [www.aspiranet.org/afterschool](http://www.aspiranet.org/afterschool).

Aspiranet is registered as a 501c(3) not-for-profit organization with locations throughout California. Our vision is to take collective action to support communities and families as they love and care for children.

<b>Board Office Use: Legislative File Info.</b>	
File ID Number	11-1238
Introduction Date	8/1/2011
Enactment Number	
Enactment Date	



OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools, Thriving Students*

OAKLAND UNIFIED SCHOOL DISTRICT  
Office of the Board of Education  
August 7, 2011

TO: Board of Education

FROM: Dr. Anthony Smith, Ph.D., Superintendent

SUBJECT: Master Memorandum of Understanding between OUSD and Aspiranet

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**ACTION REQUESTED**

Approval by the Board of Education of a Master Memorandum of Understanding Between District and Aspiranet. This establishes a one year relationship with Aspiranet, and a Not-To-Exceed amount of \$1,688,475.00. This amount is projected using historical cost data, known changes to the number of sites served and expected available grant funding allowable.

**BACKGROUND**

The Oakland Unified School District enters into contracts each year to provide professional services that support the District's academic mission. The Master MOU establishes all terms and conditions, a defined menu of services with negotiated rates, and allows for the gathering of necessary supporting documentation to further streamline the process of receiving necessary services, while keeping the integrity of checks and balances, as well as maintaining oversight by the Governing Board.

A Menu of Services was established that would allow a principal to "Order" from the Menu using the Individual Service Agreement (ISA). This is essential to promoting transparency of services, and the costs of those services, between like schools. Each Individual Service Agreement will be submitted to the board for ratification. In the event that this vendor receives more orders for service than anticipated, an amendment to this MOU will request a new not-to-exceed amount.





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## **DISCUSSION**

Vendor: Aspiranet

Overview of Services: Aspiranet contracts with schools to be a lead agency to provide high quality after school programming consisting of academic enrichment and recreational physical activities family literacy and targeted Equitable Access services to students that are high risk to meet grant compliance of ASES and 21<sup>st</sup> Century grants.

Not-To-Exceed Amount: \$1,688,475.00

Determination of Not-to-Exceed Amount: Based on historical data and projections for the coming school year, it is anticipated that Aspiranet will provide services to 20 school sites.

The District contracts with agencies to provide various activities and after-school programs. Chosen by the number of sites served with District and the long standing relationship with the agencies, the Master Memorandum of Understanding establishes a relationship with Aspiranet, defining terms and conditions as well as setting a maximum not-to-exceed ceiling amount. This ceiling is derived from historical cost data, known changes in sites to be served, as well as expected grant funding.

In addition, the District has been working with agencies to provide a Menu of Service, which delivers a clear and measurable scope of work. Analogous to ordering from a common table menu, each product is described and the price is clearly quoted, establishing and promoting a more perfect competition where the consumer, here the principal, is informed of the services offered, and the price for those services. This allows the principal to easily compare services and prices, and plan for programmatic needs.

## **FISCAL IMPACT**

There is no funding associated with the Master Memorandum of Understanding. The Master Memorandum of Understanding establishes a relationship, as well as setting the terms and conditions with Aspiranet. The funding source for each Individual Service Agreement will be determined separately and individually. Funding for the Individual Service Agreement is verified through a review of the RBB Budget, and a review of State and Federal compliance funding when applicable.



OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools, Thriving Students*

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**RECOMMENDATION**

A Approval by the Board of Education of a Master Memorandum of Understanding  
Between District and Aspiranet in an amount Not-To-Exceed \$1,688,475.00.

**ATTACHMENTS: Master MOU**