

Board Office Use: Legislative File Info.	
File ID Number	16-2143
Introduction Date	10/13/16
Enactment Number	16-1621
Enactment Date	10-13-16



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Memo

To Board of Education

From Antwan Wilson, Superintendent

Board Meeting Date October 13, 2016
(To be completed by Procurement)

Subject Individual Service Agreement - Master Memorandum of Understanding - Bay Area Community Resources (contractor) - 215/Madison Park Academy (site)

Action Requested Approval of the Individual Service Agreement to the Master Memorandum of Understanding (MMOU) between District and Bay Area Community Resources, for services to be provided primarily to 215/Madison Park Academy.

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 10, 2016 (Legislative File ID #16-1388).

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 Bay Area Community Resources, San Rafael, CA, for the latter to provide its Menu Option A-Lead Agency Unit, Arts, Recreation, Leadership and Family Literary activities, as described in the Program Plan, incorporated herein by reference as though fully set forth, at Madison Park Academy for the period of July 1, 2016 through August 18, 2017, in an amount not to exceed \$211,230.00, 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 (MMOU) between the District and Bay Area Community Resources for the latter to provide Arts, Recreation, Leadership and Family Literary activities for the After School Program at Madison Park Academy for the period July 1, 2016 through August 18, 2017.

Fiscal Impact Funding Resource:
6010/After School Education and Safety (ASES) Grant for \$ 91,172.00
4124/21st Century Community Learning Centers Core for \$ 73,398.00
 21st CCLC Equitable Access for \$ 18,729.00
 21st CCLC Family Literacy for \$ 17,223.00
 21st CCLC Supplemental Funding for \$ 10,254.00
 Total amount not to exceed \$211,230.00

Attachments

- Individual Service Agreement
- Program Schedule and Budget
- Certificate of Insurance
- Menu of Service
- Copy of Master Memorandum of Understanding



CONTRACT JUSTIFICATION FORM
This Form Shall Be Submitted to the Board Office
With *Every* Consent Agenda Contract.

Legislative File ID No. 16-2143

Department: After School Programs, Madison Park Academy

Vendor Name: Bay Area Community Resources

Contract Term: Start Date: 7/01/2016 End Date: 8/18/2017

Annual Cost: \$ 211,230.00

Approved by: Julia Ma

Is Vendor a local Oakland business? Yes No

Why was this Vendor selected?

This organization has demonstrated experience and capacity serving in the after school lead agency role. This organization successfully met all requirements of OUSD's Lead Agency Request for Qualifications process and has been approved as a qualified lead agency partner by the OUSD Expanded Learning Office.

Summarize the services this Vendor will be providing.

This organization will provide comprehensive after school services for Oakland students, following the requirements set forth by OUSD and by the California Department of Education's ASES and/or 21st Century Community Learning Center grant programs. Daily after school services will include academic support, enrichment, and physical activity for students, as well as family engagement activities. This organization will work in close partnership with the host school site to align after school programming with the goals and priorities of the school's SPSA. This organization will also work in close partnership with the OUSD Expanded Learning Office to ensure the program meets attendance targets, fulfills compliance requirements, and achieves youth development quality standards.

Was this contract competitively bid? Yes No

If No, answer the following:

1) How did you determine the price is competitive?

The California Department of Education allocates site-specific after school grant funding to OUSD schools. The lead agency partner works in collaboration with the school site administrator to complete an after school budget plan specifying the requested after school services and agreed upon cost of services. The final contract amount for the agency is approved by the school site administrator and by the OUSD Expanded Learning Office, once budget plans are approved for compliance and program plans meet CDE requirements. The lead agency leverages additional funding and in-kind resources to augment the contracted amount from OUSD to support high quality program implementation. This contract amount for services at this school is consistent with the cost of after school services at comparable schools with other comparable lead agency partners. This contract amount falls within the list of anticipated 2016-17 contracts submitted by this agency for its Master MOU.

2) Please check the competitive bid exception relied upon:

- Educational Materials**
- Special Services** contracts for financial, economic, accounting, legal or administrative services
- CUPCAA exception** (Uniform Public Construction Cost Accounting Act)
- Professional Service Agreements** of less than \$87,800 (increases a small amount on January 1 of each year)
- Construction related Professional Services** such as Architects, DSA Inspectors, Environmental Consultants and Construction Managers (require a "fair, competitive selection process)
- Energy** conservation and alternative energy supply (e.g., solar, energy conservation, co-generation and alternate energy supply sources)
- Emergency** contracts [requires Board resolution declaring an emergency]
- Technology** contracts
 - electronic data-processing systems, supporting software and/or services (including copiers/printers) over the \$87,800 bid limit, must be competitively advertised, but any one of the three lowest responsible bidders may be selected
 - contracts for computers, software, telecommunications equipment, microwave equipment, and other related electronic equipment and apparatus, including E-Rate solicitations, may be procured through an RFP process instead of a competitive, lowest price bid process
 - Western States Contracting Alliance Contracts (WSCA)
 - California Multiple Award Schedule Contracts (CMAS) [contracts are often used for the purchase of information technology and software]
- "Piggyback" Contracts** with other governmental entities
- Perishable Food**
- Sole Source**
- Change Order for Material and Supplies** if the cost agreed upon in writing does not exceed ten percent of the original contract price
- Other, please provide specific exception**

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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

INDIVIDUAL SERVICE AGREEMENT (ISA) 2016-2017

MASTER MOU INFORMATION

VENDOR NAME	Bay Area Community Resources		
VENDOR #	1001628	ENACTMENT #	
SITE / DEPT NAME	Madison Upper Campus	SITE #	215
OUSD STAFF CONTACT - EMAILS ABOUT THIS CONTRACT SHOULD BE SENT TO:		Renee.McMearn@ousd.org	

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)
A-Lead Agency Unit for Middle School	6-9	\$ 129,145.00	1.64	\$ 211,230.00
		\$		\$
		\$		\$
TOTAL AMOUNT				\$ 211,230.00
IF FEE DOES NOT EQUAL RATE PER UNIT MULTIPLIED BY DESIRED UNITS, EXPLAIN REASON FOR ALTERED RATE:				

BUDGET INFORMATION

REQUISITION NUMBER	START DATE	END DATE	
	07/01/2016	08/18/2017	
RESOURCE #	RESOURCE NAME	ORG KEY	AMOUNT
6010	ASES	2151553401-5825	\$ 91,172.00
4124	21st CCLC Core	2151872401-5825	\$ 73,398.00
4124	21st CCLC Equitable Access	2151873401-5825	\$ 18,729.00

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	Martin Weinstein	TITLE	CEO
SIGNATURE			DATE	9/15/16
OUSD SITE ADMINISTRATOR	NAME	Dr. Lucinda Taylor	TITLE	Principal
SIGNATURE			DATE	9/15/16

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"/> After School Programs			
SIGNATURE		DATE	9/16/16
SIGNATURE		DATE	
NETWORK / EXECUTIVE OFFICER or DEPUTY CHIEF			
SIGNATURE		DATE	9.16.16
PRESIDENT AND THE SECRETARY OF THE BOARD OF EDUCATION			
SIGNATURE		DATE	10-13-16
SIGNATURE		DATE	10-13-16

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B -Lead Agency Unit for Middle School	6-9	\$ 129,145.00		\$ 0.00
		\$		\$
		\$		\$
TOTAL AMOUNT				\$ 0.00

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

BUDGET INFORMATION

REQUISITION NUMBER		START DATE	07/01/2016	END DATE	08/18/2017
RESOURCE #	RESOURCE NAME	ORG KEY	AMOUNT		
4124	21st CCLC Family Literacy	2151874401-5825	\$ 17,223.00		
4124	21st CCLC Supplemental	9221872401-5825	\$ 10,254.00		
			\$ 0.00		

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SIGNATURE			DATE	9/15/16
OUSD SITE ADMINISTRATOR	NAME	Dr. Lucinda Taylor	TITLE	Principal
SIGNATURE			DATE	9/15/16

APPROVAL

<input type="checkbox"/> IF USING FUNDS REVIEWED BY STATE AND FEDERAL PROGRAMS OR Quality Community School Development SPSA ACTION ITEM NUMBER: _____ OR, <input type="checkbox"/> 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"/> After School Programs			
SIGNATURE		DATE	9/16/16
SIGNATURE		DATE	
NETWORK / EXECUTIVE OFFICER or DEPUTY CHIEF			
SIGNATURE		DATE	9.19.16
PRESIDENT AND THE SECRETARY OF THE BOARD OF EDUCATION			
SIGNATURE		DATE	10-13-16
SIGNATURE		DATE	10-13-16

Units of Service for Lead Agency: Bay Area Community Resources 2016-2017

Lead Agency Unit of Service for Elementary/Middle Schools

After School Services include:

After school program set up at school site and coordination of comprehensive services to ensure ASES and 21st 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, and recreational/physical activity components to meet grant compliance. Qualified and trained individuals and community providers with subject matter expertise and youth development experience will deliver services.

After School program will serve up to 160 students (Elementary School) and 200 (Middle School). Services will be offered daily, Monday through Friday, from August – June. Program will begin immediately at the end of the regular school day and will stay open until 6pm daily.

Qualified staff will provide program activities. Student to staff ratio will not exceed 20:1.

Alignment of after school program plan with key components of SPSA, Extended Day Model, and collaborative partnerships with students, families, school staff and community partners.

Ongoing after school professional development, training and coaching to school site staff, collaborative partners, and line staff.

Agency efforts to mobilize and leverage additional resources to enhance after school services (i.e. Volunteer Management, Bayac Americorp/Vista, Fund Development and Grant writing, and In-Kind or Match Programs).

Lead Agency Option A: Cost for Elementary School lead agency package: \$96,576

Lead Agency Option B: Cost for Middle School Lead Agency package: \$129,145

Lead Agency Unit of Service for High Schools

Description of Services:

After school program set up at school site and coordination of comprehensive services to ensure ASSETS 21st Century grant compliance, integration of extended day model and alignment with school day, program quality, operational and fiscal oversight.

Delivery of high quality after school programming consisting of academic, enrichment, recreational/physical activity, family literacy, and targeted Equitable Access services to students that are high risk and are hard to reach via general services. Qualified, trained individuals and community providers with subject matter expertise and youth development experience will deliver services. Program set-up will ensure student safety.

Services for up to 75 students at the small alternative high schools and up to 120 at the larger continuation high school(s). 15 hours plus of programming per week from September – June.

Coordination, outreach, and delivery of: Family literacy events that meet the needs of both English and Spanish speaking families; Cross-site annual events such as Lights On Music and Arts Festival, Life After High School Conference, and Basketball and Soccer Leagues.

Equitable Access services to students that are hard to reach, may include: Internships (managing student stipends, coordinating student placements and career mentors), Job Readiness, Career Exploration, Life Skills, English and Math Tutoring, and Driver's Education.

Ongoing after school professional development, training and coaching provided to school site staff, collaborative partners, and line staff.

Agency efforts to mobilize and leverage additional resources to enhance after school services (i.e. Volunteer Management, Bayac Americorp/Vista, Fund Development and Grantwriting and In-Kind or Match Programs).

Lead agency unit of service includes programmatic and operational costs.

Lead Agency Option C: Cost for Small High School Programs serving up to 75 students: \$110,000

Lead Agency Option D: Cost for Large High School Programs serving up to 120 students: \$170,000

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 opting to fund high school academic liaison, reducing above costs to ensure academic alignment.
- 1f. School opting to provide after school program leadership, reducing the above costs for Site Coordinator.
- 1g. Other specialty services from this menu have been selected to augment or replace some of the basic lead agency services included in package above.
- 1h. School utilizing other funds to increase level of services and/or number of students served beyond the above base unit.

Other Specialized Services

Option E: Youth Leadership and Career Exploration

Structured weekly opportunities for youth to interact with trained mentors and engage in community service projects.

Cost: \$6,000 for two sessions/week, from Sept – June; service for up to 20 youth.

Option F: Specialized CAHSEE preparation

6 week CAHSEE prep intensive: 2 hours every day with up to 3 tutors utilizing *Moving Forward Education* curriculum provided by trained mentors throughout entire school year.

Cost: \$5,720

Option G: Specialized Title 1 Services

Specialized Title 1 services will provide underprivileged children an enriched and accelerated educational program, including the use of school wide curriculum/programs or additional services such as intervention that increases the amount and quality of instructional time.

Cost: \$13,500

Option H: Day Time Academic Support

Additional academic services will be provided during the school day to the students. This may include computer instruction, tutoring, intervention or instruction of school wide curriculum.

Cost: \$13,500

Option I: Parent workshops

Specialized family events to foster parent involvement and understanding of how to provide academic support to children.

Cost: \$300 per 2-hour event, for up to 75 families

Option J: Before School Care

Specialized health and nutrition activities for student to foster healthy eating and educate them on healthy eating by providing a produce stand on a weekly basis.

Cost: \$25/hr. per staff, 180 school days at 1-2 hours a day.

Option K: Health and Wellness

Specialized health and wellness activities for students that include: Restorative Justice activities, wellness champions, behavioral health, etc.

Cost: \$6,000

Option L: Physical Fitness

Specialized physical fitness activities may include: all seasonal sport leagues (but not limited to) basketball, flag football, soccer, and track/field. It may also include: martial arts, capoeira, yoga, recreational activities, wrestling, or other physical activity as needed.

Cost: \$13,500 per activity for 10 months up to 20 students served daily per activity

Option M: Visual or Performing Arts

Specialized services may included: Drama, Studio production, Drawing/ Painting/ Murals, Video/Photography, Spoken Word, Music, Hip Hop and Social Action, Dance and Cultural Dance, Drumming and cultural music, or other Visual and Performing Art programs as needed

Cost: \$13,500 per activity for 10 months up to 20 students served daily per activity

Option N: Health & Nutrition

Specialized health and nutrition activities for students to foster healthy eating and educate them on nutrition.

Cost: \$13,500 per activity for 10 months up to 20 students served daily per activity

Option O: Full Service Community Schools

Community School Manager will provide coordination of all aspects of Community School, including developing and maintaining partnerships with outside service providers, integrating various non-academic programs at the school site (e.g. after school, mental health, parent engagement), developing parent leadership and parent education opportunities, etc.

Cost: \$60,000 for daily services for entire school year, serve entire school

BACR Mental Health Services

Mental Health Services Option P: Individual and group counseling and other mental health services, consultation with families and school personnel and limited crisis response. Approximately 25 clients served annually. Services provided by Graduate Intern for 1 ½ - 2 ½ days per week for 36 weeks. Clinical supervision provided.

Cost: \$10,000 per year

Mental Health Services Option Q & R: Individual, group and family counseling, case management and other mental health services, consultation with school personnel and crisis response. Classroom education or other school-wide interventions as needed. Services provided by Master's level Mental Health Staff. Clinical supervision is provided.

Option Q: \$14,000 for one day per week for entire school year; 20 students Served over the course of the year.

Option R: \$70,000 for daily services for entire school year; 80 - 100 students served over the course of the year.

BACR Summer Programming

Option S: Small Summer Programming Services: Variety of services to decrease the summer learning loss of youth by providing a safe, enriching, and dynamic summer program that involves the whole family and community. Services customized to meet school and community needs, and may include: STEM activities, Physical Fitness, Enrichment activities, and/or Fieldtrips.

Cost: \$20,000 for a 4 to 6 week summer program (approximately 3-6 hours/day) for up to 80 students.

Option T: Large Summer Programming Services: Variety of services to decrease the summer learning loss of youth by providing a safe, enriching, and dynamic summer program that involves the whole family and community. Services customized to meet school and community needs, and may include: STEM activities, Physical Fitness, Enrichment activities, and/or Fieldtrips.

Cost: \$40,000 for a 4 to 6 week summer program (approximately 3-6 hours/day) for up to 60-180 students.

Additional Services for ASES/21st Century Elementary, Middle, and High Schools

Option U: Family Literacy Services: Variety of services to engage parents and support them in helping their children 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 ASES/21st Century after school programming. Qualified, trained individuals and/or community providers with subject matter expertise will provide services.

Cost: \$17,222

Option V: 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 complement after school programming occurring daily, September – June.

Cost: \$21,528

Option W: 21st Century Supplemental Program (Saturday and Intersession): Supplemental Saturday and Intersession project will offer services to approximately 60 – 120 1st – 8th grade students during the months of September and May. Program offerings will build and enhance students' academic skills, increase students' participation in and knowledge of health and wellness behaviors/activities, and/or provide organized sports and community games.

Cost: \$10,200

Factors that would reduce the above costs to ASES/21st 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.

RECEIVED
MAY 25 2016

OUUSD After School Programs
ASES and 21st Century Community Learning Center (21st CCLC) After School Program Plan
Elementary & Middle Schools
2016 – 2017

SECTION 1: School Site Information

School Site: Madison Park Academy (MPA)	Lead Agency: Bay Area Community Resources
Principal Signature: 	Lead Agency Signature: 
After School Site Coordinator Name (if known at this time):	Date: 4/25/16

SECTION 2: Alignment with Site Plan (SPSA), Major Improvement Priorities

In collaboration with School Leadership, identify the school's Major Improvement Priorities where this after school program is submitted for its High Strategic Priority.

1. The Building Intentional Communities (BIC) curriculum will be utilized for community building to improve school culture amongst the MPA 6-8th grade students.
2. Every 6-8th grade student will have the opportunity to engage in social emotional learning strategies within leadership development curriculum.
3. Every 6-8th grade student will be given the opportunity to actively participate in extended learning time or academic intervention.

LCAP Strategic Priorities

In collaboration with school leadership, identify the specific LCAP goal(s) that the after school program will most directly support.

- College & Career Readiness (LCAP Goal 1)
- Literacy (Proficiency on Standards, Grade Level Reading, English Learners Reading Fluency-LCAP Goals 2, 3, 4)
- Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- Student Engagement (LCAP Goal 5)
- Parent/Family Engagement (LCAP Goal 6)
- Safe, Healthy & Supportive Schools (LCAP Goal 7)

State 3 – 4 primary goals of the After School Program and intended impacts for participating students.
Describe how these after school goals align with the school's Major Improvement Goals and Strategies identified in its SPSA plan.

- Provide all MPA 6-8th grade youth with a safe environment that promotes enrichment and academic support.
- Provide all MPA 6-8th grade youth with academic support and readiness in the extended day hour.
- Develop opportunities for all 6-8th grade youth to participate in meaningful team sports along with developing the academic habits of a successful student athlete.

SECTION 3: OUSD Strategic Questions
 Complete the matrix for at least two of the following four OUSD Strategic questions.

Strategic Questions/Desired Outcomes <i>As a result of our ASP efforts ...</i>	Strategic Activities <i>What after school strategic activities will support the desired outcomes?</i>	Outcomes of Strategic Activities <i>What short-term outcomes will you expect from your efforts by the end of the school year?</i>	Data used to assess the strategic activities <i>What data will be collected to measure these outcomes?</i>
High School Graduation: How many more Oakland children are graduating from high school?	<ul style="list-style-type: none"> ● The ASP will include high school graduation requirement information in ASP registration packet. ● The ASP will align with the high school team in hosting a college day for the 6-8th graders on the MPA campus. 	<ul style="list-style-type: none"> ● 6-8th grade students and parents will have the opportunity to attend a workshop covering the topics of city, CSU, and college/university education requirements. 	<ul style="list-style-type: none"> ● Student and Parent surveys will be used to assess outcomes. ● Parent sign-in sheet during college day. ● Parent center will be used as a resource to keep up-to-date college resources and information.
Satisfactory School Day Attendance: How many more Oakland children are attending school 95% or more?	<ul style="list-style-type: none"> ● The ASP will acknowledge 6-8th grade perfect attendance in the ASP during Q1 and Q2 with an incentive party. Q3 will be celebrated with a district approved field trip. 	<ul style="list-style-type: none"> ● 6-8th grade students will show more pride in attending school and the ASP. ● ASP attendance will not go below 85% ADA throughout the school year. 	<ul style="list-style-type: none"> ● Attendance reports for both school day and ASP to monitor all attendance during the school year.

<p>Job Skills/Career readiness: How many more students have meaningful internships and/or paying jobs?</p>	<ul style="list-style-type: none"> The ASP will help host a career day with collaboration with the school day teachers and staff. 	<ul style="list-style-type: none"> 6-8th grade students will be expected to learn about various jobs and careers through outside sources invited in to share, staff, and hands-on research. 6-8th grade students will have opportunities to work offsite through partnerships and internships. 	<ul style="list-style-type: none"> Saturday Programming High School Internship (Community Games/ NBA Math Hoops/Homework Support)- 3 interns to complete 80 hrs/ea. = \$2,400 Youth Development Middle School Internship Program = 2 Interns/\$800
<p>Health and Well-being: How many more Oakland children have access to, and use, the health services they need?</p>	<ul style="list-style-type: none"> Follow district healthy food guidelines. Promoting healthy eating and exercising in daily program routines (i.e. snack and supper). Provide physical education, health and nutrition classes in partnership with Alameda County Health. 	<ul style="list-style-type: none"> 6-8th grade students will have the opportunity to make nutritious meals. 6-8th grade students will be able to participate in daily physical activity. 	<ul style="list-style-type: none"> OUSD Master student sign-in/out sheet.

SECTION 4: Program Model and Lead Agency Selection

For 2016-2017, my site will operate the following program model:

- Traditional After School:** *voluntary program open to all students, with enrollment priorities targeting certain students*
- Extended Day Program:** *additional class periods offered to students after the end of the regular bell schedule, for targeted grades and/or for all students of the school (Note: extended day classes must **not** appear on the school bell schedule)*
- Blended/Hybrid:** *combination of some extended day and some traditional after school programming*

Description and Rationale for Selection of Lead Agency

Bay Area Community Resources (BACR) IS A 501(C) non- profit agency, founded in 1976, that delivers youth and family services in seven Bay Area Counties. The BACR philosophy about after school programs extends far beyond keeping children safe. We believe in providing a nurturing and enjoyable environment where students can improve their academic and life skills. We believe in integrating the principles and practices of youth development into all activities. Just as important, we see the schools, students, and parents as our customers, and we believe it is our responsibility to understand and meet their needs. This approach to after school programs is consistent agency, BACR has the organizational capacity and infrastructure to maintain high quality programming while expanding our services.

We offer AmeriCorps and VISTA national service, youth leadership, mental health counseling, alcohol/drug and tobacco services, and healthy communities programs. Our ASPs are designed and staffed to be accessible to and effective for children and youth who are struggling due to poverty, academic and social-emotional challenges, and other life circumstances. Further, we use all activities to promote the development of communication, problem solving, peaceful conflict resolution, leadership, and other pro-social skills. We partner with other community organizations that help to round out the array of needed services identified by the schools, young people, and families and, in this way, we ensure access and equity of opportunity for the communities we serve.

SECTION 5: Attendance, Program Dates, Minimum Days, 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.

EC 8483 allows programs to close for a maximum of 3 of these days during the school year for professional development. A notice must be provided of these program closure dates to students, teachers, and agency staff. Minimum requirements of professional development activities offered on these dates, including training agencies and staff, are in districts.

Required # of Program Days your program will operate during School Year 2016-2017 (programs are required to operate between 177 – 180 days of the school year)	177 days required
Projected Daily Attendance during School Year 2016-2017	200
Programs are allowed up to three days of program closure during the school year to offer staff professional development. Please list the three days (if any) your program plans to close this year for PD.	10/14/2016, 11/10/16, 6/10/17
Minimum Days Elementary and middle school after school programs are required to operate from the end of the school day to 6pm. When a school holds minimum days, the after school program must begin early and run a long day until 6pm. Minimum days have significant impact on the after	

<p>school staffing 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 when the number of minimum days exceeds the typical OUSD schedule of one minimum day per week for the school year.</p>	
	50 days
<p>Projected Number of Minimum Days for School Year 2016-2017</p>	
<p>Describe funding plan to operate program on minimum days, including additional school resources (if any), to support full program implementation on all minimum days:</p> <ul style="list-style-type: none"> ● Program Instructor's additional hours for unscheduled minimum days = \$788 	
<p>SECTION 6: Program Schedule</p>	
<ol style="list-style-type: none"> 1. Submit program schedule as an attachment, using the standard program schedule template. The after school schedule must indicate the school name and the program year. 2. Submit a copy of the school bell schedule for the 2016-17 school year. <p>Important Notes: The after school schedule must commence immediately the minute the school day bell schedule ends on all program days. Before submitting, compare the school bell schedule with the after school schedule to ensure that the times are aligned. (i.e. If the school bell schedule ends at 2:55 pm, then the after school schedule must begin at 2:55 pm. The same is true on minimum days.)</p> <p>Additionally, programs must operate at least until 6pm daily AND must operate at least 3 hours per day. (i.e. If the school bell schedule ends at 3:10 pm, then the after school program must begin at 3:10 pm and run until 6:10 pm)</p> <p>Please make sure program schedule clearly shows when the following program requirements will take place:</p> <p>Elementary requirements:</p> <ul style="list-style-type: none"> ● One hour/week of literacy instruction for students in grades K-5 ● One hour/week of math instruction for students in grades K-5 <p>Middle School requirements:</p> <ul style="list-style-type: none"> ● Youth Leadership ● Academic intervention (ELA and math) ● Middle school athletics (recommended) ● College and career readiness programming 	

SECTION 7: Transitions Support for High Need Populations of Students

Schools have students transitioning in and out over the course of the school year. This includes transitional youth such as foster youth and Newcomers who may enter the school year mid-year. It is an LCAP priority in OUSD that we provide services to these high need populations of foster youth and English language learners including Newcomers.

How will your program collaborate with the school day to support high need students who are transitioning into the school? How will your program set aside program slots to support these students to successfully attend school? (Please describe.)

The ACHIEVE program only reaches 75% capacity with pre-registration and then another 20% by September 30, 2016, leaving space for transitioning students. Our team will partner with the school day to discuss assessments to ensure the student will benefit from the program, and if so the youth will be welcomed in our program.

SECTION 8: 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, and project-based learning.*

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.

Please include the following requirements:

- **Required Elementary Academic Programming:** Elementary programs are required to provide at least 1 hour of literacy instruction per week for all students and 1 hour of math instruction per week for all students. (Curriculum and PD will be provided by OUSD.)
- **Required for Middle school Academic Programming:** Math and ELA academic intervention should be provided by teachers on extended contract, in order to support students struggling academically.

Description of program/activity	Target Population	Academic Support (choose one)	SPSA goal(s) or school need supported by activity	Instructional Strategies	Frequency (hrs/week, # of weeks)	Measurable Outcomes
In groups of 20 students will be supported by 1 adult.	All Program Participants	<input checked="" type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervention <input type="checkbox"/> Other	Trained after school staff and volunteers will be supported by the Academic Liaison and ASP Coordinator.	After school will provide homework support utilizing the school day curriculum and daily homework description.	4 days a week/ 45 minutes per day.	50% of students will participate in homework support.
20 students will be supported by 1 adult.	All Program Participants	<input checked="" type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervention <input type="checkbox"/> Other	Trained after school staff and credentialed teachers will be supported by the Academic Liaison and ASP Coordinator.	The majority of 6-8th grade students are separated by grade level & provided homework support using teacher's daily.	4 days a week/ 45 minutes per day.	School will meet annual measurable objectives for 2016-2017 in ELA. 5% of students will improve in CST testing.

15-18 students will be supported by 1 adult.	English Language Learners (ELL)	<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input checked="" type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervention <input type="checkbox"/> Other	The goal for the ELA learners is for the students to receive extra support based on the school day curriculum and homework support needs.	homework description.	A group of 15-18 ELL students will work with a credentialed teacher, receiving homework and classwork assistance.	4 days a week/ 45 minutes per day.	5% of ELL students will increase from BB to B level per year on CELDT.
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SECTION 9: ENRICHMENT & PHYSICAL ACTIVITY / RECREATION
 Enrichment activities and physical activity/recreation are required components of the ASES and 21st Century grants. Enrichment activities should provide students with the opportunity to apply their classroom 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.
 Please include the following required and recommended Middle School Program Components: Youth leadership, middle school athletics, and college and career readiness programming.

Description of Program/ Activity	Rationale	SPSA goal(s) or school need supported by activity	Target Population and Frequency (hrs/week, number of weeks offered)	Targeted Skills	Measurable Outcome
<ul style="list-style-type: none"> Physical Activity/ Fitness Sports All Seasonal sports (Oakland Athletic League) Basketball, soccer, track, volleyball, softball/baseball, etc. 	<input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input checked="" type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	The ACHIEVE sport goals are to ensure that all 6-8th grade participants are learning to reach the goal of student athletes teamwork, leadership,	All 6th-8th grades are welcome/ four days a week including some weekends for games.	<input type="checkbox"/> College/Career Readiness <input type="checkbox"/> Social & Emotional Learning <input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input checked="" type="checkbox"/> Health and Wellness <input type="checkbox"/> Other (specify)	Daily practice, Saturday games or meets.

<ul style="list-style-type: none"> ● Cooking with a healthy purpose: Cooking Club/ Home Economics ● Safety in the kitchen, having a sanitary kitchen, prep food, and physical cooking. ● Safety in-home, learning how to iron clothing, set a formal table, and laundry. 	<p>X Student Identified X School Identified X Parent Identified <input type="checkbox"/> Other (specify)</p>	<p>sportsmanship, and exercise. Cooking and home economic goals are for the youth to learn the fundamentals of cooking and how to properly prep food and the process of learning how to physically cook a healthy meal. Youth will also learn helpful fundamentals in everyday living skills.</p>	<p>All 6th-8th grades are welcome/ two days cooking and two days home economics.</p>	<p><input type="checkbox"/> College/Career Readiness <input type="checkbox"/> Social & Emotional Learning <input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) X Health and Wellness <input type="checkbox"/> Other (specify)</p>	<p>Prepare samples of learned cooking dish for the showcase. End-of-the-Year cooking challenge. Wash all dirty left school shirts that are found on campus and have them ready weekly for youth to checkout if needed.</p>
<p>Art Designs</p>	<p>X Student Identified X School Identified X Parent Identified <input type="checkbox"/> Other (specify)</p>	<p>The art goals are for the youth to creatively express themselves through art design, visual art, and enhance the expression of art with school day curriculum and projects.</p>	<p>All 6th-8th grades are welcome/ one day a week.</p>	<p><input type="checkbox"/> College/Career Readiness <input type="checkbox"/> Social & Emotional Learning <input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Academic (specify) <input type="checkbox"/> Health and Wellness X Other (specify)</p>	<p>End-of-the-Year showcase gallery. School day projects. MLK, Jr. and Ceasar Chavez service days.</p>
<p>TechBridge</p>	<p>X Student Identified X School Identified</p>	<p>Techbridge goals are to</p>	<p>Girls only/ All 6th-8th grades</p>	<p><input type="checkbox"/> College/Career Readiness <input type="checkbox"/> Social & Emotional Learning</p>	

	<input checked="" type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	encourage and expose STEAM to all 6th-8th grade girls.		<input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input type="checkbox"/> Health and Wellness <input checked="" type="checkbox"/> Other (specify)	
<p>SECTION 10: 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.</p> <p>Family literacy is a required component of all 21st Century after school programs. Family literacy services support the educational goals of adult family members, connect them to resources and services in the community, and increase their ability to support their student's learning and development. For 21st Century grantees who receive Family Literacy funding: <i>The activities listed below must align to your 21st Century Family Literacy budget plan.</i></p>					
Type of Activity and Frequency	SPSA goal(s) or school need supported by activity	Describe how this activity is connected to student achievement	Measurable Outcome	Alignment with school day family engagement / family literacy efforts or resources	
Light on After School	Family, youth, and community celebration	Carnival style/ Celebrating after school for all youth around the USA.	Attendance of the middle school youth and families.	Yes	
Multi-Cultural/ Holiday showcase.	Family, youth, and community celebration	Multi cultural / potluck dinner for families, youth, and staff.	Attendance of the middle school youth and families.	Yes	
Mid-Year Celebration	6th-8th grade Student Achievement and Family Celebration.	Recognition of participants work, and education to the after school program.	Attendance of the middle school youth and families.	Yes	
End-of-the-Year Celebration	6th-8th grade Student Achievement and Family Celebration.	Award ceremony and celebration with families, youth, and staff.	Attendance of families, middle school youth, staff, and community along with volunteerism.	Yes	

SECTION 11: Chronic Absence Action Plan
 Improving school day attendance for all students and reducing chronic absenteeism is one of the key OUSD strategic goals. The district goal is that all students will attend school at least 95% of the required school days or more, thereby achieving satisfactory attendance. Students who attend school 90% or

less of required days are considered chronically absent. Students whose attendance falls in the “grey zone” between 90% - 95% are considered at risk of chronic absenteeism.

In partnership with the school day, after school programs can play an important role in supporting student attendance by doing things like celebrating good attendance, informing parents about the importance of attendance, uncovering what challenges students/families are facing that cause them to miss school, regularly monitoring student attendance data, contacting families to let them know their child was missed at school, etc., in addition to providing meaningful after school learning experiences that help keep students engaged and coming.

Below are several key strategies that after school programs can implement in partnership with the school day, in order to promote positive attendance, and support students and families who are struggling with attendance. Select **at least two** of the following strategies below, and identify specific action steps that your program will implement for each strategy.

Strategies to Support Attendance	Action Steps
a) Recruit and address the needs of students who are at risk of chronic absenteeism.	Talk with 6th-8th grade students about the importance of regular attendance. Co-host an awards ceremony celebrating attendance along with the school day.
b) Inform parents about the importance of attendance and encourage parents to help each other get their students to class.	Inform parents during orientation of attendance expectations, distribute registration form that outlines importance of attendance, notify parents when students are chronically absent, place students with excessive absences on contract.
c) Track students with poor program attendance and reach out to find out why and how attendance could be improved.	Monitor attendance (work with the attendance clerk) compare absent from school day attendance with after school attendance.
d) Celebrate good attendance and/or offer meaningful incentives to attract and reward students for attending our program.	Hold awards ceremony to celebrate good attendance in alignment with the school day. Incentive parties for ASP attendance will happen Q1 and Q2. ASP will hold a perfect attendance incentive field trip during Q3.

SECTION 12: Transforming School Culture and Climate

After school programs can play a critical role in supporting the school's efforts to transform school culture and climate. Helping to make your school a supportive place for all students to try, succeed, and thrive.

a) The following are strategies that OUSD schools are taking to change discipline and transform school culture and climate. Which of the following school strategies will your after school program work to intentionally align with, in order to support positive school culture and climate?

PBIS (Positive Behavioral Interventions and Support)

Restorative Justice

Social and Emotional Learning

Bullying Prevention: including online safety and creating climate of safety for all youth including foster youth, homeless, LGBTQ, disabilities, etc

Other: (please specify) _____

b) How will the school and lead agency partner work together to ensure that the after school program is aligned with these efforts, and helping to transform school culture and climate? (ie. shared professional development, curriculum, coaching, planning meetings, COST meetings, etc.)

With the support of the Restorative Justice (RJ) Coordinator, Project ACHIEVE will hold daily opening circles to greet all students every day. In addition, ACHIEVE will provide the time for Peer RJ to meet and discuss.

c) Reducing the disproportionate suspension rates of African American students is a key priority for OUSD. Please describe any special efforts your after school program is taking to support the school engagement, social-emotional well-being, and/or academic success of African American students at your school (ie. Manhood Development, Ethnic Studies curriculum, recognition ceremonies for student accomplishments, Black professionals as role models or mentors, etc.):

In alignment with the CSSSP, Restorative Justice Coordinator will provide expanded services to African American Males and their families.

d) Please mark other strategies your after school program and school site are using to support all students and address disproportionality:

Using Restorative practice to address disproportionality related to discipline

Trauma informed practices

Using PBIS to address discipline

SECTION 13: Social and Emotional Learning (SEL)

Developing SEL skills in students and in the adults who work in the Oakland school system is a key priority for OUSD. SEL includes the following skills: self-management, self-awareness, social awareness, relationship skills, and responsible decision-making.

<p>Describe how you will work intentionally to develop SEL skills in program staff:</p>	<p>The Madison team will work intentionally to develop SEL skills in program by actively participating in SEL Professional Development trainings.</p>
<p>Describe how you will work intentionally to develop SEL skills in students:</p>	<p>Allowing and fostering class space where emotional learning is acknowledged and centered, along with other ways of learning.</p>
<p>SECTION 14: Coordination with Other Service Providers In the Full Service Community School model, the school becomes a hub of services where various types of service providers come together, work together, and coordinate their efforts to meet the holistic needs of students and families.</p>	
<p>The after school Site Coordinator or Director will actively participate in which of the following school group(s), in order to increase alignment between after school and school day efforts?</p>	<p>X COST team (Coordination of Services Team) <input type="checkbox"/> SST (Student Study Team) <input type="checkbox"/> SSC (School Site Council) <input type="checkbox"/> ELT (Educational Leadership Team) <input type="checkbox"/> PTA <input type="checkbox"/> Attendance Team/Workgroup <input type="checkbox"/> SPSA Site Planning team <input checked="" type="checkbox"/> School Culture/Climate Committee <input type="checkbox"/> Other (specify)</p>
<p>List key community partners whom you will actively collaborate with to accomplish the goals of your program.</p>	<p>Alameda County Health, OUSD, Native American Health Center, Higher Ground After school programs, Fred Finch, ASPO, Sobrante Community residence board and Youth Employment Program (YEP).</p>
<p>List all subcontractors who will be paid to deliver after school services.</p>	<p>J. Posh Design, Techbridge, Safe Passages, Upward Roots and Cycles of Change.</p>
<p>Identify other service providers and support personnel at your school (ie. school psychologist, School Based Health Center staff, counselor, mental health therapist, school nurse, parent liaison, etc.) whom you will actively collaborate with to accomplish the goals of your program.</p>	<p>Wa Netta Daniels, School Nurse Gloria Negron, Attendance Clerk Clo Escudero, School Service Manager TBD, Family Advocate Emilo Ortega, Restorative Justice Coordinator Robin Morales, School Psychologist Dr. Saulsberry, Academic Counselor Blanca Lorenez, Academic Liaison</p>

2016-17 After School Enrollment Policy for Madison Park Academy

OUSD has established district-wide guidelines for Target Population and Enrollment in ASES and 21st 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 Optional or Mandatory for each target population.
Students in need of academic support and Intervention	School referrals, parents request (SES).	N/A
Students from socio-economically disadvantaged families/background	Application, school referrals, and knowledge of family history.	N/A
English Language Learners	School referrals and knowledge of family history.	N/A
Chronic Absenteeism	Monitor attendance (work w/attendance to gather names of chronically absent from school day, compare day attendance with afterschool).	N/A

Which grade levels will you serve in this program? The ACHIEVE After School Program will serve 6th-8th grades.

Note: The ASES and 21st CCLC grants require that programs are open to all students of the school, if space remains after outreach is done to targeted students. (For example, if program slots remain open after you have reached out to fill slots with target populations identified above, then by law, you must accept a kindergarten family that desires program services, even if your program prioritizes students in grades 1-5.)

Additional Notes:

- Successful after school programs are heterogeneous and include several target populations.
- Sites cannot simply 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.

- In alignment with OUSD’s strategic goal to reduce chronic absenteeism, programs should consider targeting students at risk of chronic absenteeism, as determined by individual attendance rates between 90 – 95% during the current school year. (Programs should collaborate with school site leadership to obtain student attendance data.)
- Program must enroll adequate numbers of students to meet CDE attendance targets.

Enrollment Process and Timeline: (Summarize your enrollment timeline below. Describe how your school will identify and recruit students beginning in Spring 2016. Indicate how families will be notified of 2016-17 enrollment before the last day of school, June 9, 2016.

Timeline	After School Enrollment Steps/Process	Identify and Recruit
April-June	Distribute Flyers to ASP parents, teachers, and post in school office	Program Coordinator, Program Assistant & Staff
April-June	Outreach to parents, teachers, community re: open enrollment and target population.	Program Coordinator, Program Assistant & Staff
August	Publicize in school Newsletter, ASP Newsletter	Program Coordinator with Principal
August- September	Publicize at teachers mtgs., PD’s, SSC Mtgs., COST mtgs., etc.	Program Coordinator
August- September	Host 1-2 Parent Orientations, distribute Program Overview & Expectations.	Program Coordinator, Program Assistant & Staff
January	Review Applications and interview parents if needed.	Program Coordinator
April-June	Outreach to teachers/administrators/parents to gain additional demographics information to assess students needs.	Program Coordinator with: Teachers, Principal, Parent, Academic Liaison, Counselor & Resource Specialist.

Important dates to include in your timeline:

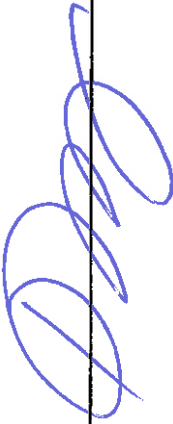
- April – June: Spring enrollment for 2016-17 programs.
- Families will be notified of 2016-17 after school enrollment before the last day of school, June 9, 2016.
- After school programs begin on 1st Day of school, with enrollment at a minimum 75% capacity.
- August – September: New school year enrollment of families for remaining program slots.
- Remaining program slots will be filled by September 30, 2016, except for slots reserved for transitional students (ie. Foster youth, Newcomers) entering the school mid-year.
- All programs must maintain waitlists after program slots are filled.

School Support for Program Recruitment

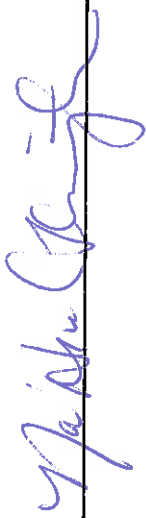
Describe how the school will support after school program recruitment efforts. Specify how school staff will help promote the after school program, refer students, and communicate with families about program opportunities:

Madison's administration is committed to the success of the ACHIEVE Academy extended learning program. They will continue to keep parents informed through their newsletters and information boards. Bulletin boards have been put up for parents to see what our program has to offer.

The Madison community has provided continuous support to our ASP and I am confident that they will be fully supportive in the upcoming year.













Principal Signature: _____



Lead Agency Signature: _____

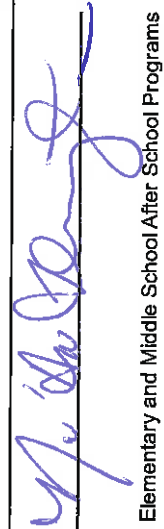
2016-17 Assurances for Grant Compliance and After School Alignment with School Day

Principal and Lead Agency representative 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) Quality Support Coach/Academic Liaison Role Description.

Principal Initials	Lead Agency Initials	2016 – 17 Assurances for Grant Compliance and After School Alignment with School Day
	NH	Site Administrator and Lead Agency Director/Site Coordinator have reviewed the CA Dept of Education's ASES and/or 21 st Century Grant Assurances, and understand mandated grant compliance elements.
	NH	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.
	NH	Site Administrator will meet regularly with Site Coordinator to ensure program is meeting identified goals.
	NH	Site will share student outcome data to better refine program (Attendance data, test scores, Report Cards, IEP's, etc).
	NH	The principal and lead agency partner have reviewed and discussed the Quality Support Coach key responsibilities. Both Principal and lead agency partner understand that this role is critical for strengthening staff practices and the quality of the after school program. Site will identify a certified, qualified individual to serve as the program's Quality Support Coach and to fulfill all responsibilities outlined in the role description.
	NH	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.
	NH	Site will invite Site Coordinator to participate on SSC, COST, SST, and/or SPSA planning teams to ensure coordination of services.
	NH	Site will coordinate the use of facilities and site level resources in support of program goals.
	NH	Site will provide Site Coordinator with office space that includes access to internet and phone.
	NH	Site Administrator will share the School Site Safety Plan with the Site Coordinator and discuss appropriate policies and procedures to ensure safety during the after school hours.

Principal Signature: _____

Lead Agency Signature: _____



Quality Support Coach (formerly called “Academic Liaison”)

After school research clearly shows that high quality programs result in increased youth outcomes. The higher the program quality, the more youth outcomes are achieved. The Quality Support Coach is a required position and plays a critical role in supporting after school program quality through the following high leverage staff capacity-building activities:

- Provide classroom observations, coaching support, and trainings to improve staff practices and program quality.
- Support the after school program’s Assess – Plan – Improve program quality improvement cycle by helping after school programs gather and review data on program quality, make plans for improvement, and receive training and coaching supports aligned to improvement plans.
- Bridge the after school program with school day goals, priorities, curriculum, pedagogy, and data.
- Provide lesson planning support and lesson modeling to strengthen after school instruction.
- Help develop/design after school academic offerings and curriculum, and support alignment of after school activities with the Common Core standards
- Provide on-site coaching to after school staff implementing literacy and math curriculum.

The Quality Support Coach can be a credentialed teacher from the school faculty or other qualified professional working with the school (for example, a Literacy Specialist, Math Coach from LCI, BTSA Coach, etc.). This individual will receive training and specific direction on the Quality Support Coach role from the OUSD After School Programs Office. The After School Programs Office will provide specific deliverables aligned with the key job duties listed above. The required budget allocation for this position is \$2,500 for the year, equivalent to 74 hrs/year at a Paid-In-Service contract rate of \$33.58/hour.

Quality Support Coaching Planning

a) Please identify who will fulfill the Quality Support Coach role for 2016-17:

- A credentialed teacher on staff who has effective skills and experiences in coaching and/or adult learning
- A qualified professional who is part of the school staff
- An OUSD coach connected to the school (i.e. LCI Literacy or Math coach, BTSA coach, etc.)
- Other individual (please specify in detail): _____

If known, please specify the name of the person who will fill the Quality Support Coach role, and identify his/her role in the school:

Teachers on Extended Contract for Direct Service

In addition to a Quality Support Coach, some schools choose to have teachers on extended contract to provide direct service to students after school, such as after school intervention, support with programs like Achieve 3000 or Fast Forward, and academic enrichment.

Please list specific after school classes/activities that will be facilitated by teachers paid on extended contract. Important note: Teachers on extended contract who are providing direct services to students after school must be paid at the negotiated rate of \$25.82/hr (per OEA contract). After school grant funds can be utilized for this direct service work. The Quality Support Coach cannot provide direct service to students. The Quality Support Coach is primarily responsible for providing coaching and training, and is paid at the negotiated Paid-In-Service rate of \$33.58 for their staff capacity-building services. Teachers doing direct service work after school must be paid with an extended contract.

List after school classes/activities that will be facilitated by teachers on extended contract	Anticipated hours/week for teacher on extended contract
There will be 6 extended day teachers on contract that will be facilitating academic intervention classes supporting the ACHIEVE team during academic hour.	4hrs./30 wks

Principal Signature: _____

Lead Agency Signature: _____

After School Safety and Emergency Planning for 2016-17

After School Safety and Emergency Planning

A) The Comprehensive School Site Safety Plan will incorporate the After School Program. The Principal and Site Coordinator will discuss plans and procedures for after school safety, and the Site Coordinator will have access to the Comprehensive School Site Safety Plan.

X 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: The ASP staff will be involved in two practice emergency drills to familiarize them with the school's overall crisis response and given the emergency protocol.

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

The Madison Safety Committee will facilitate after school staff on safety procedures, including lockdown and communication protocols for crisis response.

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

X Yes No

Facility Keys

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

X 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.

X Site will pay Extra 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: _____

Professional Development and Staff Wellness

Professional Development: After school staff should receive additional professional development training to grow and improve their practice. Programs should include those from the YP/CA/CLC staff, as well as other staff, cultural, and other staff. The goal is to focus on professional development.

- a) What professional development, coaching, and training supports will be provided by the lead agency partner?
 Coordinator Summer Institute: - Program Coordinator will participate in six days of training that will expand their knowledge on Youth Development, grant compliance, BACR policies and procedures, and program quality. During Summer Institute, Program Coordinator's will have the opportunity to restructure their program schedule, draft their year plan (w/district and BACR deliverables, plan for program events, and learn from a variety of experts in the after school field. In addition to Summer Institute, Program Coordinator's will participate in BACR led and OUSD trainings throughout the school year. These training opportunities may include STEM trainings, Bridging the Bay Conference, and Region IV trainings.
- Team Cluster Meetings- Program Coordinator will participate in team cluster meetings led by Program Manager once a month. During these meetings, Program Manager will communicate updates from the district, the agency, as well as provide the team with professional development including topics such as leadership, program development and youth development. Furthermore, the Program Manager will provide space for Program Coordinator to receive feedback and workshop site based concerns or program quality.
- Coordinator Supervision - Program Coordinator will meet with Program Manager at least once a month to discuss program progress, challenges, individual coordinator goals, staff development and other program based subjects. This is our opportunity for one-on-one support.
- Line Staff - Line staff Summer Institute (SI) and ongoing PD opportunities- All Group Leaders will participate in a three day SI training which is devoted to site level orientation) that will expand their knowledge on youth development, classroom management strategies, project base lesson plans, cooperative games, emergency procedures, mandated reporting, and BACR policies and procedures.
- Site Specific Staff Meetings - Program Coordinator will plan and lead staff meetings with line staff. At these meetings, Program Coordinator will provide line staff with lesson planning time, review site safety plans, plan events for students and parents, and review important site information.
- Line Staff Supervision - Line staff will consult with Program Coordinator, Academic Liaison and /or assigned grade teacher for consultation on student progress and lesson plan development. Staff will also be evaluated at least three times per academic year and undergo peer observation opportunities with their team during our program self-assessment.

Program Manager, Program Coordinator and Academic Liaison will conduct classroom observations for each line staff to provide support and feedback on a regular basis. They will use this information to provide specific trainings and workshops.

b) What professional development opportunities will be provided by the school site?

The school site will provide professional development in the areas of program plan development, emergency response procedures, reading and understanding school data.


c) ASPO professional development will consist of the mandatory August Institute (week of Aug. 3-6), mandatory monthly site coordinator meetings (2 hrs/month), the annual Bridging the Bay after school conference, and various professional learning communities (time commitment varies). Please mark:

I understand that professional development helps ensure program quality. My program is committed to providing/accessing professional development opportunities for after school staff, based on needs identified by program data. My program will adequately budget for staff time to participate in professional development over the course of the year (for key line staff, recommended at least 20 hours of PD/year). X Yes No

Staff Wellness

e) Please describe ways your program will work to support staff wellness over the course of the year: The ASP will engage in team building activities to strengthen our team, as well as trainings during BACR Summer Institute to assist with engaging in activities that promote self-wellness. The Program Coordinator also will support staff through appreciation lunches and/or dinners, thank you cards, and recognition at showcases and events.

Principal Signature: 

Lead Agency Signature: 

Addendum for 21st Century Community Learning Center Grantees Only

Equitable Access: (must be completed by all programs that receive 21st Century Equitable Access funding)
 Some 21st Century programs receive extra Equitable Access funding. The intent of Equitable Access funding is to provide targeted supports for special populations of students who may face challenges and barriers to program participation. Examples of eligible student populations include:
 - additional academic interventions aimed at struggling students (e.g. English Language Learners, students with special needs, etc.)
 - mental health support services that enable students to fully participate in the after school program
 - transition services, bus tickets, and other supports that make it possible for students to participate in program

How will your 21st Century program support equitable access in your program? Which population(s) of students in your program will receive extra support through the Equitable Access supplemental grant? Please describe your planned use of Equitable Access funds. Your plans must align with your Equitable Access budget.

- The 21st Century program equitable access will provide opportunities for students to participate in seasonal sports, visual arts, and Cycles of Change which is a hands-on project based community awareness program.
- ACHIEVE team will focus on students from socio-economically disadvantage families/background.

21st Century Supplemental Programming during 2016-17 School Year
 Describe your planned programming on weekends, intercession breaks, and other non-school days during the 2016-17 school year. Your supplemental program plans must match your proposed supplemental program budget.
 (Please do NOT include summer program plans here; there will be a separate summer planning template.)

Number of supplemental program days you plan to offer during the 2016-17 school year:	6 supplemental days/Saturday Community Games
Dates of Service:	TBD, Starting Saturdays in October/May
Hours of Operation: (note that supplemental programs must operate at least 3 hours/session)	11:00am to 2:00pm
Description of Supplemental program activities: (describe goals of programming, target audience, planned activities, etc.). <u>MPA will offer community basketball and soccer games on Saturdays throughout the school year. The community games will offer a safe, supportive and fun place for students to build community with youth from various schools.</u>	

Principal Signature: _____ Lead Agency Signature: 
Addendum for Middle School After School Programs Only

School Site: Madison Park Academy Lead Agency: Bay Area Community Resources (BACR)

Middle School Athletics

Sports are an exciting way to keep students engaged in school, and to support health & wellness and community building. OUSD encourages after school programs to participate in the OUSD middle school sports league, which consists of after school sports practices and games on the weekend. Lead agency staff, teachers on extended contract, and/or classified staff on extra time/overtime can serve as coaches for middle school athletics.

Please identify the middle school sports activities that your after school program will be offering students this year in partnership with the OUSD Middle School Sports League.

- Co-ed Flag Football
- Girls Cross Country
- Boys Cross Country
- Girls Basketball
- Boys Basketball
- Girls Soccer
- Boys Soccer
- Girls Track and Field
- Boys Track and Field
- Girls Volleyball
- Boys Volleyball
- Other: (Please describe _____)

- NH I understand that my middle school sports activities will be listed on my 2016-17 program schedule.
- NH I understand I will submit a Schedule of Field Trips and Off-Campus Activities form each semester, listing my program's after school athletic games and practices.
- NH I understand that all students participating in middle school sports will complete an OUSD Release of Liability and Assumption of Risk form for Middle School Sports League Activities.

Principal Signature:  _____

Lead Agency Signature:  _____

AFTER SCHOOL HOUSE PLANNING SPREADSHEET

ELEMENTA

Site Name: Madison Park Academy		ASEB	210000 Core	210000 Equipm	210000 Family	210000 Supplemental	Other	Other
Site #		Lead Agency	Lead Agency	Lead Agency	Lead Agency	Lead Agency	Lead Agency	Lead Agency
Average # of students to be served daily: 400 - 285								
TOTAL GRANT AWARD		\$100,000	\$82,222	\$31,000	\$20,000	\$11,907	\$80,000	\$8
CENTRAL COSTS - INDIRECT ADMIN EVAL PD CUSTODIAL SUPPLIES								
OUSD Indirect (5%)		\$7,150	\$4,111	\$1,550	\$850	\$600		
OUSD ASPO admin, evaluation, and training/technical assistance costs		\$0	\$9,310	\$1,000	\$1,340	\$700		
Custodial Staffing and Supplies at 3.25%		\$4,725	\$2,681	\$1,000	\$570	\$400		
TOTAL SITE ALLOCATION		\$16,599	\$16,102	\$3,550	\$2,060	\$1,700		
CERTIFICATED PERSONNEL								
1120	Quality Support Coord/Academic Liaison 74 hours REQUIRED	\$3,000	\$0	\$0	\$0	\$0	\$0	\$0
1120	Certificated Teacher Extended Contracts (\$25.82hr X 4hrs/wk X 30wks = \$3,098 X 6 teachers = \$18,590)	\$18,590	\$0	\$0	\$0	\$0	\$0	\$0
Total certificated		\$21,590	\$0	\$0	\$0	\$0	\$0	\$0
CLASSIFIED PERSONNEL								
2205	Site Coordinator (list here, if district employee)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
BSC (+ \$2,000 Saturday Community Games Programming) - Tiffany Couch (offsite)		\$0	\$0	\$2,000	\$0	\$0	\$0	\$0
2220	OUSD Academic Support - TBD, Counselor (\$150) and Ms. Barr (\$250) = \$400	\$400	\$0	\$0	\$0	\$0	\$0	\$0
Total classified		\$400	\$0	\$2,000	\$0	\$0	\$0	\$0
BENEFITS								
3000's	Employee Benefits for Certificated Teachers on Extended Contract (benefits at 24%)	\$5,062	\$0	\$0	\$0	\$0	\$0	\$0
3000's	Employee Benefits for Classified Staff on Extra Time/Overtime (benefits at 20%)	\$1,978	\$0	\$400	\$0	\$0	\$0	\$0
3000's	Employee Benefits for Salaried Employees (benefits at 40%)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3000's	Lead Agency benefits (rate: 25%)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total benefits		\$7,040	\$0	\$400	\$0	\$0	\$0	\$0
BOOKS AND SUPPLIES								
4310	Supplies Student rewards- \$425, Program Supplies/ Materials- \$2,107, Teacher & Staff Appreciations- \$400, Special Events- \$1,900, Food for meetings, trainings, and events \$400 (OUSD only, except for Summer Supplemental) Total = \$5,226	\$0	\$0	\$0	\$0	\$1,605	\$3,628	\$0
4310	Saturday Community Games Program Supplies = \$1,213	\$0	\$0	\$0	\$0	\$1,643	\$0	\$0
5628	Field Trips	\$0	\$0	\$1,882	\$0	\$0	\$0	\$0
4420	Equipment (OUSD only)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Building Intentional Communities curriculum (required for 21st Century middle school sites- allocate at same level as 2014-15)		\$0	\$0	\$800	\$0	\$0	\$0	\$0
Science Learning Community curriculum and materials (required for 21st Century sites)		\$0	\$500	\$0	\$0	\$0	\$0	\$0
BACR Professional Development/ Trainings off or on-site for 2017 Summer Institute (\$200), Staff Orientation & Retreat, and School Day PD's (3300)		\$0	\$0	\$0	\$0	\$0	\$500	\$0
District Professional Development on district PD days (Bridging the Day conference, Youth Work Methods training, and/or Professional Learning Communities.)		\$500	\$0	\$150	\$0	\$0	\$0	\$0
BACR ASP Instructor's Summer Institute/Quarterly Trainings covering topics such as CPB, Classroom Mgmt, Lesson Planning, etc.		\$0	\$150	\$0	\$0	\$0	\$0	\$0
Communications		\$0	\$0	\$0	\$0	\$0	\$1,000	\$0
Travel		\$0	\$0	\$0	\$0	\$0	\$260	\$0
Change for A Hundred Youth Development Internship Program		\$0	\$0	\$0	\$0	\$2,000	\$0	\$0
Total books and supplies		\$0	\$650	\$1,882	\$800	\$5,248	\$5,388	\$0
CONTRACTED SERVICES								
5825	Program Coordinator, Melita Marshall: \$50,000 salary + \$12,500 (25% Fringe) = \$62,500 (10 months from ASEB) + Program Coordinator, Saturday Programming Community Games (8 Saturdays/yr) \$800 + \$200 (25% Fringe) = \$1,000	\$63,500	\$0	\$500	\$0	\$500	\$10,417	\$0
Program Assistant, Kirby Garcia: \$38,250 + \$9,063 (23% Fringe) = \$47,313 + Program Assistant, Saturday Programming Community Games (8 Saturdays/yr) \$800 + \$200 (25% Fringe) = \$1,000		\$48,313	\$8,313	\$13,391	\$0	\$500	\$778	\$0
Madison BSC Coordinator/STEM Instructor, QIQ TBD, \$18/hr X 24 hrs/wk X 37 wks = \$14,208 + \$3,502 (25% Fringe) = \$17,710		\$17,710	\$3,686	\$0	\$0	\$200	\$13,874	\$0
5825	Leadership Instructor/ Family Literacy Outreach Coordinator, Andrea Holtman: \$17/hr X 24 hrs/wk X 37 wks = \$14,898 + \$3,672 (25% Fringe) = \$18,570	\$18,570	\$3,658	\$0	\$14,701	\$0	\$0	\$0
5825	Instructor/ Boy's Seasonal Sports Coach, TBD: \$16/hr X 22 hrs/wk X 37 wks = \$13,024 + \$3,256 (25% Fringe) = \$16,280	\$16,280	\$11,371	\$16,326	\$0	\$0	\$2,782	\$0
Instructor/ Girl's Seasonal Sports Coach, Isidro Ruvalcaba, Jr.: \$17/hr X 22 hrs/wk X 37 wks = \$13,838 + \$3,460 (25% Fringe) = \$17,298		\$17,298	\$9,72	\$16,326	\$0	\$0	\$2,782	\$0
Instructor/ Enrichment Facilitator, TBD: \$16/hr X 18 hrs/wk X 37 wks = \$10,656 + \$2,664 (25% Fringe) = \$13,320		\$13,320	\$2,220	\$2,220	\$0	\$0	\$11,100	\$0
Instructor/ Enrichment Facilitator, TBD: \$18/hr X 18 hrs/wk X 37 wks = \$11,856 + \$2,964 (25% Fringe) = \$14,820		\$14,820	\$832	\$832	\$0	\$0	\$12,488	\$0
Program Instructor's additional hours for unscheduled minimum days = \$415		\$415	\$415	\$0	\$0	\$0	\$0	\$0
After School Program Support Staff (2.9% FTE per site) - \$672 + \$168 (23% Fringe) = \$840		\$840	\$840	\$0	\$0	\$0	\$0	\$0
Independent Contractor, Janina Roberts- Graffl Arts: \$5,000		\$5,000	\$0	\$1,000	\$2,000	\$0	\$2,000	\$0
Subcontractor, Cycles of Change: \$6,000 + \$1,000 (program storage)		\$7,000	\$7,000	\$0	\$0	\$0	\$0	\$0
Subcontractor, Techbridge - (STEAM): \$5,000		\$5,000	\$5,000	\$0	\$0	\$0	\$0	\$0
Subcontractor, Upward Roots - (8th grade Youth-driven Leadership): \$3,500		\$3,500	\$2,807	\$693	\$0	\$0	\$0	\$0
Subcontractor - Safe Passages Project Coordinator, Clo Escudero: \$23,425		\$23,425	\$23,425	\$0	\$0	\$0	\$0	\$0
Saturday Programming (Community Games) NBA Math- 3 X \$17hr X 36 hrs = \$1,836 + \$765 (25% Fringe) = \$2,266		\$2,266	\$0	\$0	\$0	\$2,266	\$0	\$0
Saturday Programming High School Internship/Community Games/ NBA Math Hoops)- 3 interns to complete 80 hrs = \$1,200		\$1,200	\$0	\$0	\$0	\$1,200	\$0	\$0



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
7/1/2016

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 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 Vantreo Insurance Brokerage 100 Stony Point Rd, Suite 160 Santa Rosa, CA 95401	CONTACT NAME: Rebecca Rountree PHONE (A/C, No, Ext): (707) 546-2300 233 E-MAIL ADDRESS: rroundree@vantreo.com	FAX (A/C, No):
	INSURER(S) AFFORDING COVERAGE	
INSURED Bay Area Community Resources, Inc. 171 Carlos Drive San Rafael, CA 94903-2005	INSURER A: Philadelphia Indemnity Ins Co	NAIC # 18058
	INSURER B: California Insurance Company	NAIC # 38865
	INSURER C:	
	INSURER D:	
	INSURER E:	
	INSURER F:	

COVERAGES **CERTIFICATE NUMBER:** **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.

INSR LTR	TYPE OF INSURANCE	ADDL CSRS INSD 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 <input checked="" type="checkbox"/> Abuse Subliml \$1 Mil GENL. AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:	X	PHPK1510589	07/01/2016	07/01/2017	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COM/POP AGG \$ 2,000,000
A	AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> NON-OWNED AUTOS		PHPK1510589	07/01/2016	07/01/2017	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 type="checkbox"/> OCCUR <input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DED <input checked="" type="checkbox"/> RETENTION \$ 10,000		PHUB544853	07/01/2016	07/01/2017	EACH OCCURRENCE \$ 5,000,000 AGGREGATE \$
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	732183680102	07/01/2016	07/01/2017	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
A	Professional Liab		PHPK1510589	07/01/2016	07/01/2017	Each Incident 1,000,000
A	Directors & Officers		PHSD1155914	07/01/2016	07/01/2017	Liability 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Oakland Unified School District is named as an Additional Insured, per form PI-GLD-HS 10/11

CERTIFICATE HOLDER

CANCELLATION

Oakland Unified School District
Attn: Risk Management
1000 Broadway, Ste. 440
Oakland, CA 94607

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



**Bay Area
Community
Resources**

April 20, 2016

To Whom It May Concern:

Administrative Office
171 Carlos Drive
San Rafael
California 94903-2005

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415.444.5580
Fax
415.444.5598
Website
www.bacr.org

Martin Weinstein
CEO

Mary Jo Williams
COO

Board of Directors

Lissa Franklin
President

Nancy McEvers Anderson
Bryan Breckenridge
Robert Davisson
Benedict Hur
David Lillienstein
Christina Lee
Rob Ness
Bud Travers
Monica Vaughan
Shannon Vincent

It is the Bay Area Community Resources policy to ensure to the best of our abilities that everyone we bring into our BACR programs to work with our clients are properly screened so as to minimize any risk, either physical or emotional, to the children and other clients we serve. We achieve this through FBI and DOJ fingerprint background checks on all our employees, independent contractors, subcontractors and volunteers working in our OUSD school programs. We are set up to receive subsequent arrest records. In addition, all staff must turn in a negative TB clearance before they begin working with our students.

We certify that all staff meet our staff qualifications including TB clearance, and FBI/DOJ clearance before they begin working with the students. We can provide verification upon demand from OUSD. On a monthly basis this information is submitted to our district after school programs office with our invoices, indicating ATI numbers.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Marisa Ramirez', with a long horizontal flourish extending to the right.

Marisa Ramirez
Program Director
mramirez@bacr.org



Bay Area Community Resources After School Programs

Bay Area Community Resources (BACR) is a regional nonprofit agency founded in 1976 whose mission is to promote healthy development among youth and families, encourage service and volunteerism, and build communities. BACR has provided after-school academic support, enrichment, and physical activity programming in Bay Area communities for more than 35 years; this includes partnerships with 26 schools in the Oakland Unified School District (OUSD) after school programs since 2004. Our after school programs are designed and staffed to be safe, accessible, and effective for students (and families) who are struggling due to poverty, academic and social-emotional challenges, and other life circumstances—helping them overcome obstacles and become high achieving and joyful learners and by doing so, helping to reduce the achievement gap.

- ❖ BACR is the lead community agency— managing the entire program, providing staff, and delivering services at 26 schools in Oakland, 2 in Berkeley, 16 in San Francisco, 5 in Alameda, 6 in San Rafael, 8 in Antioch, 17 in West Contra Costa County, and 11 in Mt. Diablo Unified in Contra Costa County.

OUR VALUES

- ❖ Provide children with a safe, nurturing and enjoyable environment after school.
- ❖ Integrate youth development practices into everything we do.
- ❖ Meet the needs of the schools, students, parents, and partner non-profits we serve.
- ❖ Empower youth by building confidence in their academic and social abilities
- ❖ Respect and embrace the sociocultural norms and history of the communities we serve in order improve the present, and sustain future generations.
- ❖ Give youth just, equal, and meaningful opportunities to learn, grow, and succeed.
- ❖ We like to have FUN! Take every opportunity to enjoy and celebrate our work.

PROGRAM MODEL

Academic Assistance

- ❖ **Homework support:** Students work in small groups with trained staff.
- ❖ **Academic enrichment:** Students get hands-on opportunities to master academic content, through robotics, chemistry lab, poetry slams, and creative writing workshops.
- ❖ **Academic interventions:** Students who need it get one-on-one review sessions with teachers or tutors and Supplemental Educational Services tutoring.
- ❖ **Test preparation and credit recovery:** High school students get help to graduate.

Enrichment

- ❖ Students explore their interests and build new skills. Visual and performing arts, community service, and student-led projects that promote pride, embody culturally-responsive activities, and integrate learning objectives in California Content Standards.
- ❖ Enrichment activities are tailored to each school site.

Recreation

- ❖ Students can exercise, relax, and build social skills through organized sports, cooperative games, and free time.

Showcases

- ❖ Young people get opportunities to showcase their work and share their achievements with peers and family.

EVIDENCE OF OUTCOMES

Recent Oakland elementary school surveys of youth showed positive outcomes:

Students

- | | |
|---|-----|
| ❖ I feel safe in this program. | 89% |
| ❖ There is an adult at this program who cares about me. | 91% |
| ❖ When I'm in this program, I feel good about myself. | 87% |
| ❖ In this program, I learn how to use my time to finish all my school work. | 91% |

Recent Oakland middle school surveys of youth showed positive outcomes:

Students

- | | |
|--|-----|
| ❖ In this program, there is an adult who wants me to do my best. | 87% |
| ❖ This program helps me to feel like a part of my school. | 72% |

Recent Oakland high school surveys of youth showed positive outcomes:

Students

- | | |
|--|-----|
| ❖ The adults in this program listen to what I have to say. | 95% |
| ❖ This program helps me learn ways to study (like reading directions). | 90% |
| ❖ Since coming to this program, I am better at setting goals for myself. | 90% |

ADVANTAGES FOR PARTNER SCHOOLS

- ❖ **Experience and Commitment.** Over 3 decades of leading after school programs.
- ❖ **Infrastructure.** A strong, well-funded organization and administrative structure.
- ❖ **Flexibility and Adaptability.** A program tailored to each school's after school goals.
- ❖ **High Quality Staff.** We select and support highly committed and professional staff.
- ❖ **Leveraged Resources.** We have the capacity to bring AmeriCorps Members into the program. BACR continuously seeks new funding and new opportunities to add value.

CONTACT US

Any location: Marty Weinstein, Executive Director, (415) 755-2321; mweinstein@bacr.org
 East Bay: Marisa Ramirez, (510) 559-3025; mr Ramirez@bacr.org
 San Francisco and Marin County: Don Blasky (415) 755-2311; dblasky@bacr.org
 Visit our website: www.bacr.org

SAM Search Results
List of records matching your search for :

Search Term : Bay* Are* Community* Resources*
Record Status: Active

No Search Results