OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Memo

To Board of Education

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

Board Meeting Date
(To be completed by Procurement) 9-12-12

Subject Individual Service Agreement - Master Memorandum of Understanding - Aspiranet (contractor) - 226/Roots International Academy(site)

Action Requested Approval of the Individual Service Agreement to the Master Memorandum of Understanding between District and Aspiranet, for services to be provided primarily to 226/Acorn Woodland Elementary School.

Background
A one paragraph explanation of why the consultant's services are needed.
The attached Individual Service Agreement is the contracting of services at the negotiated price, stated in the referenced Master MOU, approved by the Board of Education on June 27, 2012, Enactment Number 12-1653.

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 (MMOU) between the District and Aspiranet, South San Francisco, CA, for the latter to provide its Menu Option B for Arts, Recreation, Leadership and Family Literary activities in its capacity as a Comprehensive After School Program Lead Agency at Roots International Academy for the period of July 1, 2012 through August 30, 2013, in an amount not to exceed $122,144.00, pursuant to the terms and conditions as specified in the MMOU.

Recommendation Approval by the Board of Education of an Individual Service Agreement to the Master Memorandum of Understanding between the District and Aspiranet for the latter to provide Arts, Recreation, Leadership and Family Literary activities in its capacity as a Comprehensive After School Program Lead Agency at Roots International Academy for the period July 1, 2012 through August 30, 2013.

Fiscal Impact Funding Resource: 6010/After School Education and Safety (ASES) Grant for a total amount not to exceed $122,144.00.

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

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

INDIVIDUAL SERVICE AGREEMENT (ISA)   2012-2013

MASTER MOU INFORMATION

VENDOR NAME	Aspiranet			
VENDOR #	V056255		ENACTMENT #	
SITE / DEPT NAME	Roots International Academy		SITE #	226
OUSD STAFF CONTACT - EMAILS ABOUT THIS CONTRACT SHOULD BE SENT TO:		gina.hill@ousd.k12.ca.us		

ORDER MENU OF SERVICES (EXHIBIT A OF MASTER MOU) – SELECT DESIRED SERVICE

SERVICE AND UNIT OF SERVICE (SEE EXHIBIT A OF MASTER MOU FOR A FULL DESCRIPTION OF SCOPE OF WORK AND MENU OF SERVICES)	GRADE LEVEL(S) SERVED	RATE PER UNIT	DESIRED UNITS	AMOUNT (DESIRED UNITS TIMES RATE PER UNIT)
Lead Agency Option B	K-5	$127011	.96	$122144
		$		$
		$		$
			TOTAL AMOUNT	$122144

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

BUDGET INFORMATION

REQUISITION NUMBER	R0303387	START DATE	7/1/12	END DATE	8/30/13

RESOURCE #	RESOURCE NAME	ORG KEY	AMOUNT
6010	ASES	2261553401	$122144
			$
			$

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	Vernon Brown	TITLE	Cheif Executive Office
SIGNATURE			DATE	6/20/12
OUSD SITE ADMINISTRATOR	NAME	Gina Hill	TITLE	Site Administrator
SIGNATURE			DATE	6/27/12

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:
☐ State and Federal   ☐ Quality Community School Development   ☒ After School Programs

SIGNATURE	Julia (Frey)Ma	DATE	7-9-12
SIGNATURE		DATE	

NETWORK OR DEPARTMENT EXECUTIVE OFFICER

SIGNATURE		DATE	7/16/12

PRESIDENT AND THE SECRETARY OF THE BOARD OF EDUCATION

SIGNATURE		DATE	8/13/12
SIGNATURE		DATE	9/13/12

OUSD After School Programs
funded by After School Education and Safety (ASES) and 21st Century Community Learning Center (21st CCLC) Grants

ASES and 21st CCLC After School Program Plan
Elementary & Middle Schools
2012 - 2013

SECTION 1: School Site Information

School Site: Roots International Academy	Date: 5/25/12
Principal Signature:	Lead Agency Signature:

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

SECTION 2: After School Alignment with Community School Strategic Site Plan (CSSSP)
Mark the following Strategic Priority areas of the school's CSSSP where this after school program is identified as a high leverage strategy.

____ Balanced Literacy and Literacy Across the Curriculum
☑ Science, Technology, Engineering, and Mathematics (STEM)
☑ Transitions and Pathways Pre-K to 12
☑ College, Career and Workforce
____ Accelerating Students through Targeted Approaches
☑ Extended Learning Time
☑ School Culture (including Meaningful Student Engagement)
☑ Health and Wellness
☑ Interrupting Chronic Absence (Attendance)
☑ Building Capacity and Leadership
☑ Family and Student Engagement
____ Strategic Operational Practices

After School Academy at Roots International Academy seeks to begin building towards the following goals in the 2012-2013 academic year:

1. Create an after school culture that supports students' academic achievement, builds trust with families, and consistently upholds high expectations for staff and students so that student participation and parent engagement is improved, students feel a connection to the program and staff are unified in their efforts to deliver quality

2. Create an after school program that is closely aligned with the needs and vision of the school day and acts as a supprt and bridge between school and home so that students have the wrap around support they need to be successful.

3. Intentionally and persistently develop students to become leaders and agents for change in their own lives who are empowered to solve conflicts peacefully, are accountable for their own learning, and practice respect, kindness, and responsibility at home and in school.

4. Implement high-quality academic and enrichment programming that is project-based, meaningful and engaging for students so that students build skills, discover new interests and develop healthy habits and productive outlets for expression

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

Strategic Questions/Desired Outcomes *As a result of our ASP efforts...*	Strategic Activities: *What after school strategic activities will support the desired outcomes?*	Outcomes of Strategic Activities: What short-term outcomes will you expect from your efforts by the end of the school year?	Data used to assess the strategic activities: *What data will be collected to measure these outcomes?*
High School Graduation: How many more Oakland children are graduating from high school?	ASA supports OUSD efforts to increase high school graduation rates by providing high-quality academic support to program participants. Program curriculum is standards-based and designed to enhance and supplement school day learning. Program participants gain mastery of grade level concepts and increased academic confidence. These critical assets will help set students on the path to graduation. 1. ASA participants participate in daily advisory with after school staff and school day teachers to discuss/reflect/ and plan for academic success in middle school and beyond. Students meet in small groups with the same adult for the duration of the school year to form a strong community of support.	1. Students feel supported by the network of peers and their adult advisor in their advisory groups. Students learn important organizational skills for academic success. 2. 75% of program participants turn in homework completed, correct and on time. 3. 75% of students who receive tutoring will show an improvement of at least one grade increment (ie.from a C to a C+) 4. 80% of students will report learning at least one new skill in their enrichment classes. 80% of students will express enjoyment of their enrichment classes and will identify them as a	1. Student surveys 2.Teacher feedback 3. Student report cards 4.Student surveys 5.Student surveys

	2. ASA participants receive daily homework assistance within a structure that teaches important study skills including: choosing a work-conducive environment, techniques for focusing, time management and prioritization. 3. ASA provides tutoring services for program participants who are receiving a C or less in an academic class. 4. ASA provides daily standards-based enrichment classes that teach new skills and motivate students to remain invested in school 5. ASA immerses students in an environment of high expectations. Discussions about their futures are framed in terms of how they will graduate and continue on to college rather than *if* they will. Students are routinely engaged in goal-setting and discussions about high school and college are part of the on-going dialogue at program.	motivation for going to school. 5.75% of students will identify completing college as a goal for themselves. Students will also express understanding that success in middle and high school is directly linked to going to college.	

Satisfactory School Day Attendance: How many more Oakland children are attending school 95% or more?	ASA supports OUSD efforts to improve student attendance in the following ways: 1.Educate students about the relationship between attendance and academic achievement 2.Educate parents and guardians about the importance of attendance in high school graduation rates and overall academic success 3.Incentivize daily program attendance program 4. Follow up with students and families when absences occur.	1. 75% of ASA students will have fewer than 3 unexcused absences per month. 2. 100% of ASA students who do have 3 or more unexcused absences will receive a follow-up phone call home 3. 100% of ASA students with 90% or better daily attendance will receive public recognition	1. Program attendance collected and reported in Cityspan 2. Attendance counseling call record

Job Skills/Career readiness: How many more students have meaningful internships and/or paying jobs?	ASA supports OUSD efforts to prepare students for careers in the following ways:
	  1. Providing enrichment classes which allow students to build skill sets in the arts and technology as well as apply classroom learning to real-life experiences
	  2. Providing on-going support in building organizational skills and developing positive work and study skills in daily advisory
		1.Program participants will demonstrate mastery of at least 3 of 5 target skills in their enrichment classes.
		
		2.75% of students will receive a rating of satisfactory or better in organizational and study skills.
		
		3.75% of students who participate in the internship will receive a rating of satisfactory or better on the
			1. After school instructor assessment of target skill mastery.
			
			2.Teacher feedback
			
			3.Internship supervisor feedback
			
			4.Student Survey

	sessions 3. Providing internship opportunities for students who are demonstrating responsibility and leadership in program	mid and final evaluation. 4.80% of interns will report feeling better equipped for the workforce as a result of their internship.	
Health and Well-being: How many more Oakland children have access to, and use, the health services they need?	ASA supports OUSD initiatives to increase student access to health care in the following ways: 1.Referring students to and helping them access the on-campus health center 2. Providing health and wellness education around tobacco and drug prevention, relationship violence and sexuality	1.All students who request need medical advice or an appointment at the on-site health center will have access 2.All students will participate in a health clinic walk-through and orientation 3. 90% of program participants will express understanding of how to access resources at the health center 4.85% of students will express greater understanding of the risks of unhealthy choices such as smoking, using drugs, or engaging in premature or unprotected sex	1. Program records 2. Program records 3. Student survey 4. Student survey

SECTION 4: Program Model and Lead Agency Selection

For 2012-2013, my site will operate the following program model:

☐ **Traditional After School:** *voluntary program open to all students, with enrollment priorities targeting certain students*
☐ **Extended School Day**: *additional class periods added to the bell schedule during after school hours for students of a particular grade and/or all students of the school*
☑ **Blended/Hybrid:** *combination of some extended day and some traditional after school programming*

Description and Rationale for Selection of Lead Agency
Describe how the selected Lead Agency partner will support the school's plans for Full Service Community School development. Note: If school is managing program, site is considered to be the Lead Agency. In this case, describe how the hired After School Site Coordinator will support school plans for FSCS development.)

Aspiranet has provided quality after school programming throughout Oakland for 15 years. Aspiranet provides HR, payroll and budget services while allowing each school to design an after school program that best meets the needs of the school cultures and student body.

SECTION 5: ATTENDANCE, PROGRAM DATES, AND PROGRAM SCHEDULE
In order to remain in compliance and meet minimum funding requirements, the after school program must commence immediately upon the conclusion of the regular day and operate at least until 6pm *on every regular school day* for elementary and middle schools. (EC 8483)
High school programs are required to operate a minimum of 15 hours per week.

Required # of Program Days your program will operate during School Year 2012-2013:	**180 days required***
Projected Daily Attendance during School Year 2012-2013:	100

Program Schedule
Submit program schedule as an attachment, using the standard program schedule template.

SECTION 6: Academics
Your site should plan to offer a range of academic supports including:
1) Targeted Interventions   2) Skill-Building   3) Homework Support   4) Tutoring
Other possible supports may include computer lab, library exploration, project-based learning, coordination with SES tutoring.

Academic activities should be aligned with school goals and support specific student achievement needs defined by the school. Activities should be based on sound instructional strategies aligned with the regular school day program.

	Target Population	Academic Support (choose one)	CSSSP goal(s) or school need supported by activity	Measurable Outcomes	Description of program/activity	Instructional Strategies
1	All students participating in after school program	☑ Homework Support ☐ Tutoring ☑ Skill Building ☐ Academic Intervntn ☐ Other	Contributes to school-wide goal of moving students into proficiency in ELA and mathematics through additional skill practice, additional instruction in concepts, and support in mastery. Will also support school efforts to emphasize effort-based learning and responsibility for learning.	1.75% of students enrolled in ASA will complete and turn in homework 2. 75% of students will display positive study skills of setting up work space, prioritizing work, asking for help when appropriate and effective time management.	ASA offers homework support that is a highly structured program component which remains consistent across groups and throughout the year. Homework support will occur daily (30 min gr 1-3, 40 min gr 4-5) and will teach important study skills.	1.Structuring work environment of success 2.Intentional instruction of time management 3. Access to necessary resources and materials 4. Small group instruction 5. Peer to peer help
2	Students who are receiving a C-, D, or F in an academic class	☐ Homework Support ☑ Tutoring ☑ Skill Building ☐ Academic Intervntn ☐ Other	Supports CSSSP initiative that" all students achieve at levels that compare positively with state and national averages."	1.75% of students will demonstrate an increased understanding of course material 2. 75% of students will improve their grade by at least one interval (ie from a C- to a C, etc)	Students will attend 50 minutes of tutoring and additional practice with the teacher whose class they are performing below proficiency in at least twice a week. During these sessions the teacher will offer small group instruction to	1.Small group instruction 2. Additional practice with concepts 3. Scaffolding to support student understanding 4.Pacing teaching to meet student needs 5. Testing for understanding and retention

					reinforce concepts and reteach material.	
3	Students who have a C or better in an academic class	❑ Homework Support ❑ Tutoring ☑ Skill Building ❑ Academic Intervntn ☑ Other—Advanced Studies	Supports CSSSP goal of "providing students with curriculum that is meaningful and challenging to them" and "providing and ensuring equitable access to curriculum and courses that prepare all students for college."	1.85% of students will complete a project to demonstrate their learning over the duration of the course 2. 80% of students will complete course with a rating of satisfactory or better	Students who are performing satisfactorily in a content area will participate in an advanced class instead of tutoring. Advanced classes offer a deeper and more hands-on study of a specific content area, ie an English class could be a slam poetry course, a math class could be a social statistics course, a science class could be a student-led investigation of an environmental problem in the community, etc.	1.Engaging, project-based course work 2. Nontraditional teaching techniques with opportunities for multi-modality learning 3.Student-led and small group learning

SECTION 7: 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.

Type of Enrich-ment	Rationale	CSSSP goal(s) or school need supported by activity	Brief Description	Targeted Skills	Measurable Outcome
Nutrition and Fitness	☑ Student Identified ☑ School Identified ☑ Parent Identified ☐ Other (specify)	Supports CSSSP objective to promote health and wellness through providing opportunities for exercise and physical activity. Parents and students also express the importance/ enjoyment of physical activity.	Students will participate at least one fitness-based enrichment class each semester. The program will offer a variety of classes so students can choose a method of exercise that is most appealing to them. Some options include soccer, basketball, yoga and dance. In addition students will also be able to elect classes that teach healthy eating habits and cooking.	☐ College/Career Readiness ☐ Social Skills/Conflict Res. ☑ Leadership ☐ Academic (specify) ☑ Health/Fitness ☐ Other (specify)	1.100% of program participants will participate in physical exercise for an hour at least twice a week. 2. 20% of students will participate in a nutrition-based cooking class and will finish the class with a clear understanding of healthy eating habits. 3.80% of students will express healthy attitudes towards fitness in surveys.
Arts	☑ Student Identified ☑ School Identified ☐ Parent Identified ☐ Other (specify)	Supports school goals of providing students with a well-rounded education with productive outlets for self-expression. Supports expressed student and parent interst in the arts and opportunities for students to participate	Students will participate in at least one arts-based enrichment class each semester. The program will offer a range of classes so that students can try different modes of artistic expression. Some options include	☐ College/Career Readiness ☐ Social Skills/Conflict Res. ☐ Leadership ☑ Academic (arts) ☐ Health/Fitness ☐ Other (specify)	1.100% of program participants will participate in an arts-based enrichment class for an hour at least twice a week. 2.80% of students will complete a comprehensive project to demonstrate their

		in the creative process	painting, spoken word, drama, photography and sculpture.		learning during the duration of the class. 3.80% of students will indicate learning a new skill as a result of participating in an enrichment class in student surveys.
Computer Science	☑ Student Identified ☑ School Identified ❑ Parent Identified ❑ Other (specify)	Supports CSSSP goals of preparing students for the workforce by equipping them with the technology skills needed to be competitive in today's job market.	Students will have the option of choosing a computer science enrichment course. The course will teach critical computer skills and familiarity with common computer programs.	☑ College/Career Readiness ❑ Social Skills/Conflict Res. ❑ Leadership ❑ Academic (specify) ❑ Health/Fitness ❑ Other (specify)	1.20% of program participants will opt for and complete a computer science course. 2.80%of computer science participants will express learning a new skill as a result of taking the class.
Internships and Student Government	☑ Student Identified ☑ School Identified ❑ Parent Identified ❑ Other (specify)	Supports CSSSP goals of preparing students for the workforce by equipping them with the skills needed to be competitive in today's job market.	8th grade students will have the option of participating in an internship to work with younger students on reading skills in nearby after school programs. Students will be trained to facilitate skill-building with first and second graders as well as in general work skills such as punctuality, responsibility and reliability. Students elected to student government will work with program leadership	☑ College/Career Readiness ❑ Social Skills/Conflict Res. ☑ Leadership ❑ Academic (specify) ❑ Health/Fitness ❑ Other (specify)	1.75% of students who participate in the internship will receive a rating of satisfactory or better on the mid and final evaluation. 2. 80% of interns will report feeling better equipped for the workforce as a result of their internship.

			to inform programming, plan events and engage in public service projects as well as gain familiarity with governance procedures.		

SECTION 8: FAMILY ENGAGEMENT / FAMILY LITERACY

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

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

Type of Activity	CSSSP goal(s) or school need supported by activity	Brief Description	Measurable Outcome	Alignment with school day family engagement / family literacy efforts or resources
Student Showcases	Aligns with CSSSP goal of "Providing opportunities for families to understand what their child is learning, why they're learning it and what it looks like to perform well" Supports school day goal of promoting family involvement in student's academic success	ASA will host at least two events throughout the school year that feature student work (writing, art, performances, etc) completed during after school hours	75% of ASA students will bring 1 or more family members to showcase events.	Provides an opportunity for parents and families to see student work. Students and families wil have a sense of pride in accomplishments. This aligns with school philosophy of encouraging effort-based learning,

Parent Cafes	Aligns with CSSSP goal of "sharing decision-making with families as part of working together in partnership" Supports school goal of empowering parents to become advocates in their students' educations and promoting positive behavior.	ASA will host quarterly opportunities for RIA parents to gather and discuss issues concerning their students and to provide feedback to school and program leadership.	1. 50% of ASA parents will participate in ongoing parent cafes.	Increases parent involvement and investment in the school and their students' education.
Science Fair	Aligns with CSSSP goal of "Providing opportunities for families to understand what their child is learning, why they're learning it…" Supports school goals of promoting family involvement in student achievement in science.	ASA in collaboration wth EBAYS and RIA administration will help implement a student science fair at RIA in conjunction with the annual district science fair.	50% of program participants will enter a project in the science fair.	Allows students to gain experience with scientific research. Provides space and resources for family members to support their students' efforts in science.
Family Science Night	Aligns with CSSSP goal of "Providing opportunities for families to understand what their child is learning, why they're learning it…"	ASA will host one family science night during the school year. The event will provide the opportunity for students to and their families to participate in	75% of students will bring 1 or more family member to the family science night.	Provides space and resources for family members to support their students' efforts in science.

	Supports school goals of promoting family involvement in student achievement in science.	investigative, hands-on science experiments that can be replicated at home.		

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.	1. Refer to school day data on student absences and tardiness. 2. Meet regularly with RIA principal and attendance team. 3. Based on information gathered from above, intentionally recruit students who are developing patterns of absenteeism. 4. Use after school intake procedures and pick up time to build relationships with parents and families so that ASA staff can discuss attendance issues and offer support.

b) Inform parents about the importance of attendance and encourage parents to help each other get their students to class.	1. Set attendance requirements for program participation and clearly communicate these to parents during program intake process. 2.
c) Track students with poor program attendance and reach out to find out why and how attendance could be improved.	1. Check student attendance on weekly basis. Program instructor or coordinator will do an attendance check-in call for all students' that have 1 or more absences in a week.
d) Celebrate good attendance and/or offer meaningful incentives to attract and reward students for attending our program.	1. Students with perfect attendance for a week will have their names entered into weekly raffle to win ASA bucks for the ASA café. 2. Students will be recognized on a quarterly basis for great attendance (90% or better) and will participate in a special party. 3. The ASA group with the best attendance for the year will win a field trip.

SECTION 10: 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.

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?	☑ COST team (Coordination of Services Team) ☐ SST (Student Study Team) ☐ SSC (School Site Council) ☑ ELT (Educational Leadership Team) ☐ PTA ☑ Attendance Team/Workgroup ☑ CSSSP (Community School Strategic Site Planning) team ☑ School Culture/Climate Committee ☐ Other (specify)
List key community partners whom you will actively collaborate with to accomplish the goals of your program.	EYODC EBAYS Girls Inc Additudinal Healing Americorps EBALDC Oakland Housing Authority
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.	Community School Director Family Resource Coordinator Mental Health Providers Student Health Center Director and staff

2012-13 After School Enrollment Policy for _____ <u>Roots International Academy</u> _____ **School**

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
Incoming 6th graders	Enrollment data	
7th and 8th graders performing below proficiency in ELA or math	CST scores	

Grade levels prioritized for programming: _____ 6th _____

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 2012. Indicate how families will be notified of 2012-13 enrollment before the last day of school, June 16, 2012.)

Timeline	After School Enrollment Steps/Process	Individual(s) responsible
May 29-June 1	Send registered incoming 6th grade students mailer including enrollment paperwork and information on upcoming orientation	Shawna Myers
June 7	Orientation and enrollment for incoming 6th graders Collect enrollment paperwork, determine number of spaces remaining	Shawna Myers
June 11-June15	Work with RIA administration to identify 7th and 8th graders who are below proficiency in ELA or math and offer remaining spots Collect enrollment paperwork, create waitlist	Shawna Myers

Important dates to include in your timeline:
- April – June: Spring enrollment for 2012-13 programs. *Schools that are receiving students from School Closures must also outreach to these new families in the Spring, so that they also have a fair chance to participate in the After School program at their new school.*
- Families will be notified of 2012-13 after school enrollment before the last day of school, June 15, 2012.
- 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, 2012.
- All programs must maintain waitlists after program slots are filled.

Principal Signature: _____   **Lead Agency Signature:** _____

2012-13 Assurances for Grant Compliance and After School Alignment with School Day

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

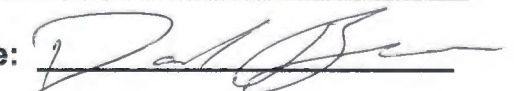| Principal initials	Lead Agency initials	2012 – 13 Assurances for Grant Compliance and After School Alignment with School Day
		Site Administrator and Lead Agency Director/Site Coordinator have reviewed the CA Dept of Education's ASES and/or 21st Century Grant Assurances, and understand mandated grant compliance elements.
		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.
		Site Administrator will meet regularly with Site Coordinator to ensure program is meeting identified goals.
		Site will share student outcome data to better refine program (Attendance data, EduSoft, Report Cards, IEP's, etc).
		Site Administrator and lead agency rep/site coordinator have reviewed the Academic Liaison role description. Site will identify a certificated, qualified individual to serve as the program's Academic Liaison and to fulfill all responsibilities outlined in the role description.
		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.
		Site will invite Site Coordinator to participate on SSC, COST, SST, and CSSSP team to ensure coordination of services.
		Site will coordinate the use of facilities and site level resources in support of program goals.
		Site will provide Site Coordinator with office space that includes access to internet and phone.

Principal Signature: _____   **Lead Agency Signature:** _____

ASES and 21st CCLC After School Programs
2012-2013

After School Safety and Emergency Planning for 2012-13

After School Safety and Emergency Planning

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

☑ Yes   ☐ No

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

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

Prior to staffing program, after school staff will be trained in CPR and emergency first aid. After school staff will be trained in emergency response procedures and communication protocols for crisis response.

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

☑ Yes   ☐ No

Facility Keys

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

☑ Yes   ☐ No

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

SSO Staffing: (check one)

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

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

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

Principal Signature: _____   Lead Agency Signature: _____

AFTER SCHOOL BUDGET PLANNING SPREADSHEET

ELEMENTARY & MIDDLE SCHOOLS 03.2012

		%	ASES		OFCY	Science Learning Association	Program Fees (if applicable)		Other Lead Agency Funds
Site Name: Roots International Academy			Resource 6010 Program 1553		Grantee:				
Site #: 226			OUSD	Lead Agency			Lead Agency		Lead Agency
Average # of students to be served daily (ADA):									
	TOTAL GRANT AWARD		**$150,000**		**$60,088**	**$34,332**	**$0**	**$44,228**	**$0**
CENTRAL COSTS: INDIRECT, ADMIN, EVAL, PD, CUSTODIAL, SUPPLIES									
	OUSD Indirect (4.25%)		$6,115						
	OUSD ASPO admin, evaluation, and training/technical assistance costs		$9,413						
	Custodial Staffing		$4,935						
	Custodial Supplies		$672						
	TOTAL SITE ALLOCATION		**$128,864**						
CERTIFICATED PERSONNEL									
1120	Academic Liaison REQUIRED		$4,000					$0	
1120	Certificated Teacher Extended Contracts		$0					$0	
								$0	
	Total certificated		**$4,000**					$0	
CLASSIFIED PERSONNEL									
2205	Site Coordinator (list here, if district employee)		$0	$0	$0			$0	$0
2220	SSO		$1,600					$0	
			$0						
	Total classified		**$1,600**	$0	$0			$0	$0
BENEFITS									
3000's	Employee Benefits for Additional Time (20% of total salaries paid as extended contracts or overtime)		$1,120						
3000's	Employee Benefits for Salaried Employees (40%)		$0						
3000's	Lead Agency benefits (rate: 25 %)			$13,635.27	$0.00	$3,107.50		$4,561.84	$1,921.19
	Total benefits		**$1,120**	**$13,635**	$0	**$3,108**		**$4,562**	**$1,921**
BOOKS AND SUPPLIES									
4310	Supplies (OUSD only, except for Summer Supplemental)		$0			$3,000		$0	$0
4310	Curriculum (OUSD only)		$0					$0	$0
5829	Field Trips - Admission		$0			$2,000		$0	$0
4420	Equipment (OUSD only)		$0					$0	$0
	Snacks					$1,800			
	Transportation (Field Trips)					$2,353			
	Total books and supplies		$0	$0	$0	**$9,153**		$0	$0
CONTRACTED SERVICES									
5825	Site Director		$0	$21,000		$6,000			$3,000
5825	Programs Director		$0					$6,048	
5825	Operations Manager							$1,835	
5825	Site Coordinator			$30,133		$3,200			
5825	Program Instructor ($15 x 23hrs x 38wks)			$13,110					
5825	Program Instructor ($15 x 23hrs x 38wks)			$13,110					
5825	Program Instructor ($15 x 23hrs x 38wks)							$13,110	
5825	Program Instructor ($15 x 23hrs x 38wks)							$13,110	
5825	Summer Program instructors for 6th graders, 5 @ $15/hr x 130 hrs of direct instruction/planning)					$9,750			
5825	LEAP Summer Program instructors for 6th graders, 5 @ $15/hr x 4.5hrs/day x 19 days) plus 50 hours of planning/prep		$0						$10,163
5825	Americorps			$12,458				$1,542	

5825	Americorps			$14,000					
	Total services		$0	$103,811	$0	$18,950	$0	$35,645	$13,163

IN-KIND DIRECT SERVICES

								$0	$0
								$0	
	Total value of in-kind direct services						$0	$0	$0

LEAD AGENCY ADMINISTRATIVE COSTS

	Lead Agency admin (4% max of total contracted $)			$4,697.86	$0.00	$3,121.05		$4,020.68	$0

SUBTOTALS

	Subtotals DIRECT SERVICE	85	$9,651	$117,447	$0	$31,211	$0	$40,207	$15,084
	Subtotals Admin/Indirect	15	$18,204	$4,698	$0	$3,121	$0	$4,021	$0

TOTALS

	Total budgeted per column		$27,856	$122,144	$0	$34,332	$0	$44,228	$15,084
	Total BUDGETED	100	$150,000		$0	$34,332	$0	$44,228	$15,084
	BALANCE remaining to allocate		$0		$60,088	$0		$0	
	TOTAL GRANT AWARD/ALLOCATION TO SITE		$150,000		$60,088	$34,332		$44,228	

ASES MATCH REQUIREMENT: ASES requires a 3:1 match for every grant award dollar awarded.	
Total Match amount required for this grant:	50,000
Facilities count toward 25% of this match requirement:	12,500
Remaining match amount required:	37,500
Match should be met by combined OFCY funds, other site funds, private dollars, and in-kind resources. This total equals:	104,316
Total Match amount left to meet:	-66,816

Required Signatures for Budget Approval:

Principal:	STEVEN TAUBENECK Com School Director for Encothll
Lead Agency:	

Roots International **After School Academy** Program Schedule 2102-2013

M, T, Th, F

2:50-3:45	Academic Tutoring and Advanced Studies
3:45-4:15	Advisory
4:15-4:30	Snack
4:30-5:30	Fitness or Arts Enrichment*
5:30-6:00	Homework/ Tutoring
6:00	Dismissal

W

2:00-3:00	Academic Tutoring and Advanced Studies
3:00-3:30	Advisory
3:30-3:45	Snack
3:45-4:30	Homework/ Tutoring
4:30-6:00	Fitness or Arts Enrichment*
6:00	Dismissal

* Students will particpate in 3 different enrichment classes throughout the week. 1 class will be an arts enrichment, 1 will be a fintess enrichment and the other will be student choice

EPLS

**Search Results Excluded By
Firm, Entity, or Vessel : Aspiranet
as of 24-Aug-2012 11:19 AM EDT**

Your search returned no results.

ACORD™ CERTIFICATE OF LIABILITY INSURANCE

Date (MM/DD/YR) 12/13/11

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 require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME:			
Heffernan Insurance Brokers 1350 Carlback Avenue Walnut Creek, CA 94596 CA License #0564249	PHONE (A/C,No,Ext):	925-934-8500	FAX (A/C,No):	925-934-8278
	EMAIL ADDRESS:			

	INSURERS AFFORDING COVERAGE	NAIC #
INSURED Aspiranet 400 Oyster Point Blvd., Suite 501 South San Francisco, CA 94080	INSURER A: Wausau Underwriters Ins. Co.	26042
	INSURER B: Lexington Ins. Co.	19437
	INSURER C: Granite State Ins. Co.	23809
	INSURER D:	
	INSURER E:	
	INSURER F:	

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT 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 INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
B	**GENERAL LIABILITY** X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE X OCCUR X $25,000 Per Occurrence Deductible GEN'L. AGGREGATE LIMIT APPLIES PER X POLICY ☐ PROJECT ☐ LOC	X		41LX0089961326	12/16/11	12/16/12	EACH OCCURRENCE	$ 1,000,000
							DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 200,000
							MED EXP (Any one person)	$ 5,000
							PERSONAL & ADV INJURY	$ 1,000,000
							GENERAL AGGREGATE	$ 3,000,000
							PRODUCTS - COMP/OP AGG	$ 1,000,000
								$
C	**AUTOMOBILE LIABILITY** X ANY AUTO ALL OWNED AUTOS ☐ SCHEDULED AUTOS HIRED AUTOS ☐ NON-OWNED AUTOS X Comp Ded $1,000 X Coll Ded $1,000			02CA0038937066	12/16/11	12/16/12	COMBINED SINGLE LIMIT (Ea accident)	$ 1,000,000
							BODILY INJURY (Per person)	$
							BODILY INJURY (Per accident)	$
							PROPERTY DAMAGE (Per accident)	$
								$
B	X UMBRELLA LIAB X OCCUR EXCESS LIAB CLAIMS-MADE DED X RETENTION $ 10,000			41UD0002735336	12/16/11	12/16/12	EACH OCCURRENCE	$ 2,000,000
							AGGREGATE	$ 2,000,000
								$
A	**WORKERS COMPENSATION AND EMPLOYERS' LIABILITY** Y/N ANY PROPRIETOR/PARTNER/EXECUTIVE/ OFFICER/MEMBER EXCLUDED? ☐ (Mandatory in N.H.) If yes, describe under DESCRIPTION OF OPERATIONS below	N/A		WCJ-Z91-446188011	07/01/11	07/01/12	X WC STATU-TORY LIMITS | OTHER	
							E.L. EACH ACCIDENT	$ 1,000,000
							E.L. DISEASE - EA EMPLOYEE	$ 1,000,000
							E.L. DISEASE - POLICY LIMIT	$ 1,000,000
C	Crime – Employee Theft			02LX0089961416	12/16/11	12/16/12	Limit: $ 500,000	Ded: $500
B	Professional Liability – Claims Made Retro Date: 12/16/00			41LX0089961326	12/16/11	12/16/12	Each Wrongful Act Aggregate Limit Deductible – Each Wrongful Act	$ 1,000,000 $ 3,000,000 $ 25,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)
Re: As on file with the insured. Oakland Unified School District, its Officers, Employees, Volunteers or Agents are named as additional Insured on General Liability as per attached CG2026.

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

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DESCRIPTION OF OPERATIONS CONTINUED:

INSURED'S NAME: Aspiranet

CERT HOLDER NAME: Oakland Unified School District

Abuse and Molestation Coverage: Claims Made Retro Date 12-16-06

Insurer Letter B   41LX0089961326   12/16/11 – 12/16/12 $2,000,000 For each abuse of molestation incident
$2,000,000 Aggregate Limit of insurance for all abuse or molestation incidents

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED – DESIGNATED PERSON OR ORGANIZATION

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Name of Additional Insured Person(s) or Organization(s)
Oakland Unified School District, its Officers, Employees, Volunteers or Agents

Information required to complete this Schedule, if not shown above, will be shown in the Declarations

Section II – Who Is An Insured is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability for "bodily injury," "property damage" or "personal and advertising injury" caused, in whole or in part, by your acts or omissions or the acts or omissions of those acting on your behalf:

A. In the performance of your ongoing operations; or

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

CG 20 26 07 04