

Board Office Use: Legislative File Info.	
File ID Number	15-1347
Introduction Date	Aug. 12, 2015
Enactment Number	15 th 1259
Enactment Date	8/12/15



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Memo

To Board of Education
From Antwan Wilson, Superintendent

Board Meeting Date
(To be completed by Procurement)

Subject Professional Services Contract - Breakthrough Collaborative
- 922/Community Schools and Student Services Dept. (site/department)

Action Requested Ratification of professional services contract between Oakland Unified School District and Breakthrough Collaborative. Services to be primarily provided to 922/Community Schools and Student Services Dept. for the period of 05/01/2015 through 08/21/2015.

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

OUSD's 21st Century Community Learning Center (21st CCLC) grants include Supplemental funding to support summer learning programs, operated in partnership between schools and community organizations. In order to fulfill the grant requirements, OUSD is contracting with community partners to provide 6 hours daily of summer academic, enrichment, and physical activity services to OUSD students for 2 – 6 weeks over the summer. Summer services will be delivered at OUSD school sites and approved field trip locations. Summer providers will work in partnership with OUSD's After School and Summer Learning units to align summer program goals with district priorities for student achievement, health and wellness, and social-emotional learning. Summer Program Hub: Claremont Middle School.

Discussion
One paragraph summary of the scope of work.

Ratification by the Board of Education of a Professional Services Contract between the District and Breakthrough Collaborative, San Francisco, CA, for the latter to provide 6 hours of daily summer academic support and enrichment to OUSD students who are in need of summer services to counter summer learning loss; program activities will be based on youth development quality standards; work collaboratively with the Summer Learning Office and After School Programs Office to ensure that students in need receive at least 6 hours of daily summer learning, enrichment, physical activity, and support services; conduct outreach for summer student recruitment, communicate with families regularly, fulfill OUSD grant reporting requirements including submission of summer attendance records, and maintain communication with the OUSD Summer and After School units to review progress on summer program goals; comply with 21st CCLC grant requirements at Claremont Middle School for the period of May 1, 2015 through August 21, 2015, in the amount of \$24,505.00.

Recommendation Ratification of professional services contract between Oakland Unified School District and Breakthrough Collaborative. Services to be primarily provided to 922/Community Schools and Student Services Dept. for the period of 05/01/2015 through 08/21/2015.

Fiscal Impact Funding resource name (please spell out) 4124/21st CCLC Core Funding not to exceed 24,505.00

Attachments

- Professional Services Contract including scope of work
- Fingerprint/Background Check Certification
- Insurance Certification
- TB screening documentation
- Statement of qualifications

Board Office Use: Legislative File Info.	
File ID Number	15-1347
Introduction Date	8/12/15
Enactment Number	15-1259
Enactment Date	8/12/15 <i>or</i>



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

PROFESSIONAL SERVICES CONTRACT 2014-2015

This Agreement is entered into between Breakthrough Collaborative

(CONTRACTOR) and Oakland Unified School District (OUSD). OUSD is authorized by Government Code Section 53060 to contract for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, and administrative matters with persons specially trained, experienced, and competent to perform such services. CONTRACTOR warrants it is specially trained, experienced, and competent to provide such services. The parties agree as follows:

1. **Services:** CONTRACTOR shall provide the ("Services" or "Work") as described in **Exhibit "A,"** attached hereto and incorporated herein by reference.
2. **Terms:** CONTRACTOR shall commence work on 05/01/2015, or the day immediately following approval by the Superintendent if the aggregate amount CONTRACTOR has contracted with the District is below \$ 86,000. in the current fiscal year; or, approval by the Board of Education if the total contract(s) exceed \$ 86,000, whichever is later. The work shall be completed no later than 08/21/2015.
3. **Compensation:** OUSD agrees to pay CONTRACTOR for services satisfactorily rendered pursuant to this Agreement. The compensation under this Contract shall not exceed Twenty Four Thousand, Five Hundred Five Dollars (24,505.00) [per fiscal year], at an hourly billing rate not to exceed _____ per hour. This sum shall be for full performance of this Agreement and includes all fees, costs, and expenses incurred by Contractor including, but not limited to, labor, materials, taxes, profit, overhead, travel, insurance, subcontractor costs, and other costs.

If CONTRACTOR will be compensated hourly for services provided under this Contract, CONTRACTOR shall describe in Exhibit "A," attached hereto, the specific scope of services to be delivered on an hourly basis to OUSD.

OUSD shall not be liable to CONTRACTOR for any costs or expenses paid or incurred by CONTRACTOR in performing services for OUSD, except as follows: N/A

Payment for Work shall be made for all undisputed amounts in monthly installment payments within forty-five (45) days after CONTRACTOR submits an invoice to OUSD for Work actually completed and after OUSD's written approval of the Work, or the portion of the Work for which payment is to be made.

The granting of any payment by OUSD, or the receipt thereof by CONTRACTOR, shall in no way lessen the liability of CONTRACTOR to correct unsatisfactory work, although the unsatisfactory character of that work may not have been apparent or detected at the time a payment was made. Work, which does not conform to the requirements of this Agreement, may be rejected by the District and in that case must be replaced by CONTRACTOR without delay.

4. **Equipment and Materials:** CONTRACTOR shall provide all equipment, materials, and supplies necessary for the performance of this Agreement *except:* N/A, which shall not exceed a total cost of _____.

5. **CONTRACTOR Qualifications / Performance of Services:**

CONTRACTOR Qualifications: CONTRACTOR warrants it is specially trained, experienced, competent and fully licensed to provide the Services required by this Agreement in conformity with the laws and regulations of the State of California, the United States of America, and all local laws, ordinances and/or regulations, as they may apply.

Standard of Care: CONTRACTOR warrants that CONTRACTOR has the qualifications and ability to perform the Services in a professional manner, without the advice, control, or supervision of OUSD. CONTRACTOR's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California school districts.

6. **Invoicing:** Invoices furnished by CONTRACTOR under this Agreement must be in a form acceptable to OUSD. All amounts paid by OUSD shall be subject to audit by OUSD. Invoices shall include, but not be limited to: Contractor name, Contractor address, invoice date, invoice number, purchase order number, name of school or department service was provided to, period of service, name of the person performing the service, date service was rendered, brief description of services provided, number of hours of service, hourly rate, total payment requested.
7. **Notices:** All notices and invoices provided for under this Agreement shall be in writing and either personally delivered during normal business hours or sent by U.S. Mail (certified, return receipt requested) with postage prepaid to the other party at the address set forth below:

OUSD Representative:

Name: Julie McCalmont
Site /Dept.: 922/Community Schools and Student Services Dept.
Address: 746 Grand Avenue
Oakland CA 94610
Phone: (510) 273-1576
Email: julie.mccalmont@ousd.k12.ca.us

CONTRACTOR:

Name: Joshua Lachs
Title: Executive Director
Address: 545 Sansome Street, Suite 700
San Francisco CA 94111
Phone: (415) 442-0600
Email: jlachs@breakthroughcollaborative.org

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

8. **Status of Contractor:** This is not an employment contract. CONTRACTOR, in the performance of this Agreement, shall be and act as an independent contractor. CONTRACTOR understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partner, or joint venture of OUSD, and are not entitled to benefits of any kind or nature normally provided employees of OUSD and/or to which OUSD's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. CONTRACTOR shall assume full responsibility for payment of all Federal, State, and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to CONTRACTOR's employees. In the performance of the work herein contemplated, CONTRACTOR is an independent contractor or business entity, with the sole authority for controlling and directing the performance of the details of the work, OUSD being interested only in the results obtained.

9. **Insurance:**

1. Unless specifically waived by OUSD, the following insurance is required:

- i. If CONTRACTOR employs any person to perform work in connection with this Agreement, CONTRACTOR shall procure and maintain at all times during the performance of such work, Workers' Compensation Insurance in conformance with the laws of the State of California and Federal laws when applicable. Employers' Liability Insurance shall not be less than One Million Dollars (\$1,000,000) per accident or disease.

Check one of the boxes below:

CONTRACTOR is aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and will comply with such provisions before commencing the performance of the Work of this Contract.

CONTRACTOR does not employ anyone in the manner subject to the workers' compensation laws of California.

- ii. CONTRACTOR shall maintain Commercial General Liability insurance, including automobile coverage with limits of One Million Dollars (\$1,000,000) per occurrence for bodily injury and property damage. The coverage shall be primary as to OUSD and shall name OUSD as an additional insured. Evidence of insurance must be attached. Endorsement of OUSD as an additional insured shall not affect OUSD's rights to any claim, demand, suit or judgment made, brought or recovered against CONTRACTOR. The policy shall protect CONTRACTOR and OUSD in the same manner as though each were separately issued. Nothing in said policy shall operate to increase the Insurer's liability as set forth in the policy beyond the amount or amounts shown or to which the Insurer would have been liable if only one interest were named as an insured.

- iii. If CONTRACTOR is offering OUSD professional advice under this Contract, CONTRACTOR shall maintain Errors and Omissions insurance or Professional Liability insurance with coverage limits of One Million Dollars (\$1,000,000) per claim.

OR

- iv. CONTRACTOR is not required to maintain any insurance under this agreement. (Completed and approved Waiver of Insurance Form is required from OUSD's Risk Management.) Waiver of insurance does not release CONTRACTOR from responsibility for any claim or demand.

10. **Licenses and Permits:** CONTRACTOR shall obtain and keep in force all licenses, permits, and certificates necessary for the performance of this Agreement.

11. **Assignment:** The obligations of CONTRACTOR under this Agreement shall not be assigned by CONTRACTOR without the express prior written consent of OUSD.

12. **Non-Discrimination:** It is the policy of OUSD that in connection with all work performed under Contracts there be no discrimination because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age; therefore, CONTRACTOR agrees to comply with applicable Federal and California laws including, but not limited to, the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and OUSD policy. In addition, CONTRACTOR agrees to require like compliance by all its subcontractor(s). CONTRACTOR shall not engage in unlawful discrimination in employment on the basis of actual or perceived; race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex or sexual orientation.

13. **Drug-Free / Smoke Free Policy:** No drugs, alcohol, and/or smoking are allowed at any time in any buildings and/or grounds on OUSD property. No students, staff, visitors, CONTRACTORS, or subcontractors are to use controlled substances, alcohol or tobacco on these sites.
 14. **Indemnification:** CONTRACTOR agrees to hold harmless, indemnify, and defend OUSD and its officers, agents, and employees from any and all claims or losses accruing or resulting from injury, damage, or death of any person, firm, or corporation in connection with the performance of this Agreement. CONTRACTOR also agrees to hold harmless, indemnify, and defend OUSD and its elective board, officers, agents, and employees from any and all claims or losses incurred by any supplier, contractor, or subcontractor furnishing work, services, or materials to CONTRACTOR in connection with the performance of this Agreement. This provision survives termination of this Agreement.
 15. **Copyright/Trademark/Patent/Ownership:** CONTRACTOR understands and agrees that all matters produced under this Agreement shall become the property of OUSD and cannot be used without OUSD's express written permission. OUSD shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark, and/or patent of said matter in the name of OUSD. CONTRACTOR consents to use of CONTRACTOR's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium. These matters include, without limitation, drawings, plans, specifications, studies, reports, memoranda, computation sheets, the contents of computer diskettes, artwork, copy, posters, billboards, photographs, videotapes, audiotapes, systems designs, software, reports, diagrams, surveys, source codes or any other original works of authorship, or other documents prepared by CONTRACTOR or its Sub-CONTRACTORS in connection with the Services performed under this Agreement. All works shall be works for hire as defined under Title 17 of the United States Code, and all copyrights in those works are the property of OUSD.
 16. **Waiver:** No delay or omission by either party in exercising any right under this Agreement shall operate as a waiver of that or any other right or prevent a similar subsequent act from constituting a violation of the Agreement.
 17. **Termination:** OUSD may at any time terminate this Agreement upon 30 days prior written notice to CONTRACTOR. OUSD shall compensate CONTRACTOR for services satisfactorily provided through the date of termination. In addition, OUSD may terminate this Agreement for cause should CONTRACTOR fail to perform any part of this Agreement. In the event of termination for cause, OUSD may secure the required services from another contractor. If the cost to OUSD exceeds the cost of providing the services pursuant to this Agreement, CONTRACTOR shall pay the additional cost.
 18. **Conduct of CONTRACTOR:** By signing this Agreement, CONTRACTOR certifies compliance with the following requirements and will provide OUSD with evidence of staff qualifications, which include:
 1. **Tuberculosis Screening:** CONTRACTOR is required to screen employees who will be working at OUSD sites for more than six hours. CONTRACTOR affirms that each employee has current proof of negative TB testing on file and TB results are monitored.
 2. **Fingerprinting of Employees and Agents.** The fingerprinting and criminal background investigation requirements of Education Code section 45125.1 apply to CONTRACTOR's services under this Agreement and CONTRACTOR certifies its compliance with these provisions as follows: "CONTRACTOR certifies that CONTRACTOR has complied with the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 with respect to all CONTRACTOR's employees, subcontractors, agents, and subcontractors' employees or agents ("Employees") regardless of whether those Employees are paid or unpaid, concurrently employed by OUSD, or acting as independent contractors of CONTRACTOR, who may have contact with OUSD pupils in the course of providing services pursuant to the Agreement, and the California Department of Justice has determined that none of those Employees has been convicted of a felony, as that term is defined in Education Code section 45122.1. Contractor further certifies that it has received and reviewed fingerprint results for each of its Employees and Contractor has requested and reviews subsequent arrest records for all Employees who may come into contract with OUSD pupils in providing services to the District under this Agreement.
- In the event that OUSD, in its sole discretion, at any time during the term of this contract, desires the removal of any CONTRACTOR related persons, employee, representative or agent from an OUSD school site and, or property, CONTRACTOR shall immediately, upon receiving notice from OUSD of such desire, cause the removal of such person or persons.
19. **No Rights in Third Parties:** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
 20. **OUSD's Evaluation of CONTRACTOR and CONTRACTOR's Employees and/or Subcontractors.** OUSD may evaluate CONTRACTOR's work in any way that OUSD is entitled to do so pursuant to applicable law. The OUSD's evaluation may include, without limitation:
 1. Requesting that OUSD employee(s) evaluate the CONTRACTOR and the CONTRACTOR's employees and subcontractors and each of their performance.
 2. Announced and unannounced observance of CONTRACTOR, CONTRACTOR's employee(s), and/or subcontractor(s).
 21. **Limitation of OUSD Liability:** Other than as provided in this Agreement, OUSD's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall OUSD be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of, or in connection with, this Agreement for the services performed in connection with this Agreement.
 22. **Confidentiality:** CONTRACTOR and all CONTRACTOR's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services. CONTRACTOR understands that student records are confidential and agrees to comply with all state and federal laws concerning the maintenance and disclosure of student records. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement. Contractors will be permitted

Professional Services Contract

access to student data only where permissible under state and federal law and only after executing OUSD's Confidentiality Agreement Regarding Student Data.

- 23. Conflict of Interest: CONTRACTOR shall abide by and be subject to all applicable, regulations, statutes or other laws regarding conflict of interest. CONTRACTOR shall not hire any officer or employee of OUSD to perform any service by this Agreement without the prior approval of OUSD Human Resources.

CONTRACTOR affirms to the best of his/her/its knowledge, there exists no actual or potential conflict of interest between CONTRACTOR's family, business or financial interest and the services provided under this Agreement, and in the event of change in either private interest or services under this Agreement, any question regarding possible conflict of interest which may arise as a result of such change will be brought to OUSD's attention in writing.

Through its execution of this Agreement, CONTRACTOR acknowledges that it is familiar with the provisions of section 1090 et seq. and section 87100 et seq. of the Government Code of the State of California, and certifies that it does not know of any facts which constitute a violation of said provisions. In the event CONTRACTOR receives any information subsequent to execution of this Agreement which might constitute a violation of said provisions, CONTRACTOR agrees it shall notify OUSD in writing.

- 24. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion: CONTRACTOR certifies to the best of his/her/its knowledge and belief, that it and its principals are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency according to Federal Acquisition Regulation Subpart 9.4, and by signing this contract, certifies that this vendor does not appear on the Excluded Parties List (https://www.sam.gov).

- 25. Litigation: This Agreement shall be performed in Oakland, California and is governed by the laws of the State of California. The Alameda County Superior Court shall have jurisdiction over any state court litigation initiated to enforce or interpret this Agreement.

- 26. Incorporation of Recitals and Exhibits: The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

- 27. Integration/Entire Agreement of Parties: This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

- 28. Counterparts: This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

- 29. Signature Authority: Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been given the proper authority and empowered to enter into this Agreement.

- 30. Contract Contingent on Governing Board Approval: OUSD shall not be bound by the terms of this Agreement until it has been formally approved by OUSD's Governing Board, and no payment shall be owed or made to CONTRACTOR absent formal approval. This Agreement shall be deemed to be approved when it has been signed by the Board of Education, and/or the Superintendent as its designee.

- 31. W-9 Form: If CONTRACTOR is doing business with OUSD for the first time, complete and return with the signed Contract the W-9 form.

OAKLAND UNIFIED SCHOOL DISTRICT

Dean Della

President, Board of Education

Superintendent

Chief or Deputy Chief

[Signature]

Secretary, Board of Education

CONTRACTOR

[Signature]

Contractor Signature

Joshua Lachs

Executive Director

Print Name, Title

Form approved by OUSD General Counsel for 2014-15 FY

File ID Number: 15-1347

Introduction Date: 8/12/15

Enactment Number: 15-1259

Enactment Date: 8/12/15

By: *[Signature]*

EXHIBIT "A" SCOPE OF WORK

[IF A CONTRACTOR PROVIDES AN ACCEPTABLE DESCRIPTION OF SERVICES AS PART OF A PROPOSAL, THAT DESCRIPTION OF SERVICES MAY BE ATTACHED WITHOUT ANY TERMS, CONDITIONS, LIMITATIONS, ETC., FROM THAT PROPOSAL.]

- 1. Description of Services to be Provided:** Provide a description of the service(s) the contractor will provide. Be specific about what service(s) OUSD is purchasing and what *this* Contractor will do.

The contractor will deliver at least 6 hours of daily summer academic support and enrichment to OUSD students who are in need of summer services to counter summer learning loss. Program activities will be based on youth development quality standards. The contractor will work collaboratively with the OUSD Summer Learning Office and After School Programs Office to ensure that students in need receive at least 6 hours of daily summer learning, enrichment, physical activity, and support services in the summer. The contractor will conduct outreach for summer student recruitment, will communicate with families regularly over the summer, will fulfill OUSD grant reporting requirements including submission of summer attendance records, and will maintain communication with the OUSD Summer and After School units to review progress on summer program goals. Providers will comply with 21st Century Community Learning Center grant requirements.

2. **Specific Outcomes:** What are the expected outcomes from the services of this Contract? Be specific. For example, as a result of the service(s): 1) How many more Oakland children are graduating from high school? 2) How many more Oakland children are attending school 95% or more? 3) How many more students have meaningful internships and/or paying jobs? 4) How many more Oakland children have access to, and use, the health services they need? Provide details of program participation (Students will...) and measurable outcomes (Participants will be able to...). NOT THE GOALS OF THE SITE OR DEPARTMENT.

Summer learning programs are critical in countering summer learning loss in students. Students will greatly benefit from the opportunity to participate in a full 6-hour summer learning program. The summer learning program will provide students with a safe and supportive place to spend their summer. Students' physical and social-emotional health and well-being will be supported through the summer program's academic, enrichment, and support services. As a result of the summer learning program, students will return to school in the fall feeling more engaged in learning, more connected to the school community, and less affected by summer learning loss. As a result, students will be more prepared to engage in a new school year of learning and more ready to attend school on a daily basis.

3. **Alignment with District Strategic Plan:** Indicate the goals and visions supported by the services of this contract:
(Check all that apply.)

- | | |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <input type="checkbox"/> Ensure a high quality instructional core | <input type="checkbox"/> Prepare students for success in college and careers |
| <input checked="" type="checkbox"/> Develop social, emotional and physical health | <input checked="" type="checkbox"/> Safe, healthy and supportive schools |
| <input checked="" type="checkbox"/> Create equitable opportunities for learning | <input type="checkbox"/> Accountable for quality |
| <input type="checkbox"/> High quality and effective instruction | <input type="checkbox"/> Full service community district |

4. **Alignment with Community School Strategic Site Plan – CSSSP (required if using State or Federal Funds):**

Please select:

- Action Item included in Board Approved CSSSP** (no additional documentation required) – Item Number: _____
- Action Item added as modification to Board Approved CSSSP** – Submit the following documents to the Resource Manager either electronically via email of scanned documents, fax or drop off.
1. Relevant page of CSSSP with action item highlighted. Page must include header with the word "Modified", modification date, school site name, both principal and school site council chair initials and date.
 2. Meeting announcement for meeting in which the CSSSP modification was approved.
 3. Minutes for meeting in which the CSSSP modification was approved indicating approval of the modification.
 4. Sign-in sheet for meeting in which the CSSSP modification was approved.

POLICY NUMBER: PAC 4884686 08

COMMERCIAL GENERAL LIABILITY

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED – DESIGNATED PERSON OR ORGANIZATION

This endorsement modifies the insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Name of Person or Organization:

All entities named on the attached certificate of insurance

WHO IS AN INSURED (Section II) is amended to include as an insured the person or organization shown in the Schedule as an insured but only with respect to liability arising out of your operations or premises owned by or rented to you.

THE INSURANCE provided under this endorsement is primary and non-contributory to any other valid & collectible insurance carried by the additional insured entity.



THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

Policy Number: 76 WBG GE3081

Endorsement Number: 02

Effective Date: 03/03/15 Effective hour is the same as stated on the Information Page of the policy.

Named Insured and Address: BREAKTHROUGH COLLABORATIVE INC

545 SANSOME ST STE 700
SAN FRANCISCO, CA 94111

THE POLICY IS AMENDED TO PROVIDE COVERAGE BY THE FOLLOWING INSURERS
IN THE FOLLOWING JURISDICTIONS:

INSURER	JURISDICTION
HARTFORD FIRE INSURANCE COMPANY	13269 NC VA
ONE HARTFORD PLAZA, HARTFORD, CONNECTICUT	06155
HARTFORD ACCIDENT AND INDEMNITY COMPANY	10448 NY
ONE HARTFORD PLAZA, HARTFORD, CONNECTICUT	06155
SENTINEL INSURANCE COMPANY, LIMITED	13161 CA
ONE HARTFORD PLAZA, HARTFORD, CONNECTICUT	06155
HARTFORD INSURANCE COMPANY OF THE MIDWEST	20605 AL
ONE HARTFORD PLAZA, HARTFORD, CONNECTICUT	06155

THE COVERAGE PROVIDED IN EACH JURISDICTION IS WITH RESPECT TO THE LOCATIONS OF THE NAMED INSURED IN THAT JURISDICTION IN ACCORDANCE WITH THE WORKERS' COMPENSATION LAW OF THAT JURISDICTION. AS USED IN THIS POLICY, "COMPANY," "WE," "US" AND "OUR" MEAN THE MEMBER INSURANCE COMPANIES OF THE HARTFORD INSURANCE GROUP COLLECTIVELY PROVIDING THIS INSURANCE.

Nothing herein contained shall be held to vary, waive, alter, or extend any of the terms, conditions, agreements or information of the policy, other than as herein stated.

This endorsement shall not be binding unless countersigned by a duly authorized agent of the company, provided that if this endorsement takes effect as of the effective date of the policy and, at issue of said policy, forms a part thereof, countersignature on the Information Page of said policy by a duly authorized agent of the company shall constitute valid countersignature of this endorsement.

Countersigned by _____ Authorized Representative

*3000176GE30810416 03192



21ST CENTURY SUMMER BUDGET PLANNING SPREADSHEET

ELEMENTARY & MIDDLE SCHOOLS 04.2015

Site Name:	Claremont Middle School			
Site #:				
Lead Agency	Breakthrough Collaborative			
# of summer students (ADA)	65			
# of summer program days	29			
Total 21st CCLC Grant Funds	\$24,505			
TOTAL CONTRACTED FUNDS		\$24,505	Lead Agency In-Kind Contributions	\$0

BOOKS AND SUPPLIES				
4310	Supplies (can be purchased by lead agency for summer supplemental programming)		\$0	\$3,000
4310	Curriculum			\$2,000
5829	Field Trips (fees, supplies)			
	Bus tickets for students			\$600
	Rental bus for field trips			\$1,000
	Snacks			\$500
	Incentives			\$500
	Family Night supplies			\$300
	Renaissance STAR Learning Assessment			\$1,200
	Total books and supplies		\$0	\$9,100

CONTRACTED SERVICES				
5825	Site Coordinator (list here if CBO staff)			\$15,000
5825	Teaching Fellows (\$2,500 per stipend, 16 fellows)		\$24,505	\$15,495
5825	Instructional Coaches (\$5,200 per stipend, 4 coaches)			\$20,800
5825	STEM Instructors (# of staff X total hours X hourly rate, including prep and training time)			
5825	Contracted OUSD Summer Teachers			
5825	Subcontractors (please list each specific subcontracting agency)			
5825	Professional Development			
5825	Employee benefits			
5825				
5825				
5825				
	Total services		\$24,505	\$51,295

IN-KIND DIRECT SERVICES				
	Teacher Training (~80 hours)			\$5,000
	Instructional Coach Training (~20 hours)			\$2,000
	Teacher and Instructional coach recruitment + app. processing			\$1,000
	Summer curriculum (Lesson plans, not supplies)			\$5,000
	Background + fingerprinting for all employees			\$800
	Total value of in-kind direct services			\$13,800

SUBTOTALS				
	Subtotals DIRECT SERVICE		\$24,505	\$74,195
	Allowable lead agency admin (at 4% of contracted funds or less)		\$0	

TOTALS				
	Total budgeted per column		\$24,505	
	BALANCE remaining to allocate		\$0	

Required Signatures for Budget Approval:

Lead Agency:		Date:	04/23/15
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Notes:

- 1) Lead agencies will be required to submit a summer-end expenditure report on these budget expenditures.
- 2) These contracted summer funds are based on anticipated summer program average daily attendance. Sites that fall short of 85% of the summer attendance target in the first week will be required to submit an aggressive student recruitment and retention plan for the remainder of the summer and reallocate budget funds appropriately to reflect actual attendance numbers.



OUSD Summer 2015 Lead Agency Summer Program Plan

Summer Hub: Claremont Middle School

(Submit to OUSD Expanded Learning Office by April 23)

SECTION 1: Summer Program Snapshot

Lead Agency Name: Breakthrough Collaborative	Summer Hub Site: Claremont Middle School	Target Summer Average Daily Attendance (ADA) Number: 65	Grades Served: Rising 7
Hours of Operation (include hours for full six hour summer program): 8:00am – 3:30pm for students 7:30am – 4:30pm for staff	Type of Program (6 hour stand alone or A+B afternoon enrichment): 6 hour stand alone	Program Dates: (note any program closure dates during this period June 29 – August 7, closed July 3	Total # of summer program days of operation: 29

SECTION 2: Lead Agency Assurances

Please review and initial each item and sign below.

I understand that my program's goal is to achieve at least 85% of the above attendance target this summer. I understand that if my summer site falls below 85% of this attendance target by the end of the 1st week of the summer program, I will be required to submit an aggressive student recruitment and retention plan to the OUSD Expanded Learning Office, detailing my program's efforts to raise attendance numbers for the remainder of the summer.

I understand that my agency's contracted summer funds are based on the above average daily attendance target number. My program will over-enroll appropriately to ensure that we reach this attendance target. I understand that if my program falls short of 85% of this attendance target by the end of the first week of program, I will submit a revised summer budget plan to the OUSD Expanded Learning Office detailing how I will reallocate contracted funds appropriately to reflect actual attendance numbers, and to support my student recruitment and retention plan for the remainder of the summer.

I understand that I am required to input my actual attendance numbers into the Cityspan attendance system **daily** during the summer program. I will cross check signatures on my daily sign in/out sheets with numbers inputted into Cityspan to ensure that the numbers match up and that Cityspan accurately reports my summer attendance data. I understand that the OUSD Expanded Learning Office will carefully review my daily attendance numbers over the summer program.

I understand that I am required to submit single-sided hard copies of my summer attendance records (including copies of daily student sign in/out sheets and the OUSD summer internal audit log) to the OUSD Expanded Learning Office by the last day of my summer program. I will also submit attendance data during the course of my summer program, as requested, for OUSD's attendance reporting to the California Department of Education.

I understand that OUSD's 21st Century federal grant funds are funding my summer program. I understand that I am required to follow all grant compliance requirements as outlined by the OUSD Expanded Learning Office. I will maintain my summer program records for 5 years for auditing purposes, as required by the California Department of Education, and will submit any summer programmatic or fiscal records to the OUSD Expanded Learning Office, as requested, for school district reporting and auditing purposes.

I confirm that my summer budget plan reflects my actual planned expenditures for my program. I will submit a required summer-end expenditure report to the OUSD Expanded Learning Office reporting on my agency's actual expenditures aligned to this budget plan. I understand that any discrepancy of over 10% between any line item in my budget plan and actual summer expenditures for that line item must be justified in my final expenditure report.

I understand that if I am running an A+B summer program model, these are requirements regarding my program hours of operation: Morning summer school will operate from approximately 8:15 – 12:15 daily. My afternoon summer program will operate from approximately 12:15 – 3:15 daily. All students must be off-site by 3:30pm and staff must be off site by 3:40 as the building will be promptly locked at 4pm daily.

If I am a stand-alone 6 hour program, I understand that OUSD will only cover custodial costs for four weeks of my summer program until 3:30 pm. My agency will be responsible for covering any extra custodial costs if my program runs beyond four weeks, and beyond the hours of 3:30 pm daily.

I understand OUSD Summer Programs are free programs. Summer Lead Agencies cannot charge a summer program fee to participating families for program costs or field trip costs.

Name and Signature of Summer Lead Agency Director: Molly Posner



SECTION 3: Summer Calendar and Daily Schedule

- a) Please attach a copy of your summer calendar showing all program days of operation, field trips, and any other notable special events and activities (ie. your summer end family celebration).
- b) Please attach a copy of your daily schedule detailing your full 6 hour program. (Note: sites that are using the A+B model must include the morning academic program in the daily schedule you submit). Attached is an example.
 - Please note that all programs under the A+B model will be expected to provide daily hands-on academics (ie. STEM), enrichment, physical activity, community building activities, and daily afternoon snack (provided by OUSD), between the hours of 12:15 – 3:15.
 - Please include staff prep and meeting times, and clean up/debrief times on your daily schedule.

SECTION 4: Summer Curriculum

Attach your summer program curriculum scope and sequence, outlining your curriculum objectives and planned program activities.

Please note that all programs under the A+B model should plan to provide daily hands-on academics (ie. STEM), enrichment, physical activity, and community building activities.

SECTION 5: Summer Program Recruitment and Retention Strategies and Timeline

Briefly describe your anticipated summer program student recruitment and retention activities and timeline.

- a) Describe how you will work with school leaders and after school providers at your summer hub and feeder schools to recruit students for summer programming. Please note that summer programs are required to hit at least 85% of their attendance target. Programs should appropriately over-enroll to ensure that the target average daily attendance number is reached.
- b) What strategies will you use to retain students over the summer to ensure that your attendance numbers stay high. Please note that we highly recommend that programs maintain a waitlist so that students who do not show up after the first week of program can be immediately replaced.

a) Please see the student recruitment strategy and timeline below:

Timeline	Action
Mid-January 2015	Meetings with principals at three feeder middle schools: Claremont, Montera, and Edna Brewer
Early February 2015	Meetings with 6 th grade teachers at three feeder middle schools: Claremont, Montera, and Edna Brewer
Late February 2015	Classroom presentations at three feeder middle schools: Claremont, Montera, and Edna Brewer
Early March 2015	Student application help during lunch at three feeder middle schools: Claremont, Montera and Edna Brewer Family information night
March 13, 2015	Student application due
Late March 2015	Student and family interviews
Early April 2015	Application notification date
Mid April 2015	Families confirm their spot in the program
Late May 2015	Student and family pre-summer orientation for new and returning students

Last summer, 100% of students who attended pre-summer orientation attended the first day of program.

- b) Breakthrough Oakland has multiple family engagement events over the summer time, including Back to Breakthrough Night, BTO Shares, and Celebration. These events keep families engaged throughout the summer, which encourages student retention. Breakthrough Oakland directors and teaching fellows are also in constant contact with families over the summer time, through a bi-weekly newsletter and daily check-ins at student drop-off and pick-up. If a student is late and/or absent, a Breakthrough Oakland director calls home the same day. Last summer, Breakthrough Oakland had a 92% retention rate and 97% attendance rate.

SECTION 6: Summer Line Staff Information (if known at this time)

To promote continuity between OUSD after school and summer programs, and to provide year-round work opportunities for talented youth development professionals in Oakland, we are particularly interested in seeing current, highly qualified Oakland after school workers become the summer program staff at our OUSD Summer Hubs. Please list the name(s) of line staff whom you intend to hire as part of your summer program staff. (Add additional rows as needed.) Please note that the summer program must have a maximum 1:20 adult to student ratio.

Summer staff must meet the minimum staff qualifications according to the 21st Century grant requirements:

- Must pass fingerprint background clearance by DOJ and FBI
- Must have TB clearance
- Must have at least 2 years of college (48 semester units), or pass the Instructional Aide exam administered by the Alameda County Office of Ed

Important Note: Summer program staff in A+B programs will be expected to attend 15 – 18 hours of OUSD summer line staff trainings. The Summer Site Coordinator and summer program staff should be hired **no later than May 8.**

Program Staff Name	Email	Current After School Site where he/she works	Summer teaching assignment(s) (grade & subject, if known)	# of yrs in working in after school	# of yrs working in summer programs	List any OUSD after school learning communities this staff member has participated in
Molly Posner	mposner@breakthroughcollaborative.org	Breakthrough Oakland	Breakthrough Oakland Director			N/A
Lansine Toure	ltoure@breakthroughcollaborative.org	Breakthrough Oakland	Breakthrough Oakland Assistant Director			N/A
Jonathan Wright	jonathan@es-impact.org	Impact Academy of Arts and Technology	Science Instructional Coach			N/A
Elizabeth Salzfass	Lizzie.salzfass@gmail.com	Julia Morgan School for Girls	Literature Instructional Coach			N/A
Valerie Vargas	Veevee.art@gmail.com	Nea Community Learning Center	Math Instructional Coach			N/A
Deborah Griffith	Deborah.lee.griffith@gmail.com	Leadership Prep Ocean Hill Middle Academy	Writing Instructional Coach			N/A

Revised: 3/13/15

Signature of Summer Lead Agency Director: _____





Breakthrough Oakland

Faculty Weekly Schedule Summer 2015

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY		
7:30-7:45 (15 mins)	Faculty Huddle	Faculty Huddle	Faculty Huddle	Faculty Huddle	Faculty Huddle		
7:45-8:00 (15 mins)	Morning Greeting	Morning Greeting	Morning Greeting	Morning Greeting	Morning Greeting		
8:00-8:15 (15 mins)	Breakfast & BT Attn.	Breakfast & BT Attn.	Breakfast & BT Attn.	Breakfast & BT Attn.	Breakfast & BT Attn.		
8:20-9:10 (50 mins)	Block A	Block D	Block A	Block D	8:20 - 9:05 (45 mins) Block A		
9:15-10:05 (50 mins)	Block B	Block C	Block B	Block C	9:10 - 9:55 (45 mins) Block B		
10:05-10:15 (10 mins)	Snack	Snack	Snack	Snack	10:00 - 10:10 (45 mins) Snack		
10:20-11:10 (50 mins)	Block C	Block B	Block C	Block B	10:15 - 11:00 (45 mins) Block C		
11:15-12:05 (50 mins)	Block D	Block A	Block D	Block A	11:05 - 11:50 (45 mins) Block D		
12:10-12:40 (30 mins)	Lunch	Lunch	Lunch	Lunch	11:55 - 12:25 (30 mins) Lunch		
12:45-1:15 (30 mins)	Choice Time	Choice Time	12:45-1:25 (40 mins)	Choice Time	12:30 - 3:25 (215 mins)	Olympics College Day BTO Shares Career Day Celebration	
1:20-1:50 (30 mins)	Advisory: BTO Reads	Advisory: BTO Reads		Club: Friday Prep			Advisory: BTO Reads
1:55-2:35 (40 mins)	Elective	Elective	1:35-2:25 (55 mins)	Faculty Meeting (10 mins) Teacher PD (45 mins)			Elective
2:40-3:10 (30 mins)	Club: HW	Club: HW		Club: HW			
3:10-3:25 (15 mins)	All School Meeting	All School Meeting	2:30-3:30 (60 mins)	Kid Talk (30 mins)			All School Meeting
3:35-4:00 (25 mins)	Faculty Meeting (Week Overview)	Faculty Meeting (Friday run-through)		Faculty Meeting (Kudos + Appreciation)	Faculty Meeting (Reflection + Clean-Up)		
4:00-4:30 (30 mins)	Prep time	Prep time	3:30-4:30 (60 mins)	Prep time	Prep time		



Simplified Student Schedule (Monday, Tuesday, Thursday):

Action	Time
Student Drop Off	7:30am
Breakfast	8:00am
Academic Classes	8:20am – 10:05am
Snack	10:05am – 10:15am
Academic Classes	10:20am – 12:05pm
Lunch	12:10pm – 12:40pm
Choice Time	12:45pm – 1:15pm
Non-Academic Classes	1:20pm – 3:25pm
Student Dismissal	3:30pm

Action	Time
Student Drop Off	7:30am
Breakfast	8:00am
Academic Classes	8:20am – 9:55am
Snack	10:00am – 10:10am
Academic Classes	10:15am – 11:50am
Lunch	11:55am – 12:25pm
Friday Activity or Field Trip	12:30pm – 3:25pm
Student Dismissal	3:30pm

Simplified Student Schedule (Wednesday):

Action	Time
Student Drop Off	7:30am
Breakfast	8:00am
Academic Classes	8:20am – 10:05am
Snack	10:05am – 10:15am
Academic Classes	10:20am – 12:05pm
Lunch	12:10pm – 12:40pm
Non-Academic Classes	12:45pm – 1:25pm
Student Dismissal	1:30pm

Simplified Student Schedule (Friday):

2015 Summer Calendar

Monday 50 min, ABCD	Tuesday 50 min, DCBA	Wednesday 50 min, ABCD, MINIMUM DAY	Thursday 50 min, DCBA	Friday 45 min, ABCD
6/15	6/16	6/17	6/18	6/19
		Teacher Training		
6/22	6/23	6/24	6/25	6/26
		Teacher Training		
6/29 <u>Week 1</u> TER Observation (SOS)	6/30	7/1 PD: Organization	7/2 Ice Cream Social (during Club)	7/3 No Breakthrough
7/6 <u>Week 2</u>	7/7	7/8 PD: TBD	7/9 Back to School Night (3:30pm – 5:00pm)	7/10 Olympics
7/13 <u>Week 3</u>	7/14	7/15 PD: Panel	7/16	7/17 College Day @ Stanford (no classes)
7/20 <u>Week 4</u>	7/21 Visitor's Day	7/22 PD: TBD	7/23	7/24 BTO Shares (with families)
7/27 <u>Week 5</u> TER Observation (EOS)	7/28	7/29 PD: Exit Assignments	7/30	7/31 Career Day (modified schedule)
8/3 <u>Week 6</u> Exit Interviews: Dir <> ICs, IC <>TF	8/4	8/5 Ren STAR PD: Celebration Prep	8/6	8/7 Student half day Celebration (6:00 – 8:00pm)
8/10 <u>Evaluation Week</u> Student Evaluations TF POLs Exit Interviews: Dir <>TF Career Fair (lunch)	8/11 Faculty BBQ (4:00 – 6:00pm)	8/12		

Key	
•	Instructional tasks
•	Special events
•	Professional development
•	Friday events

Common Core State Standards Focus:

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
3. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama
4. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
5. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Types of Lessons:

- Reading Skill Days
- Written Response to Literature Days
- Discussion Days

Sample Objective Map

Lesson Type	Focus	Objective <i>Today you will...</i>
Intro day/reading skill day	<ul style="list-style-type: none"> • Expectations, procedures • Identity maps, Introduction • Vocab: none • HW: Finish identity maps 	Build our classroom culture and explore our essential question for the summer, "how does one explore their own identity and draw power for themselves?" by practicing procedures and examining the essential question of the summer.
Reading Skill day	<ul style="list-style-type: none"> • Interactive reading • Vocab: identity • Reading: Why I changed my name • HW: Cisneros biography 	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text by using interactive reading to explore identity.
Reading Skill day	<ul style="list-style-type: none"> • Introduce HOMS • Author's note part 1 • Vocab: Ethnicity • HW: Post Reading Q's 	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others by interactively reading the Author's note.
Written response to Literature	<ul style="list-style-type: none"> • Finish Author's note Written responses to literature: • HW: post reading questions 	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from



		that of others by writing a 5 part color coded paragraph response after reading the Author's note.
Discussion Day	<ul style="list-style-type: none">• Discussion: introduction to habits, prepare and conduct whole class discussion• Vocab: defer• HOMS 1-7• HW: HOMS 8-17 and questions	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text by identifying parts of an effective discussion and participating in a class discussion.
Reading Skill Day	<ul style="list-style-type: none">• HOMS close reading p10-11, 18-27• Vocab: savor• HW: post reading questions	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text by closely reading My Name as well as through page 27.
Reading Skill Day	<ul style="list-style-type: none">• HOMS 28-29, NF articles• Vocab: shun• HW: HOMS 30-38 and questions	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text by comparing HOMS to a non-fiction text on gender roles in Mexico to draw conclusions about the characters in HOMS.
Reading Skill Day	<ul style="list-style-type: none">• HOMS 39-52• Vocab: domineering• HW: NF article and questions	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama by focusing on figurative language while reading HOMS
Written response to Literature	<ul style="list-style-type: none">• NF text-baby names Short response• Vocab: tenuous• HW: short response	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text by use specific evidence from both HOMS and non-fiction article to write a 5 part paragraph.
Discussion Day	<ul style="list-style-type: none">• HOMS 53-57 Whole class discussion• Vocab: disempower• HW: discussion reflection, HOMS 58-66	Review habits of discussion and Analyze how an author develops and contrasts the points of view of different characters or narrators in a text by reading up to page 58 and participating in a 4 corners debate.

Reading Skill Day	<ul style="list-style-type: none"> • HOMS 67-75 • Vocab: vocab quiz • HW: NF reading, written response 	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text by reading through page 75.
Reading Skill Day	<ul style="list-style-type: none"> • HOMS 76-83 • Vocab: aspire • HW: HOMS 83-88 and questions 	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text by identifying themes in HOMS and finding evidence while reading.
Written response to Literature	<ul style="list-style-type: none"> • HOMS 89-110 • HW: Questions 	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text by finishing the end of HOMS and processing through written responses.
Short Response Revisions	<ul style="list-style-type: none"> • HOMS short response revisions • HW: mixed practice 	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text by analyzing and revising previous written work and finally writing a 5 part written response.
Discussion Day	<ul style="list-style-type: none"> • HOMS final discussion preparation. 	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text by conducting a whole class discussion.

Common Core State Standards Focus:

CCSS.ELA-LITERACY.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

Objective Map

Topic	Focus	Objective <i>Today you will...</i>
<u>Begin Response to Text: Cycle 1</u>	<ul style="list-style-type: none"> Classroom routines Types of writing 	Build classroom culture and examine genres of writing and their purposes by practicing classroom routines and explaining the differences and purposes of narrative writing, expository writing, response to text and argument.
Parts of a Paragraph	<ul style="list-style-type: none"> Parts of a paragraph, evaluate 	Evaluate the structure of a perfect paragraph by color-coding to identify the thesis/topic sentence, evidence and explanation.
Parts of a Paragraph	<ul style="list-style-type: none"> Parts of a paragraph, evaluate 	Evaluate the structure of a perfect paragraph by unscrambling a sample scrambled paragraph and completing a “backwards” outline
Parts of a Paragraph	<ul style="list-style-type: none"> Parts of a paragraph, practice write 	Apply your knowledge of the perfect paragraph by drafting two perfect paragraphs, which include a thesis/topic sentence, evidence and explanation, on two different topics.
Parts of a Paragraph	<ul style="list-style-type: none"> Break down writing prompts – what’s my job and how many paragraphs? 	Break down a writing prompt by determining what type of writing is necessary, how many paragraphs the essay requires, and points for each paragraph
Parts of a Paragraph	<ul style="list-style-type: none"> Parts of an essay, evaluate 	Identify the 9 parts of an essay by color coding and backwards outlining a sample essay
<u>Begin Response to Text: Cycle 2</u>	<ul style="list-style-type: none"> Breaking down the prompt – response to text 	Prepare for Response to Text essay by reading nonfiction text, breaking down the prompt, and crafting a thesis statement.
Response to Text Essay 1	<ul style="list-style-type: none"> Introductions: Hook, setup and thesis statements Types of hooks 	Today you will be able to begin your expository essay with a strong hook, set-up and clear thesis statement by drafting your introduction paragraph

Response to Text Essay 1	<ul style="list-style-type: none"> Choosing best evidence 	Build on to your Response to Text essay by choosing the best evidence to support your topic sentences (includes rereading the text and finding the best evidence)
Response to Text Essay 1	<ul style="list-style-type: none"> Explanation 	Effectively connect evidence to your topic sentences by adding explanations to your Response to Text essay.
Response to Text Essay 1	<ul style="list-style-type: none"> Drafting body paragraphs, in-text citations 	Integrate in-text citations into sentences by drafting complete body paragraphs.
Response to Text Essay 1	<ul style="list-style-type: none"> Conclusions 	Close your ideas and make a larger world connection by writing the conclusion to your Response to Text essay
Response to Text Essay 1	<ul style="list-style-type: none"> Editing and final draft 	Revise and refine your Response to Text essay by using CUPS to correct errors.
<u>Begin Response to Text: Cycle 3</u>	<ul style="list-style-type: none"> Read text and break down prompt 	Evaluate a complex prompt by reading two texts and identifying the type of writing and how many parts the prompt requires.
Response to Text Essay 2	<ul style="list-style-type: none"> Intro and thesis 	Today you will be able to begin your expository essay with a strong hook, background information and clear argument statement by drafting your introduction paragraph
Response to Text Essay 2	<ul style="list-style-type: none"> Topics and Evidence 	Build on to your Response to Text essay by choosing the best evidence to support your topic sentences (includes rereading the text and finding the best evidence)
Response to Text Essay 2	<ul style="list-style-type: none"> Explanation 	Effectively support and explain evidence for your argument by drafting body paragraphs for your expository essay.
Response to Text Essay 2	<ul style="list-style-type: none"> Conclusion 	Close your ideas and reflect on the topic by writing the conclusion to your Response to Text essay
Response to Text Essay 2	<ul style="list-style-type: none"> Editing and final draft 	Revise and refine your persuasive essay by implementing three self-revision techniques and three peer-review techniques

Common Core State Standards Focus:

CCSS.MATH.CONTENT.7.RP.A.1 – Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.

CCSS.MATH.CONTENT.7.RP.A.2 – Recognize and represent proportional relationships between quantities.

CCSS.MATH.CONTENT.7.RP.A.3 – Use proportional relationships to solve multistep ratio and percent problems.

CCSS.MATH.CONTENT.7.EE.A.1 – Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

CCSS.MATH.CONTENT.7.EE.A.2 – Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities are related.

Types of Lessons:

- Scaffolding Concept Days
- Project Days
- Model Eliciting Assessment (MEA) Days

Topic and Lesson Type	Standard	Focus	Objective <i>Today you will...</i>
Get to know your students		<ul style="list-style-type: none"> • Mathematician contract • Lesh Modeling concepts 	Show math knowledge through Lesh diagrams
<u>Unit Rate</u> <i>Scaffolding Concept</i>	7.RP.A.1	<ul style="list-style-type: none"> • Identifying unit rate and using complex fractions 	Understand and apply unit rate using fractions
<u>Proportional Relationships</u> <i>Scaffolding Concept</i>	7.RP.A.1	<ul style="list-style-type: none"> • Creating tables and graphs to represent relationships 	Represent proportional relationships
<u>Unit Rate</u> <i>Project Day</i>	7.RP.A.1	<ul style="list-style-type: none"> • Collecting data to set up unit rates • Using unit rates to set up proportions • Solving proportions 	Show your understanding or representations of unit rates

<u>Linear Functions vs. Proportional Function</u> <i>Scaffolding concept</i>	7.RP.A.2	<ul style="list-style-type: none"> Using $y=mx+b$ to model proportional relationships Realizing that proportional relationships have a "0" for b AKA $y=kx$ 	Identify proportional vs. linear graphs
<u>Proportional Tables/Graphs</u> <i>Scaffolding Concept</i>	7.RP.A.2	<ul style="list-style-type: none"> Creating tables from functions Creating graphs from tables 	Representing proportional vs. linear equations
<u>Proportional Tables</u> <i>Project Day</i>	7.RP.A.2	<ul style="list-style-type: none"> Extrapolating proportional table to answer questions about video game 	Solve real world proportional problems
<u>Be Direct – Oil Spills on Land</u> <i>Project Day</i>	7.RP.A.1 7.RP.A.2	<ul style="list-style-type: none"> Making physical models of proportional relationships 	Create physical models of proportional relationships
<u>Conjecturing and matching</u> <i>Scaffolding Concept</i>	7.RP.A.2	<ul style="list-style-type: none"> Sorting like graphs, equations, and tables together Match Equations with no tech Check your prediction Write a conjecture about the relationships 	Qualitatively describe functions
<u>Fractions and Equivalency</u> <i>Scaffolding Concept</i>	7.RP.A.3	<ul style="list-style-type: none"> Understanding fractional equivalency through a sorting project 	Relate fractions to unit rate
<u>Fractions and Proportions</u> <i>Project Day</i>	7.RP.A.3	<ul style="list-style-type: none"> Applying area, proportions, and generalizing patterns extension 	Determine the relationship of a fraction to the whole



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<u>Fractions, Ratios, and Percents</u> <i>Scaffolding Concept</i>	7.RP.A.3	<ul style="list-style-type: none">Extending fractional understanding to ratio puzzles	Connect rate understanding to ratio problems
<u>Distributing and Factoring Using Area Model</u> <i>Scaffolding Concept</i>	7.EE.A.1	<ul style="list-style-type: none">Understanding distributive property in monomials and polynomials using the area model	Use distributive property to multiply polynomials
<u>Distributing and Factoring Using Area Model</u> <i>Scaffolding Concept</i>	7.EE.A.1	<ul style="list-style-type: none">Factoring monomials out of the area model	Factor polynomial expressions
<u>Ratios and proportions</u> <i>MEA Day 1</i>	7.RP.A.1 7.RP.A.2 7.RP.A.3 7.EE.A.2	<ul style="list-style-type: none">Using understanding of representing expressions, ratios and proportions to find the best option for school lunch	Represent knowledge of equality, ratios, and proportions in expressions
<u>Ratios and proportions</u> <i>MEA Day 2</i>	7.RP.A.1 7.RP.A.2 7.RP.A.3 7.EE.A.2	<ul style="list-style-type: none">Using understanding of representing expressions, ratios and proportions to find the best option for school lunch	Represent knowledge of equality, ratios, and proportions in expressions

Breakthrough Physics Curriculum

Day 1: Pre-assessment

Today, we will build our classroom culture and determine what you already know about forces by practicing classroom routines and completing a pre-assessment.

Day 2: Everyday forces

Today, you will be able to identify examples of forces around you by describing and illustrating two forces in everyday language and in scientific language using a sentence frame.

Days 3-4: Baby shoes lab

Today you will be able to identify variables and make hypotheses by identifying factors that affect how slippery a baby's shoe is, and speculating about reasons.

Today, you will be able to follow a procedure, collect data, and interpret data by testing the amount of force required to pull something and speculating about reasons.

Days 5-6: Types of forces

Today, you will be able to locate and synthesize information in an expository text about science by reading a text, underlining answers to provided questions, and generating questions that could be answered from the text with a partner.

Today, you will be able to locate and synthesize information in expository texts about science by reading texts, underlining answers to provided questions, and generating questions that could be answered from the texts.

Day 7: Identifying forces

Today, you will be able to identify and describe forces acting on an object by naming and describing with on-by statements at least four forces acting in a picture.

Day 8: Combining forces

Today, you will be able to summarize information about how forces combine in an expository paragraph by combining forces in a variety of situations and writing about your experiences, using evidence to support your thinking.

Day 9: Net force: Balanced and unbalanced forces

Today, you will learn how to compare and contrast concepts in science by completing a graphic organizer of information on balanced and unbalanced forces.

Day 10: Preparing for an assessment in science

Today you will be able to effectively prepare for a science quiz by using your notes to generate, take, and correct a quiz, and then using the data to inform additional studying.

Day 11: Inertia

Today, you will be able to apply the skills of making hypotheses, following a procedure, and proposing explanations by completing two mini-experiments and writing a one-paragraph summary.

Day 12: Applying Newton's first law

Today, you will be able to apply Newton's first law by diagramming an experiment, predicting the results, and justifying your prediction in a quickwrite.

Day 13: Newton's second law

Today, you will be able to apply the skills of identifying variables, making hypotheses, following a procedure, and proposing explanations by completing two mini-experiments and writing a one-sentence money summary.

Day 14: Newton's second law

Today, you will be able to describe and apply Newton's second law by watching, taking notes, and summarizing your ideas on a video about acceleration, and using your understanding to explain sample lab results.

Day 15: Newton's third law

Today, you will be able to describe Newton's third law by identifying force pairs in pictures, and restating the law in your own words.

Day 16: Newton's third law

Today, you will be able to apply Newton's third law by writing and illustrating an expository paragraph addressing a prompt about a horse and cart.

Day 17: Preparing for an assessment in science

Today, you will be able to apply your skills in preparing for a science quiz by using your notes to generate, take, and correct a quiz, and then using the data to inform additional studying.

Days 18-24: Assessment task: Egg Descent and Landing Vehicles

This week, you will synthesize what you have learned about force and motion by building, testing, and refining devices to protect an egg during a vertical drop; collecting time and distance data and calculating average speed; and writing an expository essay about force and motion, using evidence to support your thinking.

- Day 18: Six Minutes of Terror
Today, you will be able to develop a plan to solve an engineering problem by analyzing the task, brainstorming possible solutions, and making a list of needed materials.
- Day 19: EDLV Build
Today, you will be able to design, build and document an EDLV by constructing your device and describing its protective features in sketches and words.
- Day 20: EDLV Mini-Test

Today, you will be able to evaluate the strengths and weaknesses of your EDLV design by testing your EDLV, calculating its average speed, and planning improvements to your design.

- Day 21: EDLV Modifications

Today, you will be able to analyze performance data of your EDLV by using mini-test data to inform design improvements, completing the improvements, and documenting the improvements.

- Day 22: Testing EDLVs

Today, you will be able to evaluate the strengths and weaknesses of your EDLV design by performing a final test on your EDLV, calculating its average speed, and identifying the forces acting on it.

- Days 23-24: EDLV Lab Report

You will plan these lessons with your department. A sample lab report template and rubric are provided, but you may create your own to help your students reflect on and write about their EDLV projects.

Day 25: Post-assessment

Today, you will be able to demonstrate what you learned this summer about forces and motion by completing a post-assessment.

Motivated Students on the Path to College

Breakthrough Oakland

Our Program | Breakthrough Oakland is a six-year, tuition-free program that prepares underserved middle-school students for college, while developing the next generation of educators through our college-student teaching fellowships. Launched in 2014, Breakthrough Oakland draws on more than 30 years' of research and data from our umbrella organization, Breakthrough Collaborative.

With our engaging, rigorous academics as well as a focus on non-cognitive skills like flexibility, resilience, and persistence, Breakthrough Oakland is cultivating tomorrow's leaders. At the same time, Breakthrough serves as one of the premier pre-professional teacher training programs in the country.



Our Students | Breakthrough Oakland scholars are driven, enthusiastic, positive community members who aspire to go to college. Once they apply and are accepted to the program, students take three summers of rigorous academic enrichment courses, followed by two years of school-year programming. They then receive academic and extracurricular support until they matriculate into four-year colleges and universities.

Here's a snapshot of student work from the inaugural summer of Breakthrough Oakland:

- One-month gain in literacy skills
- Two-month gain in math skills
- 97% average summer attendance

Our Teachers | Breakthrough summer classes are taught by teaching fellows, top students recruited from selective colleges and universities across the country. Teaching fellows complete two weeks of intensive teacher training before courses begin and are mentored throughout the program by instructional coaches (professional teachers who gain valuable leadership training in these roles).



Contact us!

Molly Posner, Director
(415) 632-4340 | mposner@breakthroughcollaborative.org
breakthroughcollaborative.org/oakland

About Breakthrough | Breakthrough Oakland is part of Breakthrough Collaborative, a network of 27 affiliates across the US and in Hong Kong. Since its founding in 1978, Breakthrough has served more than 40,000 students and teachers.



SAM Search Results
List of records matching your search for :

Search Term : Breakthrough* Collaborative*
Record Status: Active

No Search Results



PURCHASE ORDER
OAKLAND UNIFIED SCHOOL DISTRICT
 PURCHASING DEPARTMENT
 900 HIGH STREET OAKLAND, CALIFORNIA 94601
 FAX: (510) 879-1857

PURCHASE ORDER NO.
P1600102

**ORDER MUST BE RECEIVED IN OAKLAND USD WAREHOUSE BY
 06/30/16 , OR ORDER WILL BE RETURNED TO VENDOR AT
 VENDOR'S EXPENSE**

R0160136

- SHOW PURCHASE ORDER NUMBER AND ITEM NUMBER ON ALL CORRESPONDENCE, INVOICES, AND PACKAGES.
- ALL GOODS AND SERVICES MUST BE AS SPECIFIED. DO NOT SUBSTITUTE.
- MAIL INVOICE IN DUPLICATE TO: OAKLAND UNIFIED SCHOOL DISTRICT
 ACCOUNTS PAYABLE
 1000 Broadway, Suite 450
 Oakland, CA 94607

**PAYMENT CANNOT BE GUARANTEED IF SHIPPED TO ADDRESS
 OTHER THAN BELOW. FOR PROMPT PAYEMENT, ITEMS ON
 INVOICE MUST BE IN SAME SEQUENCE AS ITEMS ON PURCHASE**

VENDOR:

I006327
 BREAKTHROUGH COLLABORATIVE INC
 545 SANSOME STREET, 7TH FLOOR
 SAN FRANCISCO CA 94111

M1 (415) 442-0605 F1 (415) 935-2351

SHIP TO:

COMMUNITY SCHOOLS AND STUDENT SERVI
 746 GRAND AVENUE
 OAKLAND CA 94610
 PHONE: (510) 273-1500
 FAX: (510) 273-1501
 SITE CONTACT: McMearn, Renee

Del
 Date

07/01/15

Bid

Quote#

Item No.	Quantity	Unit	Description of Articles or Services	Unit Price	Total Price
001	24,505	EA	CONTRACTED SERVICES - Summer Learning Program at Claremont Middle School.	1.00	24,505.00
NET TOTAL					24,505.00

NOTICE TO VENDORS:

Vendor agrees, by supplying the product(s) and/or service(s) requested in this purchase order, to defend, indemnify and hold harmless the District, its Board of Education, officers, employees, agents from any and all losses or injuries, however caused, resulting from any defects in, or delivery of, the product(s) supplied, or negligence in providing the service(s).

AFFIRMATIVE ACTION:

The seller shall not discriminate against any employee or applicant for employment because of race, creed, sex, non-impairing handicap, color, or national origin and shall insure compliance with all provisions of Executive Order No. 11246 (as amended by Executive Order No. 11375). Failure to comply shall be considered cause for not requesting bids from that firm, until it complies with the above provision.

Buyer Name: BRENDA LEWIS

Buyer Phone#: (510) 434-2247

 DIRECTOR OR DESIGNEE OF PURCHASING

 DATE

PROFESSIONAL SERVICES CONTRACT ROUTING FORM 2014-2015



Basic Directions

Additional directions and related documents are in the Knowledge Center on the Intranet and Contracts Online 2.0 Tool

Services cannot be provided until the contract is fully approved and a Purchase Order has been issued.

- Contractor and OUSD contract originator (principal or manager) reach agreement about scope of work and compensation.
- Ensure contractor meets the consultant requirements (including the Excluded Party List, Insurance and HRSS Consultant Verification)
- Contractor and OUSD contract originator complete the contract packet together and attach required attachments.
- Within 2 weeks of creating the requisition the OUSD contract originator submits **complete** contract packet for approval to Procurement.

Attachment Checklist

- For All Consultants: Authorization to Work, which indicates vendor has cleared the registration and background check
- For All Consultants: Results page of the Excluded Party List (<https://www.sam.gov/>)
- For All Consultants: Statement of qualifications (organization); or resume (individual consultant).

OUSD Staff Contact Emails about this contract should be sent to: (required) Renee.McMearn@ousd.k12.ca.us

Contractor Information

Contractor Name	Breakthrough Collaborative	Agency's Contact	Joshua Lachs				
OUSD Vendor ID #	1006327	Title	Executive Director				
Street Address	545 Sansome Street, Suite 700	City	San Francisco	State	CA	Zip	94111
Telephone	(415) 442-0600	Email (required)	jlachs@breakthroughcollaborative.org				
Contractor History	Previously been an OUSD contractor? <input type="checkbox"/> Yes <input type="checkbox"/> No		Worked as an OUSD employee? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				

Compensation and Terms – Must be within the OUSD Billing Guidelines

Anticipated start date	05/01/2015	Date work will end	08/21/2015	Other Expenses	
Pay Rate Per Hour (required)		Number of Hours (required)			

Budget Information

If you are planning to multi-fund a contract using LEP funds, please contact the State and Federal Office before completing requisition.

Resource #	Resource Name	Org Key	Object Code	Amount
4124	21st CCLC	9221872101	5825	\$ 24,505.00
			5825	
			5825	
Requisition No. (required)		R0160136	Total Contract Amount	
			\$ 24,505.00	

Approval and Routing (in order of approval steps)

Services cannot be provided before the contract is fully approved and a Purchase Order is issued. Signing this document affirms that to your knowledge services were not provided before a PO was issued.

OUSD Administrator verifies that this vendor does not appear on the Excluded Parties List (<https://www.sam.gov/>)

1.	Administrator / Manager (Originator)	Name	Julie McCalmont	Phone	(510) 273-1576	
	Site/Department (Name & #)	922/Community Schools and Student Services Dept.			Fax	(510) 273-1501
	Signature	<i>Julie McCalmont</i>			Date Approved	6/5/15
2.	Resource Manager , if using funds managed by:	<input type="checkbox"/> State and Federal <input type="checkbox"/> Quality, Community, School Development <input checked="" type="checkbox"/> Community Partnerships and Student Services <input type="checkbox"/> Risk				
	<input type="checkbox"/> Scope of work indicates compliant use of restricted resource and is in alignment with school site plan (CSSSP)					
	Signature	<i>Julia Ma</i>			Date Approved	
3.	Network Superintendent/Deputy Network Superintendent					
	Signature	<i>Christine Sanchez</i>			Date Approved	6/12/15
4.	Chiefs / Deputy Chiefs	Consultant Aggregate <input type="checkbox"/> Under <input type="checkbox"/> Over \$86,000				
	<input type="checkbox"/> Services described in the scope of work align with needs of department or school site <input type="checkbox"/> Consultant is qualified to provide services described in the scope of work					
	Signature	<i>Sean Diller</i>			Date Approved	
5.	Superintendent, Board of Education Signature on the legal contract					
Legal Required if not using standard contract		Approved		Denied - Reason	Date	
Procurement	Date Received			PO Number	P1600102	