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Board Cover Memorandum

To Board of Education

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

Meeting Date June 29, 2022

Subject Expanded Learning Programs After School Program Master Contract 2022-2025 with East Bay Agency for Children

Ask of the Board Approve Services Agreement
 Ratify Services Agreement

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

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

Not-To-Exceed Amount \$3,773,509.00

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

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

Funding Source(s) *Resource 6010 – After School Education and Safety (ASES) Program in the amount of \$1,373,509.00; Resource 2600 – Expanded Learning Opportunities Program (ELO-P) in the amount of \$2,400,000.00*

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

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

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

This agency has demonstrated experience and capacity in serving in the after school lead agency role. This organization successfully met all of the requirements of OUSD's Request for Qualifications process for both ASES and 21st Century programs and fee-based programs and has been approved as a qualified lead agency partner by the OUSD Expanded Learning Office. The school Principal and their team have selected this agency from a list of approved lead agency partners.

Attachment(s)

- Expanded Learning Programs After School Program Master Contract 2022-2025 with East Bay Agency for Children
- Request for Proposal 21-104ASP and Vendor Bid Materials
- Request for Proposal 21-115ExLO and Vendor Bid Materials

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

East Bay Agency for Children

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

- 5.2. **Termination for cause by OUSD.** In addition, OUSD may terminate this MOU or any Scope of Work entered for cause should AGENCY fail to perform any part of this MOU. Upon approval by OUSD legal counsel, the OUSD Superintendent or an OUSD Chief or Deputy may issue the termination notice without approval by the BOARD, in which case this Agreement would terminate upon ratification of the termination by the BOARD or three (3) days after the notice was provided, whichever is later, unless the condition or violation ceases or satisfactory arrangements for the correction are made. If OUSD's cost of procuring services from another contractor exceeds the cost of providing the services pursuant to this MOU, AGENCY shall pay the additional cost for the services through the end of the Term identified in Section 3.
- 5.3. In the event of termination or suspension, AGENCY must, upon request, follow all transition protocols and actively participate in the transition process, attend all transition meetings, promptly turn in all keys and key fobs, transfer custody of all records, and inventory of all after-school supplies.
- 5.4. **Suspension.** If OUSD, at its sole discretion, develops health and/or safety concerns related to the AGENCY's provision of services, then the CSSS Executive Director may, upon approval by OUSD legal counsel, issue a notice to AGENCY to suspend the Agreement or Scope of Work, in which case AGENCY shall stop providing services under the Agreement until further notice from OUSD. OUSD shall compensate AGENCY for services satisfactorily provided through the date of suspension. During the period of suspension, OUSD may procure services from another agency.
- 5.5. **No Premature Termination by AGENCY.** AGENCY hereby certifies that it is willing and able to provide required services for the full term of the MOU. AGENCY will not be permitted to unilaterally terminate the MOU or cease providing required services prior to completing the full term unless OUSD approves any change. In the event AGENCY ceases to provide required services prior to the end of the MOU term, OUSD may secure the required services from another contractor. If OUSD's cost of procuring services from another contractor exceeds the cost of providing the services pursuant to this MOU, or OUSD is unable to secure required services from another contractor, AGENCY shall pay any additional cost through the end of the Term identified in Section 4. If OUSD suffers any loss of funding or other program consequences attributable to AGENCY's premature termination, AGENCY shall pay any additional cost in addition to any damages otherwise due under this MOU.
6. **Compensation.** Contingent on OUSD receipt of California Department of Education and/or U.S. Department of Education after school grant funds and subject to grant funding levels, the ASES, and 21st CCLC, and ELO-P grant award amount for the school sites listed above, funding projection is based on three year grant totals for each school site identified in Exhibit A. The three year not-to-exceed amount for this MOU is \$ 3,773,509.00. AGENCY shall be entitled to compensation from these funds in accordance with the following terms and conditions:
- 6.1. **Total Compensation.** Subject to the provisions of 6.2 Positive Attendance and the provisions of 6.3 Administrative Fee and subject to AGENCY compliance with MOU requirements, AGENCY shall receive the amount of the grant award less OUSD's administrative fees and other site costs agreed to by the Site Administrator and AGENCY. Funding will be contingent on CDE grant allocations. Penalties may be assessed or payments withheld for non-compliance, including but not limited to MOU requirements, attendance reporting, fiscal invoicing, full participation at OUSD required meetings and training and in continuous quality improvement efforts.
- 6.2. **Positive Attendance.** Payment for services rendered related to the ASES, 21st CCLC, ASSETS, and ELO-P grants shall be based on actual student attendance rates (\$10.18 a day per student through ASES, 21st CCLC, ASSETS and ELO-P.), not estimates, as those programs are "positive attendance based." OUSD reserves the right to modify the annual core allocation based on reported attendance. In the event that payments made to AGENCY exceed the reported attendance for the Core grant, the AGENCY will return payments to OUSD at the rate of \$10.18

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

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

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

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

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

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

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

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

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

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

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

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

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

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

7.4.**Program Requirements**

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

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

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

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

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

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

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

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

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

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

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

7.4.3.1.5. Provide annual training to AGENCY.

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

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

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

7.4.3.2.3. Ensure meal count is accurate;

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

- Staff Qualifications

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

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

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

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

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

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

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

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

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

- Community organizations and public agencies

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

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

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

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

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

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

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

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

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

8.3.1.1. a full description of the trip and scheduled activities

8.3.1.2. student/adult participant health information

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

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

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

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

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

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

8.3.7. **Supervision**

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

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

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

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

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

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

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

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

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

8.3.10. Vendor is licensed to provide all proposed activities.

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

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

8.4.1. Definition of High-Risk Activities

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

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

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

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

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

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

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

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

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

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

- Facility
- Program

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

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

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

8.5.3. Swimming Activities

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

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

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

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

- 8.6.1. At least 2 weeks prior to trip date, all persons attending trip, including, but not limited to, each and every student, teacher, instructor, chaperone, supervisor, parent, administrator, volunteer, or aide (hereinafter "participant") will provide to the OUSD Office of the General Counsel an original, properly completed, signed and dated East Bay Regional Park District Waiver, on a form to be provided by the OUSD to AGENCY prior to the beginning of each school year, executed by either the participant if he or she is 18 years of age or older, or the participant's parent or legal guardian if the participant is under 18 years of age
- 8.6.2. Should AGENCY fail to provide an original, properly completed, signed, and dated East Bay Regional Park District Waiver for each trip participant as defined in Section 6.13.1 above, AGENCY agrees to hold harmless, defend and indemnify OUSD, its officers, employees, volunteers, and agents from all claims and actions resulting therefrom.
- 8.7. In the event that a field trip cannot proceed as planned for any reason (including but not limited to the closure of the field trip destination in response to COVID-19), AGENCY shall provide alternative programming to students (including remote programming, in the event that the school site at which AGENCY has agreed to provide programming is closed).

- 9. **Financial Records.** AGENCY agrees and understands that OUSD is responsible for fiduciary and programmatic oversight for the expenditure of the ASES, 21st CCLC, ASSETS, & ELO-P grant funds contracted to AGENCY by OUSD for the fiscal year 2021-2022. AGENCY will function as a sub-recipient of funding and as such will follow all required fiscal guidelines and meet outlined standards as referenced in applicable Federal and State sub-recipient guidelines for the federal 21st Century Community Learning

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

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

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

10. Invoicing

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

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

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

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

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

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

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

12. Changes

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

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

13. Conduct of Consultant

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

OUSD

Name: Martha Pena
Site/Dept: 922/Community Schools & Student Services
Address: 1000 Broadway, Suite 150
City, ST Zip: Oakland, CA 94607
Phone: 510-879-2427
Email: martha.pena@ousd.org

AGENCY

Name: Josh Leonard
Title: Chief Executive Officer
Address: 2828 Ford St.
City, ST Zip: Oakland, CA 94601
Phone: 510-268-3770
Email: josh.leonard@ebac.org

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

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

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

OAKLAND UNIFIED SCHOOL DISTRICT

J.S. Lee 6/30/2022

- President, Board of Education Date
 State Administrator
 Superintendent

J. H. ... 6/30/2022
Secretary,
Board of Education Date

DocuSigned by:
Andra Bustamante 5/31/2022
306EC289F1FE4AB...
Executive Director Date
Community Schools and Student Services Dept.

DocuSigned by:
Sandra Aguilera 5/31/2022
B072CB8033AD406...
Chief Academic Officer Date
Continuous School Improvement

AGENCY

DocuSigned by:
Josh Leonard 5/31/2022
F105E084A1FC488...
Agency Signature Date

Josh Leonard, Chief Executive Officer
Print Name, Title

Attachments:

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

Legislative File ID: 22-1487

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

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

After-School Sites:

School Site Name:	Projected After-School Enrollment Numbers:	Projected Three Year Grant:
Crocker Highland Elementary	67	\$600,000.00
Highland Community School	123	\$1,057,836.39
Peralta Elementary	123	\$1,057,836.39
Sequoia Elementary	123	\$1,057,836.39
	Total:	\$3,773,509.17

Exhibit B

Blank Template of PPT and Budget Tool

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

ELEMENTARY/MIDDLE & HIGH SCHOOLS - 2022-2023

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

@

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

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

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

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

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

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

ENROLLMENT PROCESS & TIMELINE

Instructions:

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

Please check the box below after completing the above instructions

Enrollment Timeline has been uploaded to the Program Plan folder

Important dates to include in your timeline

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

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

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

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

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

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

Respond Below:

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

Respond Below:

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

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

Respond Below:

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

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

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

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

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

Respond Below:

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

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

Respond Below:

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

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

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

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

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

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

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

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

[OUSD Student Learning Goals:](#)

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

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

Respond Below:

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

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

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

POINTS OF SERVICE Quality Standards & PROGRAMMATIC Quality Standards

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

Resources:

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

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

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

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

TRUTH

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

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

Respond Below:

HOPE

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

Respond Below:

CHANGE

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

Respond Below:

CURIOSITY

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

Respond Below:

CELEBRATE

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

Respond Below:

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

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

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

ELO-Program Elements:

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

Expanded Learning Priorities

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

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

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

- Expanded Learning Provider
 OUSD School Staff
 Early Childhood Staff

Program Information:

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

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

List Activities Below:

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

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

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

- Expanded Learning Provider
 OUSD School Staff

Program Information:

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

List Activities Below:

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

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

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

SECTION 7: Facilities

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

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

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

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

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

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

SECTION 8a: PROGRAM FEES

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

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

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

SECTION 8b: PROGRAM FEES (Continued)

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

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

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

Instructions:

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

Please check the box below after completing the above instructions

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

OUSD EXPANDED LEARNING PROGRAMS

Partner Assurances & Agreements 2022–2023

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

Expanded Learning Safety and Emergency Planning

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

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

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

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

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

Yes
No

Facility Keys

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

Yes No

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

Culture Keeper Staffing

Check One:

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

2022-23 AFTER SCHOOL BUDGET PLANNING SPREADSHEET

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

Exhibit C (1)



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

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

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

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



Exhibit C (2)

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

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

Paying OUSD Certificated Employees (Teachers)

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

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

Exhibit C (3)



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

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

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

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

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

Exhibit D

Certificates of Insurance and Additional Insured Endorsement

INSERT HERE

COMMENTS/REMARKS

Oakland Unified School District, its officers employees, volunteers or agents are Additional Insured per the attached policy form #CG2026 0413, provided it is required in a written contract between the Named Insured and the Additional Insured.

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): The City of Oakland, its Council members, directors, officers, agents, employees, and volunteers
Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

- A. Section II – Who Is An Insured** is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" caused, in whole or in part, by your acts or omissions or the acts or omissions of those acting on your behalf:
1. In the performance of your ongoing operations; or
 2. In connection with your premises owned by or rented to you.

However:

1. The insurance afforded to such additional insured only applies to the extent permitted by law; and
2. If coverage provided to the additional insured is required by a contract or agreement, the insurance afforded to such additional insured will not be broader than that which you are required by the contract or agreement to provide for such additional insured.

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

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

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

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

Exhibit E

Statement of Qualifications

INSERT HERE



Afterschool Programs

Where children learn, grow and thrive

A service of East Bay Agency for Children (EBAC)



EBAC's afterschool programs offer academic and enrichment classes that cultivate student learning. Through a child-centered approach, our teachers help students

- ✓ Discover their individual strengths
- ✓ Build healthy peer and adult relationships
- ✓ Develop skills to regulate emotion, cope with everyday challenges, and counter the impacts of trauma

Busy parents and caregivers benefit from their child's increased school attendance and engagement and from knowing their children are thriving afterschool.



"Our EBAC afterschool program coordinator is phenomenal! She runs an organized, rigorous program. She hires well and communicates effectively. I love having her as part of my team!"

- Principal Samantha Keller,
Rise Community School

"Thank you for overseeing such a fabulous program. You guys make me feel a lot less guilty being a working parent because I know he's having fun AND growing as an individual."

- Sequoia Parent

WHAT WE DO

WHAT HAPPENS IN AFTERSCHOOL

EBAC's comprehensive afterschool programs offer:

- ✓ Academic support
- ✓ Enrichment activities such as:
 - Arts & Crafts Cooking
 - Gardening Music
 - Science Recreation/Sports
 - Mindfulness and more...
- ✓ Social-emotional skill building
- ✓ Family engagement activities

THE EBAC DIFFERENCE

With 25 years of experience running quality afterschool programs, EBAC is a proven provider.

- ✓ Leadership in Oakland afterschool consortium
- ✓ Close collaboration with school day teachers
- ✓ Embedded focus on equity
- ✓ Consistently high evaluation from OFCY
- ✓ Selected to manage first OUSD in-person

CURRENT LOCATIONS

EBAC currently provides afterschool services at the following Oakland school sites:

OUSD SCHOOLS

New Highland Academy, 8521 A Street
Peralta Elementary School, 460 63rd Street
Rise Community School, 8521 A Street
Sequoia Elementary School, 3730 Lincoln Ave.

EDUCATION FOR CHANGE CHARTER SCHOOL

Achieve Academy, 1700 28th Avenue

"EBAC has incredibly thoughtful and equity-minded leadership. They are an incredible partner for Oakland Unified Expanded Learning. Their experienced coordinators partner closely with schools to create safe and engaging spaces for youth to truly thrive with enriching and educational experiences. Their priority is always the student and family experience, sustainability, empowerment and growth."

-Priscilla Parchia

Program Manager, OUSD Expanded Learning Office

CONTACT US

To inquire about EBAC providing services at your school or enrolling your child at an existing school site, please contact:

Reka Lal, Program Director

Reka@EBAC.org

510.844.6722

ADDITIONAL EBAC SERVICES

- Intensive therapeutic services for preschoolers and for youth in special education experiencing severe emotional difficulties
- Counseling for children and youth impacted by trauma
- Outreach and enrollment for public benefits and safety net services plus family case management
- Family education including grief support services
- Counseling and case management for at-risk Oakland youth
- Consultation with organizations to create trauma-informed policies, practices and workforce

EAST BAY AGENCY FOR CHILDREN

EBAC.ORG

East Bay Agency for Children improves the well-being of children, youth and families by reducing the impact of trauma and social inequities



March 8, 2022

Oakland Unified School District
Attention: Risk Management
1000 Broadway, Suite 440
Oakland, California 94607

To Whom It May Concern:

This letter is to confirm that all East Bay Agency for Children employees, interns, and volunteers are required to have Mandated Reporting Certification, DOJ & FBI fingerprint and TB clearances to be employed by EBAC and therefore to be assigned to any of our partner school districts.

We will also receive, via our agreement with the California Department of Justice, reports of any subsequent arrests for any of our employees, interns, or volunteers who received clearance through their agency.

Additionally, all of our employees, interns, and volunteers are required to renew their TB skin tests and/or chest x-rays every four years.

ATI numbers from fingerprinting will appear on all invoices submitted to OUSD. Proof of fingerprinting and TB testing for any staff that we assign to OUSD School will be available to OUSD upon demand.

Sincerely,

A handwritten signature in black ink, appearing to read "PF", is positioned above the typed name.

Pamela Ferreira
Human Resources Generalist
510-844-6713
pamela.ferreira@ebac.org

EAST BAY AGENCY FOR CHILDREN 2828 FORD ST., OAKLAND, CA 94601 510-268-3770 WWW.EBAC.ORG

EXHIBIT F

Agreement to Allow Distinct & Separate Employment by OUSD and AGENCY

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

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

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

OAKLAND UNIFIED SCHOOL DISTRICT

-
- President, Board of Education
 - Superintendent or Designee

Secretary, Board of Education

AGENCY

EMPLOYEE



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Request for Proposal (RFP) 21-104ASP

**EXPANDED LEARNING
FOR AFTER SCHOOL PROGRAMS**

* Submit proposals and all questions/inquiries to:

OAKLAND UNIFIED SCHOOL DISTRICT

Attention: Martha Pena

1000 Broadway, Suite 150

OAKLAND, CA 94607

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

email: martha.pena@ousd.org

phone: (510) 879-2457

Proposals Due:

6/30/2021 at 2:00 PM

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



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Expanded Learning Lead Agency Request for Qualifications

EXPANDED LEARNING OFFICE

WWW.OUSD.ORG

OUSD RFQ Application Submission Instructions and Deadline

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

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

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

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



Request for Qualifications RFQ - 2021

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



B. Schedule

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



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

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

C. Required Supporting Documentation

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

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



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



D. Introduction and Overview

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

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

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

Term of the List of Qualified Agencies

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

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



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

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

Overview of OUSD Expanded Learning Programs

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

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

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

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

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

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

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

SAMPLE AFTER-SCHOOL ACTIVITIES BY CATEGORY

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

E. Funding

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

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



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

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

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

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

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

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

Other considerations for the allocations of funds

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



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

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

F. OUSD Expanded Learning / Program Operation

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

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

Below is an outline of operational requirements.

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



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

G. Base-line Expanded Learning Program Requirements

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

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

An expanded learning program must include the following:

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

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



Required Program Hours

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

H. Staffing

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

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

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

I. Enrollment, Attendance and Evaluation Documentation

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



- a. Enrollment: Approved Lead Agencies must be familiar with CDE guidelines of ASES, 21st CCLC, and ASSETs Programs when working with a unique population defined as foster youth, McKinney-Vento, and students qualify with free-reduced lunch status. Lead Agencies must prioritize enrollment for any child that is homeless, defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec.1143a), newcomers (refugee, asylee, and unaccompanied minor), or if the child is in foster care. Lead agency will work with the school site administrator to develop a written enrollment policy. The enrollment policy needs to include, but not be limited to, enrollment priorities, application process, and acceptance notification, waitlist procedures, behavior guidelines, parental expectations, student expectations, procedure for removing students from expanded learning programs, and so on. Approved Lead Agencies are required to provide the written enrollment policy to all families who apply for the program.

- b. Attendance: Approved Lead Agency is required to be aware of all required attendance submission protocol and procedures to ensure good standing status with the Expanded Learning Office and CDE. All attendance documentation shall be closely monitored, and managed for accuracy by the Site Coordinator and/or occasional audit request by the district and CDE. This includes accurate completion and daily maintenance of student sign in/out sheets, weekly inputting of attendance data into the OUSD online system, and monthly submission of scanned electronic attendance records to OUSD ExLO. Lead Agencies are also responsible for conducting internal audits of attendance records to ensure that program sites maintain accurate, verifiable data on student attendance. All program records must be maintained for five years for auditing purposes.

J. Contract and Payments

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

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

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



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

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

K. Guidelines for Charging Fees

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

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

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

L. RFQ Process

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



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

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

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

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

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



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

M. Minimum Qualifications

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

Lead Agency: Elementary School

Lead Agency: Middle School (including K-8)

Lead Agency: High School

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

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

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



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

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

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

N. Application Submission Contents

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

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

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



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

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

O. Application Submission Details

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

All applications will be submitted electronically:

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

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

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

FORMAT

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



P. Evaluation and Selection

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

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

Evaluation Rubric

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



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

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

Q. Terms & Conditions for Receipt of Applications

Errors and Omissions by Applicant

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

Change Notices



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

Failure to Object to Errors and Omissions in Application

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

Financial Responsibility

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

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

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

Reservations of Rights by the District

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

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



applications;

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

No Waiver

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

R. Standard Contract Provisions

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



APPENDIX I: RFQ Application

2021 OUSD Request for Qualifications Application (Template)

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

Cover Sheet Template:

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

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

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

EXPANDED LEARNING



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

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

Signature: _____ Date: _____



APPENDIX II: Application Questions

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

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

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

2. FISCAL MANAGEMENT AND RESOURCE DEVELOPMENT (2 pages)

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



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

3. AGENCY INFRASTRUCTURE (2 Pages)

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



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

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

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

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



APPENDIX III. Instructions for RFQ Application Submission:

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

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

Required Supporting Documentation Instructions:

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

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

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



APPENDIX IV: OUSD Expanded Learning Lead Agency MOU Boilerplate Checklist

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



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



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

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

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

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

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



Signature

Date

Name and Title of Signatory

Name of Organization

APPENDIX V: Appeals Process for Applicants

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

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

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

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

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

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



2021 OUSD Request for Qualifications Application
ASES, 21st CCLC, and ASSETS After-School Programs

NOTE: PLEASE PRE-REGISTER TO RECEIVE TO ACCESS TO A GOOGLE FORM
Cover Sheet:

Organization Name	East Bay Agency for Children (EBAC)		
Address, City, State	2828 Ford Street		
Lead Contact's Name:	Cory Ervin-Stewart	2 nd Leads Contact's Name	Reka Lal
Email:	cory.ervin-stewart@ebac.org	Email:	reka@ebac.org
Telephone #:	510-292-6752	Telephone #:	510-482-7213, ext. 2102

Service Category: Check the grade levels your organization is interested in serving.	
<input checked="" type="checkbox"/>	Elementary (TK-5)
<input type="checkbox"/>	Elementary/Middle (TK-8)
<input type="checkbox"/>	Middle (6-8)
<input type="checkbox"/>	High School (9-12)
<input type="checkbox"/>	Alternative High School
<input type="checkbox"/>	Continuation High School
<input type="checkbox"/>	Comprehensive High School

Does your organization have 501c3 status? Please provide documentation of this status in your supporting documentation section.	<input checked="" type="checkbox"/>	Yes
	<input type="checkbox"/>	No
Are you currently an OUSD Lead Agency Partner?	<input checked="" type="checkbox"/>	Yes
	<input type="checkbox"/>	No
Have you served as an OUSD Lead Agency partner before in past years?	<input checked="" type="checkbox"/>	Yes
	<input type="checkbox"/>	No
If so, please identify the years and durations served.	26	# Years
EBAC has served as Lead Agency partner at Sequoia Elementary since 1999, Peralta Elementary since 2013, RISE Community School since 2016, and New Highland Academy since 2020. EBAC also is the provider of an afterschool program originally under OUSD from 1995-2005 and currently under Education for Change since 2005 at the Achieve Academy campus. EBAC additionally was the Lead Agency Partner at East Oakland Pride from 2013-2016.		



Do you currently serve in the Lead Agency role for any other school districts besides OUSD?	X	Yes
	<input type="checkbox"/>	No
If yes, please list all school districts you have served.		
EBAC serves in the Lead Agency role for Education For Change.		
How many school sites does your organization have the capacity to serve as a lead agency?	5	# Sites
In the box below, please briefly explain your rationale for this number of sites?		
<p>For OUSD, EBAC has the capacity to serve as a Lead Agency for our four current elementary school sites: Sequoia Elementary, Peralta Elementary, RISE Community School, and New Highland Academy. At the present time, we do not have the staff capacity to expand to additional elementary schools, nor to middle schools.</p> <p>EBAC also has the capacity to maintain our role as Lead Agency at Achieve Academy for Education For Change.</p>		

APPLICATION QUESTIONS

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

ORGANIZATIONAL CAPACITY (2-3 pages double space) (25 points)

- East Bay Agency for Children’s (EBAC) mission and vision fully align with Oakland Unified School District’s (OUSD) mission and vision to create a Full Service Community District focused on serving the whole child, eliminating inequity, providing quality education, cultivating resilience, and preparing students for academic and life success. EBAC’s mission is to improve the well-being of children, youth and families by reducing the impact of trauma and social inequities. EBAC’s vision is to build a continuum of accessible, trauma-informed and culturally relevant services that proactively build resiliency, aid in recovery, and, where possible, prevent exposure to adverse childhood experiences. We believe in equity, utilizing strategies that recognize and are responsive to the unique needs of marginalized children and families. EBAC’s wellness, educational and safety net services serve the whole child and contribute to the hub of resources and support available through the Full Service Community Schools model.

EBAC is uniquely positioned to serve students as Expanded Learning Lead Agency, presently serving in this role at 4 OUSD elementary schools (Sequoia since 1999, Peralta since 2013, RISE Community School since 2016, and New Highland Academy since 2020) and 1 program originally under OUSD from 1995-2005 and currently under Education for Change, a charter school management group, since 2005 at Achieve Academy. EBAC also served as Lead Agency at East Oakland Pride from 2013-2016. All programs receive excellent ratings from evaluators (monitoring report attached). Our Program Director (PD) of Afterschool Services has managed EBAC afterschool programs for 17 years and is PD for Oakland Community After School Alliance. Our 4 Site Coordinators (SC) between them have 21 years experience managing EBAC afterschool programs and 41 years experience coordinating afterschool programming.

EBAC is equipped and has organizational infrastructure to provide programming in in-person, hybrid, or any other configuration as needed and agreed upon in the MOUs. During the pandemic, we successfully partnered with families, school sites, teachers and district

personnel to connect families to technology; provide check-in calls to families to assess their emergency, academic and mental health needs; offer meaningful and quality virtual programming to students; provide in-classroom support to school day teachers; reinstate our staff to in-person work; and open 2 on-site learning hubs for students. Our afterschool staff connect families in crisis to EBAC family resource centers (FRCs) for support in accessing internal and external resources that can help to address their individual challenges and meet their basic needs.

- Founded in 1952, EBAC is a well-established and trusted partner in Oakland communities and provides a continuum of programs for students and families at OUSD schools and other Oakland community locations. Demographics of EBAC afterschool sites for the 2020-2021 school year were (note: afterschool enrollment numbers reflect typical in-person enrollment): 1) Sequoia - enrollment: 439; 29% White, 25% Latinx, 20% 2+ Races, 10% African American, 9% Asian, 27.5% receive Free or Reduced Lunch (FRL), 6% are English Language Learners (ELL); 120 students in afterschool; 2) Peralta - enrollment: 347; 46% White, 16% 2+ Races, 13% African American, 12% Latinx, 17.5% FRL, 3% ELL; 170 students in afterschool; 3) RISE - enrollment: 214; 64% Latino, 29% African American, 93% FRL, 45% ELL; 85 students in afterschool; 4) New Highland - enrollment: 317; 82% Latino, 12% African American, 94% FRL, 65% ELL; 85 students in afterschool; and 4) Achieve - enrollment: 607; 88% Latino, 94% FRL, 67% ELL; 100 students in afterschool. Letters of reference are attached.

EBAC partners with a variety of community-based organizations (CBOs) and public agencies in Oakland, including Alameda County (Behavioral Healthcare Services, Nutrition Services, Social Services Agency); Alameda County Community Food Bank; Challenge Island; Destiny Arts Center; Education for Change; Girls on the Run; Girls Scouts of Northern California; La Clínica de la Raza; Maker's Ed; Oakland Fund for Children and Youth (OFCY); Oakland Literacy Coalition; OUSD; Oakland Youth Chorus; Raising a Reader; Supreme MMA; Tiny Techs; UCSF Benioff Children's Hospital Oakland; and Young Rembrandts.

- EBAC's direct services are partnerships with the people we serve. EBAC values hearing directly from the communities we support and recognizes the importance of elevating the voices of those with lived experience. We utilize input from our Oakland afterschool students and families and other clients to guide program implementation, development and expansion.

EBAC has strong established relationships with district administrators, education professionals, school communities and service providers, developed over decades and during our experience as a Lead Agency. We have extensive experience in meeting, collaborating and coordinating with these stakeholders to execute, enhance and integrate each school site's program goals for expanded learning. This work includes ongoing meetings to determine expanded learning activities that meet the unique interests, needs and priorities of each school site. These meetings also help to identify available EBAC and community resources that can provide holistic support and access to social services that present equitable opportunities for students and families to meet their physical health, educational and social-emotional wellness needs. In addition to afterschool, other district collaborations include: 1) Public benefits enrollment for the Oakland, San Leandro and Hayward school district FRCs and 2) Partnership with Education for Change to operate an FRC on the Achieve Academy campus.

During the pandemic, we relied on relationships with families, schools and OUSD to best serve our families. Because of our collaboration, we successfully reinstated all of our staff to on-site work in some capacity. We were among the first sites - and the largest - to open in-person learning hubs, supporting 36 students at Sequoia and 15 students at Peralta 3 days/week. Our work to launch the hub required the ability to work collaboratively and transparently. We worked with schools, families, nutritional services, COVID teams within EBAC and at the schools, testing sites, custodial staff, and others to open a safe program that was used as a model for other school sites, including those served by other EBAC programs.

- EBAC applies a trauma-informed and social justice approach to hiring, selecting candidates who exemplify agency values and the culture of the school and community, and who represent and are from the communities served. EBAC encourages applications from candidates who may lack technical/educational requirements/qualifications but have valued lived experience. EBAC provides professional development support and mentoring to these candidates upon hiring to cultivate and expand their talent.

EBAC has a dedicated recruiter who vets applications. The hiring process consists of 2 interviews, 3 professional references, FBI/Department of Justice clearance, TB test, and meeting Instructional Aide standards and/or lived experience qualifications. EBAC promotes staff retention by setting clear expectations, supporting staff in meeting those expectations through training, coaching and access to resources, and offering competitive compensation/benefits including paid time off for part time staff during school holidays/breaks. All staff are formally evaluated annually, and staff complete a self-appraisal each year. Raises are given annually. All SCs and Afterschool Instructors (AIs) have 4 appraisal goals: Equity, Supporting EBAC's Strategic Plan, Program Performance and Quality Assessment, and Personal Staff Development.

Professional development is a priority at EBAC. There are opportunities for training throughout the year, via the online Relias Learning training database and Calsac e-Learning; our Continuous Quality Improvement (CQI) Department, individual programs, and/or contracted trainers; and position specific trainings identified by employees and/or their managers. All EBAC staff are required to attend Trauma Informed Systems training and 12 hours of social/racial justice and healing training (training policy is attached). Opportunities on the organizational, afterschool, site and individual levels equate to 32-40 hours of training for SCs and AIs. All afterschool staff are trained on trauma-informed practices, asset based language, social emotional learning, and cultural competency.

FISCAL MANAGEMENT AND RESOURCE DEVELOPMENT (2 pages) (25 points)

- EBAC's sample budget, Budget Narrative and Profit and Loss Statement are attached.
- Thus far in the 2020-2021 fiscal year, EBAC has secured \$247,350 from OFCY, \$587,944 from ASES (\$454,775 from OUSD and \$133,169 from Education for Change), and \$10,000 from Arts for Oakland Kids and The Barrios Trust for afterschool programs.

Unrestricted funds from foundations, corporations and individuals will support the additional costs. EBAC has pending proposals totaling \$15,000 for support of its afterschool programs and is actively researching and applying for additional funding opportunities. We also seek out more in-kind donations, solicit local businesses, strengthen relationships with community partners, and identify collaborative opportunities as ways to garner support for afterschool programs. EBAC has consistently received ASES grants and 3-year funding from OFCY to cover partial costs of programming. The agency plans to re-apply for OFCY funding in the next funding cycle.

EBAC has a healthy operating cash flow and a \$1,500,000 line of credit that can be accessed if necessary. We have over 3 months of operating reserves (bank statements are attached).

- EBAC's financial statements are independently audited annually. A Single Audit and review of Internal Controls also is performed to ensure that EBAC complies with the Federal Government's Uniform Guidance and Government Auditing Standards. There have been no findings for several years, including within the last 2 fiscal years ending June 30, 2020 and June 30, 2019. EBAC follows Federal, State and Local rules, regulations and policies. Financials which include program and consolidated statements of activities are reviewed monthly by a Finance Committee who report to EBAC's Board of Directors. EBAC also has an Audit Committee reporting to its Board that meets periodically throughout the year to review audits, auditors, and any significant accounting issues. Internal controls have been developed to ensure the agency follows Generally Accepted Accounting Procedures (GAAP).

EBAC's Chief Financial Officer, Roger A. Ailshie, is a Certified Public Accountant who has worked at EBAC for the last five years. Mr. Ailshie has over 30 years of experience in

accounting and financial management. He is well-versed in GAAP, Government Regulations and Auditing Standards, and the Uniform Guidance (formerly OMB Circulars A-122 and A-133).

EBAC develops a Board approved agency budget for each fiscal year. The budget is then inputted into Abila's MIP Fund Accounting System. Monthly budget reports are provided to the Management staff and Board to manage EBAC's programs and departments.

AGENCY INFRASTRUCTURE (2 Pages) (25 Points)

- Please see EBAC's organizational chart and associated structure description attached.
- EBAC complies with all OUSD and CDE requirements. Our afterschool programs include academic and enrichment components that are offered Monday-Friday for at least 177 school days/year; begin at the end of the regular school day and operate until 6 p.m.; and are offered with a 1:20 staff to student ratio or better. Students use the CitySpan generated sign in/out sheets or any systems required by OUSD to document attendance. Attendance is checked monthly to meet the 85% ADA requirements, and documents are saved in the OUSD Google drive. All staff, contractors and volunteers must pass a TB test and receive Live Scan clearance. AIs meet or exceed minimum requirements for OUSD Instructional Aide positions. Each program has a full time SC at the site during the day and a designated Quality Support Coach (QSC) who works collaboratively with the SC, Principal and PD to support the AIs. The QSC supports the programs through the CQI process by participating on the self-assessment team and providing coaching and support to staff. Both the SC and the QSC attend all required OUSD meetings and trainings. Our PD has extensive experience managing grants and record keeping; ensuring compliance; supervising, training and coaching staff; and managing contracts, MOUs and invoices. The PD works with SCs to ensure quality programming and that program data is collected and submitted according to grant guidelines.

Afterschool programs adhere to all applicable Board of Education policies. Family Handbooks (sample attached) detailing program policies are given to families at all sites.

- Reka Lal, PD, is the primary point of contact and will maintain active collaboration with school site leadership. Her role and a description of her partnership with OUSD, school sites and other community partners is described in the Organizational Chart attachment. At the site level, EBAC has experienced SCs who manage daily programming at 5 afterschool programs and include: Deanna Grant, Sequoia, 3 years of experience (12 years total experience at Sequoia); Sherice Tyler-Brown, Peralta, 8 years of experience (13 years total experience coordinating afterschool programs); Ruth Snowden, RISE and New Highland, 5 years of experience (9 years total experience coordinating afterschool programs); and Rachell Overall, Achieve, 5 years of experience (7 years total experience coordinating afterschool programs). These SCs are the first point of contact with partnering schools and are supported by Ms. Lal. All of our SC's tenure at their respective sites exceeds that of the principals. Because of this, EBAC SCs are invaluable and have created long lasting, trusted relationships with school staff, administration and families.

**YOUTH DEVELOPMENT EXPERTISE, PROGRAM QUALITY ASSESSMENT
PROCESS, AND SCHOOL DIsTRICT ALIGNMENT (3 Pages) (25 Points)**

- EBAC's afterschool programs model OUSD youth development priorities and the California Quality Standards (CQS) in the following ways:

Safety: EBAC afterschool programs follow OUSD and agency protocols for logistical safety. Our staff are well versed in creating an emotionally and physically safe environment for youth. Staff are trained in trauma-informed practices, asset-based language, social emotional learning principles, de-escalation, cultural competency, and Mental Health First Aid. All staff complete 12 hours of racial and social justice training annually. This past year with COVID-19, distance learning and opening in-person learning hubs, we expanded our definition and understanding of safety to include cyber/technology safety and COVID precautions.

Relationship Building: EBAC promotes youth connection to their school through connection with caring adults in a safe environment. EBAC is intentional about the staff it hires,

employing staff who reflect youth demographics and who are from the community. EBAC's high staff retention rates help to deepen relationships with families and communities from year to year. Staff also promote youth connection to school by creating opportunities for youth to interact with grade and non-grade level peers in small and large groups.

Youth Participation: Youth choose their enrichment classes and can make choices within the classes and individual assignments. Staff collect youth input when creating lesson plans, have youth lead when possible and encourage youth to support one another. Youth feedback is a crucial element in ensuring that EBAC afterschool programs meet youth needs and expectations.

Community Involvement: Family engagement is very important to successful programs. EBAC hosts Student Showcases to bring afterschool families and the community together to celebrate youth accomplishments. Afterschool staff play a vital role in connecting parents to the school day. Staff interact and communicate with families daily due to the nature and structure of the programs. Staff see families at the end of each day and are able and expected to connect with families about their child's progress and behavior. In this manner, EBAC is able to provide quality programming by knowing the families and building trusting relationships with them. Staff also are encouraged to connect their lessons to what is happening in the community and to what is relevant in the youth's lives both at school and at home.

Skill Building: EBAC afterschool programs provide a wide variety of enrichment activities for youth to experience and develop new skills. Staff support youth by creating safe spaces for them to take risks, fail and try again. Staff also model the skills and break them down into smaller steps. Staff encourage youth in their success and in their attempts, and all youth are given the opportunity to demonstrate these skills at showcases hosted throughout the school year.

EBAC afterschool programs create a safe environment that promotes equity and values and embraces students' diversity. Enrichment programming frequently explore and celebrate cultural and other diversity through art, dance, music, literature, poetry, and other creative formats.

Noteworthy recent challenges to serving Oakland students include barriers to virtual learning such as technology access, connectivity and experience, lack of a quiet place to work, and overwhelming household stressors during the pandemic. Noteworthy successes: Despite the challenges of COVID-19, EBAC opened 2 learning hubs and brought staff from other sites to support students' return to campus. Our well-established relationships with families and students enabled us to support the hubs and provide the social and emotional supports students needed.

- EBAC and OUSD have for many years used SAPQA to support youth development through the Safe Environment, Supportive Environment, Interaction, and Engagement domains. Recently, we moved to using CQS which, like SAPQA, is designed with the assumption that in order for youth to learn, their basic needs must first be met. Each of our afterschool programs work towards the CQS, but vary individually on where they succeed and their areas of growth.

Diversity, access and equity are areas of both strength and need for growth. As an agency we are committed to advancing work on diversity, access, equity, and social/racial justice and healing. Each year EBAC provides more training to staff in these areas to ensure consistency of service to families across the agency. EBAC programs recruit and hire staff who reflect the communities served. Areas for growth include accommodating the various developmental needs and abilities of students. Although we train our staff on how to work with children both physically and emotionally, some students need more individualized supports. In these instances, we ensure that staff are aware of that need and meet with parents and school day staff to best support the student for success. Additionally, we often provide specialized training for staff if needed. This is an ongoing area of growth, as some needs are highly specialized and require practice experience rather than knowledge gained through training alone.

- EBAC is highly experienced with CQI and other OUSD tools and strategies, including YPQA, SAPQA (we were a pilot site when the latter tool was first adopted by OUSD), and CQS. Afterschool staff receive annual training on youth development practices, SAPQA and CQS.

During this training, staff practice defining the standards and suggest best practices and strategies of their own, taking into consideration our program and community. Staff also participate in a self-assessment that supports the OUSD ASSESS, PLAN and IMPROVE process. Recently, we moved to using the Truth, Hope, Change and Curiosity (THC2) model for our CQI process (sample attached). The THC2 process allows for truthful conversation about what is and is not working within the programs, and what we hope to see and are curious about. This cycle of inquiry involves a team of direct service staff, SC, QSC, and PD. Staff identify areas of support and professional development needed, which begins the planning phase. SCs and PD identify areas for growth based on THC2 data and team discussion. Plans are then created with detailed steps of how the programs are going to reach their goals and hopes, marking the beginning of the improvement phase. This cycle can occur at any time of the year, but assessment of whether program quality has been enhanced occurs at the end of the year or earlier if needed.

- EBAC's CQI efforts remain grounded in a participant-focused philosophy, geared toward ensuring the best possible outcomes for persons served while consistently gaining input on services offered. EBAC's CQI Department sets goals that are evaluated and revised annually.

EBAC utilizes OFCY surveys and site visit and self-assessment data to assess afterschool program and service effectiveness. Participant and caregiver satisfaction surveys also are collected to gauge satisfaction, program impact and retention (samples attached). Some EBAC afterschool sites also provide youth the opportunity to reflect on their classes and instructors after each session. All of this data is used to support EBAC's program quality improvement process.

Twice a year, EBAC conducts a survey of staff's experience on 25 items (staffing, recognition and growth, leadership, compensation, environment, quality, satisfaction) and compares response totals to those of 75 similar organizations in the country. EBAC uses the results to guide changes/improvements to programs, services and culture. Afterschool staff scores on agency satisfaction rank the highest among all of the agency's staff (see attached).

Instructions for RFQ Application Submission:

Please use this link to register to receive access to a [Google RFQ folder](#). The Google folder will house the RFQ application and supporting documents which will need to be uploaded there. Access to this link will be available until June 15, 2021. Deadline for submission for a completed RFQ application and supporting documentation is June 30, 2021 by 5:00 pm. Any documents submitted after the deadline will not be accepted or reviewed.

Required Supporting Documentation Instructions:

All uploaded files will need to be in PDF format and accessible to OUSD. Any files missing could result in a disqualification from the RFQ process. All files will need to be clearly labeled based on the list below:

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

On behalf of _____ East Bay Agency for Children, I, _____ Josh Leonard

 Chief Executive Officer, _____
 Declare under penalty of perjury under the laws

of the State of California that the foregoing is true and correct.

Signature:



Date: 6/22/2021

Program Schedule Description					
Items	Program Title	Description	Staff	Which required CDE component does this activity meet? <i>Use drop down menu</i>	Explain how the activity is meeting CDE requirements. How are you ensuring it is high-quality?
	STEAM	The purpose of this class is to expose students to more STEAM throughout versatile projects. The class will be divided into three components: regular STEAM projects, STEAM art, and edible STEAM activities. This will expand students' learning and expose them to various forms of activities and things they may encounter in their daily life in relation to STEAM. It will also promote learning experiences that allows children to explore, question, research, discover, and exercise innovative building skills.	Staff	Educational and Literacy Comp	All of our classes intentionally support the first 5 quality standards (safe and supportive environment, active and engaged learning, skill building, youth voice and leadership and healthy choices and behaviors).
	Cooking	Students will engage in learning about different foods through nutrition, including fruit, vegetables, grains, and more. After learning about the nutrition of a certain food, students will learn about different ways to use those ingredients in a variety of recipes that are both kid-friendly and easy to make at home. There will also be an artistic element in which students will also create different food crafts to accompany their learning about the nutrition of the food ingredients.	Staff	Educational Enrichment	All of our classes intentionally support the first 5 quality standards (safe and supportive environment, active and engaged learning, skill building, youth voice and leadership and healthy choices and behaviors).
	Geography	Students will learn about the different continents, map making/reading, and the oceans (sea currents, the sea floor, and more). They will engage in creating their own globes, learning about the different continents and what they contain and learning about how the ocean systems work. There will be artistic elements and educational elements particularly in creating the globes and learning about the world around them.	Staff	Educational Enrichment	All of our classes intentionally support the first 5 quality standards (safe and supportive environment, active and engaged learning, skill building, youth voice and leadership and healthy choices and behaviors).
	Storytelling	In this class students will write small fictional stories. Each week they will get a different topic to write about. We will make paper books in which they will be putting all their stories in. Towards the end they will have a book filled with their own stories they've created. This class will help them explore their creative side and help them with their writing skills.	Staff	Educational Enrichment	All of our classes intentionally support the first 5 quality standards (safe and supportive environment, active and engaged learning, skill building, youth voice and leadership and healthy choices and behaviors).
	Arts and Crafts	In this class students will get to explore their creative side through various mediums of art. Each week students will explore a new project. Projects could include individual creations such as dream catchers or could work as a team to create one collaborative art piece. Students will learn to be creative individually and as a group as well.	Staff	Educational Enrichment	All of our classes intentionally support the first 5 quality standards (safe and supportive environment, active and engaged learning, skill building, youth voice and leadership and healthy choices and behaviors).
	Young Journalists	Students will be learn and engage in journaling about current events that are happening in our community and around the world. They will take their newly learned journaling skills to create a newsletter for their peers in the afterschool community to read.	Staff	Educational and Literacy Comp	All of our classes intentionally support the first 5 quality standards (safe and supportive environment, active and engaged learning, skill building, youth voice and leadership and healthy choices and behaviors).
	Kid's Choice	Students get to choose from a variety of class offerings which fun enrichment class they want to participate in. They choose their top 3 classes and each class runs for 6 weeks. They get to join each class of their choice.	All Staff	Educational Enrichment	All of our classes intentionally support the first 5 quality standards (safe and supportive environment, active and engaged learning, skill building, youth voice and leadership and healthy choices and behaviors).
	Building Intentional Communities	Instructors choose 2 BIC activities to do with their class every Friday. They also have the choice of doing some sort of team building activity with their group if they don't want to do a BIC. I guess you can call it Team building!	All Staff	Educational Enrichment/Physic	All of our classes intentionally support the first 5 quality standards (safe and supportive environment, active and engaged learning, skill building, youth voice and leadership and healthy choices and behaviors).
	Academic Centers	Every Wednesday, instructors use Academic Center time to help students who are struggling with particular academic skills. Instructors teach mini lessons geared towards a particular skill. They also play academic games like "Around the World", spelling test (using school day words), and offer individualized academic supports.	All Staff	Educational and Literacy Comp	All of our classes intentionally support the first 5 quality standards (safe and supportive environment, active and engaged learning, skill building, youth voice and leadership and healthy choices and behaviors).
	Community Circle	As a program we meet once a week to go over weekly announcements, celebrate birthdays, and recognize Student of the Month.	All Staff	Educational Enrichment/Physic	All of our classes intentionally support the first 5 quality standards (safe and supportive environment, active and engaged learning, skill building, youth voice and leadership and healthy choices and behaviors).
	Mindfulness/Reflection	Students use this time to reflect on the day.	All Staff		

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

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

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

POINTS OF SERVICE Quality Standards & PROGRAMMATIC Quality Standards

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

[Definitions: CDE Quality Standards](#)

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

[CDE Quality Standards & CQI Process](#)

PROGRAM SELF-ASSESSMENT TRUTH * HOPE * CHANGE * CURIOSITY (THC²)

Indicate which stakeholders who participated in the Program Self-Assessment in 2020-2021	Internal evaluator	External evaluator	School administrator
	District administrator	Certificated staff	Classified staff
	Program director	Site coordinator	Site-level/line staff
	Parents/guardians	Students	Community partners Advisory group
		Other stakeholders:	

Identify the after-school program data point(s) in the narrative below. Could include: student feedback (youth survey, interviews or focus groups), internal program observation or external

TRUTH

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

Respond Below:

We are currently supporting healthy safe in-person learning for students in the learning hubs at Sequoia. Providing access to reliable distance learning and school provided food. During this time we have found it difficult to have true partnership with the school day teachers in a way that best fits the needs of the highest need children.

HOPE

What is the dream for the program in these areas as identified by students, families, parents, staff and site support team?

Respond Below:

We hope to create and maintain a partnership that has equal give and take for both school day staff and afterschool staff. We hope that we can focus on areas that lean more on our strength in the social and emotional development of our students next school year.

CHANGE

What steps will be taken to make the shifts needed to realize the HOPE identified above?

Respond Below:

Continuing to speak and demonstrate the importance of social and emotional development and a child’s mental health/safety. Create more opportunities for team building and relationship building amongst afterschool staff and school day teachers. Continue having access to teacher collaboration meetings to ensure relationship building as well as ability to advocate for student’s SEL. When planning and working together we can keep in mind that the goal for all is to provide the best experience possible for all students.

CURIOSITY

What deeper questions or inquiries are coming up? Something that needs more time to think about to make long-term shifts.

Respond Below:

Wondering if more intense staff development training and closer partnership would help improve the equity lens of staff and the relationship between the two groups.

SECTION 6 Facilities

2021-22 AFTER SCHOOL BUDGET PLANNING SPREADSHEET

ELEMENTARY & MIDDLE SCHOOLS 01.2020

Site Name:	Elementary School		ASES		OFCY Match Funds	Program Fees (if applicable)	Other School Site Funds	Other Lead Agency Funds
Site #:		%	Resource 6010, Program 1553		Lead Agency	Lead Agency	OUUSD	Lead Agency
Average # of students to be served daily (ADA)	84.00		OUUSD	Lead Agency	Lead Agency	Lead Agency	OUUSD	Lead Agency
TOTAL GRANT AWARD			133,169.40		82,450.00	-	-	107,025.80
CENTRAL COSTS: INDIRECT, ADMIN, EVAL, PD								
	OUUSD Indirect (5.00%)		6,341.40					
	OUUSD ASPO admin, evaluation, and training/te		8,297.16					
	Custodial Staffing and Supplies at 3.5%		4,148.58					
TOTAL SITE ALLOCATION			114,382.26					
CERTIFICATED PERSONNEL								
1120	Quality Support Coach/Academic Liaison		2,500.00				0.00	
1120	Certificated Teacher Extended Contracts- math		0.00				0.00	
1120	Certificated Teacher Extended Contracts- ELL s							
1120	Certificated Teacher Extended Contracts- math							
	Total certificated		2,500.00	0.00	0.00	0.00	0.00	0.00
CLASSIFIED PERSONNEL								
2205	Site Coordinator (list here, if district employee		0.00				0.00	0.00
2220	SSO (optional)		0.00				0.00	
			0.00					
			0.00					
	Total classified		0.00	0.00	0.00	0.00	0.00	0.00
BENEFITS								
3000's	Employee Benefits for Certificated Teachers on		612.50					
3000's	Employee Benefits for Classified Staff on Extra		0.00					
3000's	Employee Benefits for Salaried Employees (be		0.00					
3000's	Lead Agency benefits (rate: 25%)			21,618.04	16,966.26			9,225.60
	Total benefits		612.50	21,618.04	16,966.26	0.00	0.00	9,225.60
BOOKS AND SUPPLIES								
4310	Supplies		0.00				0.00	2,000.00
4310	Curriculum		0.00				0.00	0.00

Total value of in-kind direct services		0.00	0.00	0.00	0.00	0.00	0.00
LEAD AGENCY ADMINISTRATIVE COSTS							
Lead Agency admin (4% max of total contracte		3,179.59	10,753.87	0.00	0.00	61,040.20	
SUBTOTALS							
Subtotals DIRECT SERVICE		85.00	5,103.82	108,090.17	71,696.13	0.00	0.00
Subtotals Admin/Indirect		15.00	16,795.82	3,179.59	10,753.87	0.00	0.00
TOTALS							
Total budgeted per column			21,899.64	111,269.76	82,450.00	0.00	0.00
Total BUDGETED		#####	133,169.40		82,450.00	0.00	0.00
BALANCE remaining to allocate			0.00				
TOTAL GRANT AWARD/ALLOCATION TO SITE			133,169.40				

ASES MATCH	
ASES requires a 3:1 match for every grant award dollar awar	
Total Match amount required for this grant:	44,389.80
Facilities count toward 25% of this match requirement:	11,097.45
Remaining match amount required:	33,292.35
Match should be met by combined OFCY funds, other site fu	189475.8
Total Match amount left to meet:	-156,183.45

Required Signatures for Budget Approval:

Principal:

Lead Agency: East Bay Agency for Children

EAST BAY AGENCY FOR CHILDREN

BUDGET NARRATIVE

- The budget is based on EBAC's years of experience in providing afterschool programs. EBAC used the OUSD budget template that is prepared annually as the budget form for this RFQ. This form takes into account some of OUSD's cost to get to the net total for this RFQ as well as show some of our other sources of funds. The labor described below reflects the RFQ requirements for a full time site coordinator, a minimum staffing ratio of 1:20, and at least 17 hours per week of direct service delivery in addition to training and prep time.

Site Coordinator (4) provides supervision of all program activities. Duties include: managing and supervising program staff and activities; monitoring daily program quality and compliance; sourcing and providing program materials; substituting for staff as needed; managing parent and family communication; negotiating student conflicts; attending required meetings and trainings; interacting with school staff; recruiting, training and evaluating staff; representing program at school events; participating in fundraising; monitoring student attendance; and assisting with the success of program outcomes based on the continuous quality improvement process. The base salary for this position is \$62,448 and 100% of the Site Coordinator time is spent on the afterschool project site. After School Education and Safety (ASES) from the California Department of Education only allows EBAC to charge 10 months of Site Coordinator position to this budget, which is \$52,040. However, due to the limitation of ASES funds we are only charging \$26,020 of this with \$12,804 paid through OFCY funds (or parent fees for sites that do not receive OFCY funding) and the rest being covered by EBAC.

Afterschool Instructors (5) teach a wide array of classes including academics, art, recreation, dance, yoga, poetry, gardening, science, comic books and others. These instructors

are responsible for direct instruction, assisting with monitoring and evaluation of student progress, curriculum development, communicating with school day teachers and parents, assisting with program evaluation, generating reports related to student achievement, and ensuring program outcomes. Instructors start at \$18 per hour and receive raises annually. EBAC proposed two pay levels of Instructors in the budget of \$18.00 and \$18.54 per hour. Costs for service delivery, staff training, and prep time are detailed on the budget form. All Instructors will work 100% of their time on the afterschool site. ASES funds will pay for \$60,452.13 and the balance of \$30,445.87 will be covered by OFCY.

Director of Afterschool Services (1) manages and supports the Site Coordinators (SCs) and the administrative aspects of EBAC's OUSD afterschool programs. Duties include: supporting SCs in developing program and curriculum; recruiting, hiring, training and supervising program staff; monitoring program quality; negotiating programmatic issues; coordinating with the school site leadership; managing evaluation activities (Continuous Quality Improvement process); participating in school and community events; developing and tracking budgets; ensuring program outcomes; attending grantee trainings and meetings; and participating in fundraising. The base salary for this position is \$88,080; 20% of her time will be spent on site for a total of \$17,616, which is paid for through OFCY and Other Agency Funds.

Fringe Benefits are at 31% of total salaries; however, EBAC limited the OUSD ASES amount to the 25% requirement and included the difference in the Other Agency Funds.

Supplies of \$2,000 are shown based on EBAC's experience performing afterschool work. The supplies will be covered by Other Agency Funds and we find this is a good area to get small grants to cover this cost.

Subcontractor expenses are shown of \$5,000 in our proposed budget. Our subcontractors provide youth activities such as singing, cooking, gardening, art, and science. These amounts will be covered by Other Agency Funds.

Administrative/Indirect is limited to 15% of what is estimated for both OUSD and EBAC per ASES requirement. After subtracting OUSD's estimated Administrative/Indirect Expenses, the amount for EBAC is \$3,179.59 under ASES, which is lower than the 4% that is allowed. The OFCY Administrative/Indirect Expenses is calculated at their cap of 15%. EBAC's actual Administrative and other indirect cost is much higher and covered by Other Agency Funds.

PROFIT AND LOSS STATEMENT

As evidenced in EBAC's 2020 990 Tax Form, EBAC had a positive change to Net Assets (line 19 of Part I) of \$301,459 and \$1,306,327 for Fiscal Years 2019 and 2020, respectively. This tax return corresponds with the enclosed audited financial statements. Any difference is reconciled in Part XI of the Tax Form. The change to Net Assets on the Tax Form is slightly misleading due to the accounting rules requiring EBAC to recognize restricted revenue independently of the associated expenses. In addition, this last fiscal year we had a significant amount of \$591,952 come in as capital campaign contributions so we could renovate our offices. Regardless of these additional effects on our Net Assets, we are still having a positive change to Net Assets of \$200,000-\$300,000 per year. While EBAC plans to secure additional funding for afterschool programs as described in the Fiscal Management and Resource Development section of EBAC's RFQ application, EBAC has accumulated sufficient unrestricted net assets each year to cover the shortage of funding that typically occurs with provision of afterschool services.

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

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

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization East Bay Agency for Children Doing business as Number and street (or P.O. box if mail is not delivered to street address) Room/suite 2828 Ford Street City or town, state or province, country, and ZIP or foreign postal code Oakland, CA 94601 F Name and address of principal officer: Josh Leonard same as C above	D Employer identification number 94-1358309 E Telephone number (510) 268-3770 G Gross receipts \$ 16,939,252. H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. (see instructions) H(c) Group exemption number ▶
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c)() (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		J Website: ▶ www.ebac.org
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶		L Year of formation: 1953 M State of legal domicile: CA

Part I Summary

Activities & Governance	1 Briefly describe the organization's mission or most significant activities: East Bay Agency for Children ("EBAC") improves the well-being of children, youth and families by 2 Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets. 3 Number of voting members of the governing body (Part VI, line 1a) 3 16 4 Number of independent voting members of the governing body (Part VI, line 1b) 4 16 5 Total number of individuals employed in calendar year 2019 (Part V, line 2a) 5 270 6 Total number of volunteers (estimate if necessary) 6 126 7a Total unrelated business revenue from Part VIII, column (C), line 12 7a -396. b Net unrelated business taxable income from Form 990-T, line 39 7b -396.	
Revenue	8 Contributions and grants (Part VIII, line 1h) 5,705,192. Prior Year 7,636,937. Current Year 9 Program service revenue (Part VIII, line 2g) 9,035,476. 9,035,476. 8,919,110. 10 Investment income (Part VIII, column (A), lines 3, 4, and 7d) 33,864. 33,864. 48,789. 11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e) 120,608. 120,608. 5,388. 12 Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12) 14,895,140. 14,895,140. 16,610,224.	
Expenses	13 Grants and similar amounts paid (Part IX, column (A), lines 1-3) 0. 0. 0. 14 Benefits paid to or for members (Part IX, column (A), line 4) 0. 0. 0. 15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10) 11,226,626. 11,226,626. 12,090,378. 16a Professional fundraising fees (Part IX, column (A), line 11e) 0. 0. 0. b Total fundraising expenses (Part IX, column (D), line 25) ▶ 187,541. 17 Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e) 3,367,055. 3,367,055. 3,213,519. 18 Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25) 14,593,681. 14,593,681. 15,303,897. 19 Revenue less expenses. Subtract line 18 from line 12 301,459. 301,459. 1,306,327.	
Net Assets or Fund Balances	20 Total assets (Part X, line 16) 13,768,447. Beginning of Current Year 16,887,135. End of Year 21 Total liabilities (Part X, line 26) 7,398,542. 7,398,542. 9,226,210. 22 Net assets or fund balances. Subtract line 21 from line 20 6,369,905. 6,369,905. 7,660,925.	

Part II Signature Block

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

Sign Here	Signature of officer Roger A. Ailshie, Chief Financial Officer Type or print name and title	Date 5/11/2021
Paid Preparer Use Only	Print/Type preparer's name Tonetta L Conner, CPA Preparer's signature Date Check if self-employed <input type="checkbox"/> PTIN P01775198 Firm's name ▶ Harrington Group, CPAs, LLP Firm's EIN ▶ 95-4557617 Firm's address ▶ 234 East Colorado Blvd., Suite M150 Pasadena, CA 91101 Phone no. (626) 403-6801	

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

Part III Statement of Program Service Accomplishments

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

1 Briefly describe the organization's mission: EBAC improves the well-being of children, youth and families by reducing the impact of trauma and social inequalities.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? [] Yes [X] No

If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? [] Yes [X] No

If "Yes," describe these changes on Schedule O.

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

4a (Code:) (Expenses \$ 5,860,769. including grants of \$) (Revenue \$ 6,517,903.) School-Based Behavioral Health Services Programs:

EBAC mental health therapists, who work on-site at schools, counsel children and youth from mainstream classrooms who have been referred by their teachers, principals, parents, and themselves because they are struggling with issues like anxiety, depression, or aggression. Through art, play, and other therapeutic tools, EBAC clinicians help these children develop ways to self-regulate their emotions and behaviors. Additionally, clinicians work with teachers and administrators to create trauma-informed school environments and support a positive school climate. EBAC school-based behavioral health staff work on over 40 elementary, middle, and high school campuses in Oakland, Fremont,

4b (Code:) (Expenses \$ 3,280,224. including grants of \$) (Revenue \$ 535,658.) Family and Community Wellness Services:

A strong and stable family is critical to the long-term wellness of children. EBAC provides several types of services that strengthen families and children, building resiliency to face future adversity and, where possible, increasing the potential of preventing exposure to trauma in the first place. EBAC serves over 10,000 children, youth and family members annually through our Family and Community Wellness programming. Programs include:

- Afterschool Programs - EBAC operates four afterschool programs at elementary schools in the Oakland Unified School District. Our

4c (Code:) (Expenses \$ 2,423,671. including grants of \$) (Revenue \$ 1,865,549.) Intensive Behavioral Health Services:

EBAC's Intensive Behavioral Health Services provide safe, accessible, and supportive places for children and youth suffering from severe emotional difficulties while they restore abilities to return to mainstream school settings. These programs provide sanctuaries during times of crisis and act as alternatives to hospitalization and residential treatment centers. Intensive Behavioral Health Services programming includes: Intensive Counseling Enriched Classrooms' Therapeutic Nursery School; and, Youth Empowerment Services. Each year EBAC typically serves about 125 children and youth through our Intensive Behavioral Health services.

4d Other program services (Describe on Schedule O.) (Expenses \$ 1,625,498. including grants of \$) (Revenue \$)

4e Total program service expenses 13,190,162.

Part IV Checklist of Required Schedules

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

Part IV Checklist of Required Schedules (continued)

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

Note: All Form 990 filers are required to complete Schedule O

Part V Statements Regarding Other IRS Filings and Tax Compliance

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

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

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

		Yes	No
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return		
	2a 270		
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns? Note: If the sum of lines 1a and 2a is greater than 250, you may be required to e-file (see instructions)	X	
3a	Did the organization have unrelated business gross income of \$1,000 or more during the year?	X	
b	If "Yes," has it filed a Form 990-T for this year? If "No" to line 3b, provide an explanation on Schedule O	X	
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?		X
b	If "Yes," enter the name of the foreign country See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).		
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?		X
c	If "Yes" to line 5a or 5b, did the organization file Form 8886-T?		
6a	Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?		X
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?		
7	Organizations that may receive deductible contributions under section 170(c).		
a	Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?	X	
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?	X	
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?		X
d	If "Yes," indicate the number of Forms 8282 filed during the year		
	7d		
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?		X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?		X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	N/A	
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	N/A	
8	Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?		
	N/A		
9	Sponsoring organizations maintaining donor advised funds.		
a	Did the sponsoring organization make any taxable distributions under section 4966?		
	N/A		
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?		
	N/A		
10	Section 501(c)(7) organizations. Enter:		
a	Initiation fees and capital contributions included on Part VIII, line 12	N/A	
	10a		
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities		
	10b		
11	Section 501(c)(12) organizations. Enter:		
a	Gross income from members or shareholders	N/A	
	11a		
b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)		
	11b		
12a	Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041?		
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year	N/A	
	12b		
13	Section 501(c)(29) qualified nonprofit health insurance issuers.		
a	Is the organization licensed to issue qualified health plans in more than one state? Note: See the instructions for additional information the organization must report on Schedule O.		
	N/A		
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans		
	13b		
c	Enter the amount of reserves on hand		
	13c		
14a	Did the organization receive any payments for indoor tanning services during the tax year?		X
b	If "Yes," has it filed a Form 720 to report these payments? If "No," provide an explanation on Schedule O		
	14b		
15	Is the organization subject to the section 4960 tax on payment(s) of more than \$1,000,000 in remuneration or excess parachute payment(s) during the year? If "Yes," see instructions and file Form 4720, Schedule N.		X
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If "Yes," complete Form 4720, Schedule O.		X

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

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

Section A. Governing Body and Management

		Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.		
	16		
b	Enter the number of voting members included on line 1a, above, who are independent		
	16		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?		X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?		X
6	Did the organization have members or stockholders?		X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?		X
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
a	The governing body?	X	
b	Each committee with authority to act on behalf of the governing body?	X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses on Schedule O		X

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

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

Section C. Disclosure

- 17 List the states with which a copy of this Form 990 is required to be filed **CA**
- 18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
 Own website Another's website Upon request Other (explain on Schedule O)
- 19 Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
- 20 State the name, address, and telephone number of the person who possesses the organization's books and records **Roger Alishie, CFO - (510) 268-3770
2828 Ford Street, Oakland, CA 94601**

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

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

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

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

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
 - List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
 - List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
 - List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
 - List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.
- See instructions for the order in which to list the persons above.

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

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) Mimi Park President	2.00	X		X				0.	0.	0.
(2) Mary Colby Treasurer	1.00	X		X				0.	0.	0.
(3) Patrick Piette Secretary (Start 6/20)	1.00	X		X				0.	0.	0.
(4) Gary Cox Board Member	1.00	X						0.	0.	0.
(5) Wendi Gosliner Board Member (Start 3/20)	1.00	X						0.	0.	0.
(6) Leah Hughes Board Member	1.00	X						0.	0.	0.
(7) Joanne Karchmer Board Member	1.00	X						0.	0.	0.
(8) Andres Lorenz Board Member	1.00	X						0.	0.	0.
(9) Nate Oubre Board Member (End 12/19)	1.00	X						0.	0.	0.
(10) Rhonda Morris Board Member (End 3/20)	1.00	X						0.	0.	0.
(11) Matthew Nelson Board Member	1.00	X						0.	0.	0.
(12) Jackie Lynn Ray Board Member	1.00	X						0.	0.	0.
(13) Madelyn Roderigues Board Member	1.00	X						0.	0.	0.
(14) Daniel Shulman Board Member	1.00	X						0.	0.	0.
(15) Tess Singha Sec. (End 6/20)/Board Member	1.00	X						0.	0.	0.
(16) Tim Sommer Board Member	1.00	X						0.	0.	0.
(17) Danielle Soto Board Member (Start 3/20)	1.00	X						0.	0.	0.

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

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(18) Soumya Srinagesh Board Member (Start 3/20)	1.00	X					0.	0.	0.	
(19) Josh Leonard Chief Executive Officer	40.00			X			186,133.	0.	7,483.	
(20) Roger Ailshie Chief Financial Officer	40.00			X			139,620.	0.	19,070.	
(21) Tamela Jones Chief Operating Officer	40.00					X	131,574.	0.	20,847.	
(22) Jennifer Leland Director of Trauma Informed Center	40.00					X	123,635.	0.	10,173.	
(23) Kristin Wagner Sr. Dir. Of Family & Comm. Wellness	40.00					X	109,371.	0.	10,742.	
(24) Julie West Chief Development Officer	40.00					X	102,958.	0.	14,477.	
1b Subtotal							793,291.	0.	82,792.	
c Total from continuation sheets to Part VII, Section A							0.	0.	0.	
d Total (add lines 1b and 1c)							793,291.	0.	82,792.	

2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization 6

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

Section B. Independent Contractors

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

(A) Name and business address	(B) Description of services	(C) Compensation
Teamwrkx Construction 1855 Park Ave., San Jose, CA 95126	Construction	1,139,394.
Venture Leadership Consulting, 650 Costco St., Suite 120, Mountain View, CA 94041	Mgmt Consulting	311,414.
Techspereience, LLC P.O. Box 16097, Oakland, CA 94610	IT Consulting	256,215.

2 Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 of compensation from the organization 3

Part VIII Statement of Revenue

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

		(A)	(B)	(C)	(D)	
		Total revenue	Related or exempt function revenue	Unrelated business revenue	Revenue excluded from tax under sections 512 - 514	
Contributions, Gifts, Grants and Other Similar Amounts	1 a Federated campaigns	1a				
	b Membership dues	1b				
	c Fundraising events	1c	214,368.			
	d Related organizations	1d				
	e Government grants (contributions)	1e	6,830,617.			
	f All other contributions, gifts, grants, and similar amounts not included above	1f	591,952.			
	g Noncash contributions included in lines 1a-1f	1g \$				
	h Total. Add lines 1a-1f		7,636,937.			
Program Service Revenue	2 a Medi-Cal	Business Code	624100	8,497,179.	8,497,179.	
	b Client fees	624100	421,931.	421,931.		
	c					
	d					
	e					
	f All other program service revenue					
	g Total. Add lines 2a-2f		8,919,110.			
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)			17,699.	17,699.	
	4 Income from investment of tax-exempt bond proceeds					
	5 Royalties					
	6 a Gross rents	(i) Real	6a	207,922.		
		(ii) Personal	6b	203,034.		
			6c	4,888.		
	d Net rental income or (loss)			4,888.	-396.	
	7 a Gross amount from sales of assets other than inventory	(i) Securities	7a	92,855.		
		(ii) Other	7b	61,765.		
			7c	31,090.		
	d Net gain or (loss)			31,090.	31,090.	
	8 a Gross income from fundraising events (not including \$ 214,368. of contributions reported on line 1c). See Part IV, line 18	8a	64,229.			
	b Less: direct expenses	8b	64,229.			
	c Net income or (loss) from fundraising events			0.		
	9 a Gross income from gaming activities. See Part IV, line 19	9a				
b Less: direct expenses	9b					
c Net income or (loss) from gaming activities						
10 a Gross sales of inventory, less returns and allowances	10a					
b Less: cost of goods sold	10b					
c Net income or (loss) from sales of inventory						
Miscellaneous Revenue	11 a Other income	Business Code	900099	500.	500.	
	b					
	c					
	d All other revenue					
	e Total. Add lines 11a-11d		500.			
12 Total revenue. See instructions		16,610,224.	8,919,110.	-396.	54,573.	

Part IX Statement of Functional Expenses

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

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

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	367,331.	282,498.	81,102.	3,731.
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	9,437,311.	7,257,830.	2,083,633.	95,848.
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	124,279.	95,517.	27,501.	1,261.
9 Other employee benefits	1,364,190.	1,048,526.	301,817.	13,847.
10 Payroll taxes	797,267.	612,789.	176,386.	8,092.
11 Fees for services (nonemployees):				
a Management				
b Legal	10,150.		10,150.	
c Accounting	40,500.		40,500.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch O.)	1,207,583.	615,415.	583,783.	8,385.
12 Advertising and promotion				
13 Office expenses	508,459.	337,067.	155,291.	16,101.
14 Information technology	161,453.	3,595.	148,588.	9,270.
15 Royalties				
16 Occupancy	464,463.	350,316.	109,021.	5,126.
17 Travel	75,342.	68,682.	6,548.	112.
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings	50,195.	27,381.	18,285.	4,529.
20 Interest	133,384.	99,962.	31,677.	1,745.
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	132,372.	100,908.	29,821.	1,643.
23 Insurance	57,124.	7,204.	49,920.	
24 Other expenses. Itemize expenses not covered above (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a Staff recruit. & trng.	167,170.	46,768.	119,020.	1,382.
b License & fees	84,138.	45,897.	30,650.	7,591.
c Program supplies	61,455.	61,455.		
d Fees & dues	38,986.	868.	35,879.	2,239.
e All other expenses	20,745.	2,127,484.	-2,113,378.	6,639.
25 Total functional expenses. Add lines 1 through 24e	15,303,897.	13,190,162.	1,926,194.	187,541.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

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

Part X Balance Sheet

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

		(A) Beginning of year		(B) End of year
Assets	1 Cash - non-interest-bearing	2,266,832.	1	3,777,507.
	2 Savings and temporary cash investments		2	
	3 Pledges and grants receivable, net	255,000.	3	0.
	4 Accounts receivable, net	2,665,656.	4	2,338,094.
	5 Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)		6	
	7 Notes and loans receivable, net		7	
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges	102,948.	9	184,115.
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 10,996,046.		
	b Less: accumulated depreciation	10b 1,351,432.	7,598,692.	10c 9,644,614.
	11 Investments - publicly traded securities	677,145.	11	710,627.
	12 Investments - other securities. See Part IV, line 11		12	
	13 Investments - program-related. See Part IV, line 11		13	
	14 Intangible assets		14	
	15 Other assets. See Part IV, line 11	202,174.	15	232,178.
16 Total assets. Add lines 1 through 15 (must equal line 33)	13,768,447.	16	16,887,135.	
Liabilities	17 Accounts payable and accrued expenses	2,312,042.	17	2,442,907.
	18 Grants payable		18	
	19 Deferred revenue	86,500.	19	66,926.
	20 Tax-exempt bond liabilities		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22 Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		22	
	23 Secured mortgages and notes payable to unrelated third parties	5,000,000.	23	4,954,677.
	24 Unsecured notes and loans payable to unrelated third parties	0.	24	1,761,700.
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		25	
	26 Total liabilities. Add lines 17 through 25	7,398,542.	26	9,226,210.
Net Assets or Fund Balances	Organizations that follow FASB ASC 958, check here <input checked="" type="checkbox"/> and complete lines 27, 28, 32, and 33.			
	27 Net assets without donor restrictions	5,449,348.	27	6,382,890.
	28 Net assets with donor restrictions	920,557.	28	1,278,035.
	Organizations that do not follow FASB ASC 958, check here <input type="checkbox"/> and complete lines 29 through 33.			
	29 Capital stock or trust principal, or current funds		29	
	30 Paid-in or capital surplus, or land, building, or equipment fund		30	
	31 Retained earnings, endowment, accumulated income, or other funds		31	
32 Total net assets or fund balances	6,369,905.	32	7,660,925.	
33 Total liabilities and net assets/fund balances	13,768,447.	33	16,887,135.	

Part XI Reconciliation of Net Assets

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

1	Total revenue (must equal Part VIII, column (A), line 12)	1	16,610,224.
2	Total expenses (must equal Part IX, column (A), line 25)	2	15,303,897.
3	Revenue less expenses. Subtract line 2 from line 1	3	1,306,327.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	6,369,905.
5	Net unrealized gains (losses) on investments	5	-15,307.
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	7,660,925.

Part XII Financial Statements and Reporting

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

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

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

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

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")	10,644,192.	12,289,169.	13,281,263.	5,705,192.	7,636,937.	49,556,753.
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3	10,644,192.	12,289,169.	13,281,263.	5,705,192.	7,636,937.	49,556,753.
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						49,556,753.

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
7 Amounts from line 4	10,644,192.	12,289,169.	13,281,263.	5,705,192.	7,636,937.	49,556,753.
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources	14,483.	17,485.	31,671.	153,020.	177,739.	394,398.
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)	26,288.	873.	5,298.	1,452.	79,472.	113,383.
11 Total support. Add lines 7 through 10						50,064,534.
12 Gross receipts from related activities, etc. (see instructions)					12	19,128,536.
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here						<input type="checkbox"/>

Section C. Computation of Public Support Percentage

14 Public support percentage for 2019 (line 6, column (f) divided by line 11, column (f))	14	98.99	%
15 Public support percentage from 2018 Schedule A, Part II, line 14	15	99.53	%
16a 33 1/3% support test - 2019. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization	<input checked="" type="checkbox"/>		
b 33 1/3% support test - 2018. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization	<input type="checkbox"/>		
17a 10% -facts-and-circumstances test - 2019. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization	<input type="checkbox"/>		
b 10% -facts-and-circumstances test - 2018. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization	<input type="checkbox"/>		
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions	<input type="checkbox"/>		

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

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

Section A. Public Support

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

Section B. Total Support

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

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

Section C. Computation of Public Support Percentage

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

Section D. Computation of Investment Income Percentage

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

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

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

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

Part IV Supporting Organizations

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

Section A. All Supporting Organizations

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

Part IV Supporting Organizations (continued)

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

Section B. Type I Supporting Organizations

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

Section C. Type II Supporting Organizations

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

Section D. All Type III Supporting Organizations

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

Section E. Type III Functionally Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).		
a <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.		
b <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.		
c <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).		
2 Activities Test. Answer (a) and (b) below.		
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.		
b Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.		
3 Parent of Supported Organizations. Answer (a) and (b) below.		
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? Provide details in Part VI.		
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in Part VI the role played by the organization in this regard.		

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

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

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

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

Section C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1.	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3.	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6	

7 Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).

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

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

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

Schedule B
(Form 990, 990-EZ,
or 990-PF)
Department of the Treasury
Internal Revenue Service

Schedule of Contributors

▶ Attach to Form 990, Form 990-EZ, or Form 990-PF.
▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2019

Name of the organization

East Bay Agency for Children

Employer identification number

94-1358309

Organization type (check one):

Filers of:

Section:

Form 990 or 990-EZ

501(c)(3) (enter number) organization

4947(a)(1) nonexempt charitable trust **not** treated as a private foundation

527 political organization

Form 990-PF

501(c)(3) exempt private foundation

4947(a)(1) nonexempt charitable trust treated as a private foundation

501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule**.

Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) \$5,000; or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I, II, and III.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year ▶ \$ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

LHA For Paperwork Reduction Act Notice, see the instructions for Form 990, 990-EZ, or 990-PF.

Schedule B (Form 990, 990-EZ, or 990-PF) (2019)

Name of organization East Bay Agency for Children	Employer identification number 94-1358309
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Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	Alameda County - Health Care Service Agency 1002 San Leandro Blvd., Suite 300 San Leandro, CA 94577	\$ 2,499,710.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
2	Blue Shield of California Foundation 315 Montgomery St., Suite 1200 San Francisco, CA 94104	\$ 500,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
3	Chabot - Las Positas Community College 7600 Dublin Blvd., 3rd Floor Dublin, CA 94568	\$ 376,900.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
4	Education for Change 303 Hegenberger Rd., Suite 301 Oakland, CA 94621	\$ 178,169.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
5	Fund for Public Health New York City 22 Cortlandt St., 8th Floor New York, NY 10007	\$ 194,990.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
6	Genetech Inc 1 DNA Way, MS 36 San Francisco, CA 94080	\$ 400,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization East Bay Agency for Children	Employer identification number 94-1358309
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Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
<u>7</u>	<u>Oakland Unified School District</u> <u>746 Grand Ave.</u> <u>Oakland, CA 94612</u>	\$ <u>351,802.</u>	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
<u>8</u>	<u>OFCY</u> <u>150 Frank H. Ogawa Plaza, Suite 4216</u> <u>Oakland, CA 94612</u>	\$ <u>463,527.</u>	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
<u>9</u>	<u>Steven Cassriel</u> <u>22 Camino Lenada</u> <u>Orinda, CA 94563</u>	\$ <u>155,000.</u>	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization East Bay Agency for Children	Employer identification number 94-1358309
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Part II Noncash Property (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		\$ _____	_____
		\$ _____	_____
		\$ _____	_____
		\$ _____	_____
		\$ _____	_____
		\$ _____	_____
		\$ _____	_____
		\$ _____	_____

Name of organization East Bay Agency for Children	Employer identification number 94-1358309
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Part III Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than \$1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of \$1,000 or less for the year. (Enter this info. once.) ▶ \$ _____
Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

SCHEDULE D (Form 990)

Department of the Treasury Internal Revenue Service

Supplemental Financial Statements

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

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

OMB No. 1545-0047

2019 Open to Public Inspection

Name of the organization

East Bay Agency for Children

Employer identification number 94-1358309

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

Table with 2 columns: (a) Donor advised funds, (b) Funds and other accounts. Rows include: 1 Total number at end of year, 2 Aggregate value of contributions to (during year), 3 Aggregate value of grants from (during year), 4 Aggregate value at end of year, 5 Did the organization inform all donors... Yes/No, 6 Did the organization inform all grantees... Yes/No.

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

Table with 2 columns: Description, Held at the End of the Tax Year. Rows include: 1 Purpose(s) of conservation easements, 2 Complete lines 2a through 2d if the organization held a qualified conservation contribution... 2a Total number of conservation easements, 2b Total acreage restricted by conservation easements, 2c Number of conservation easements on a certified historic structure, 2d Number of conservation easements included in (c) acquired after 7/25/06, 3 Number of conservation easements modified, transferred, released, extinguished, or terminated during the tax year, 4 Number of states where property subject to conservation easement is located, 5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? Yes/No, 6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year, 7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year \$, 8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? Yes/No, 9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

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

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

Table with 2 columns: Description, Amount. Rows include: 1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items. 1b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items: (i) Revenue included on Form 990, Part VIII, line 1, (ii) Assets included in Form 990, Part X. 2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items: a Revenue included on Form 990, Part VIII, line 1, b Assets included in Form 990, Part X.

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

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

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

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

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

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance	403,225.	403,225.	678,564.	522,048.	952,564.
b Contributions				98,945.	
c Net investment earnings, gains, and losses	36,100.	30,795.	7,105.	57,571.	-11,413.
d Grants or scholarships					
e Other expenditures for facilities and programs	36,100.	30,795.	282,444.		419,103.
f Administrative expenses					
g End of year balance	403,225.	403,225.	403,225.	678,564.	522,048.

- 2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:
- a Board designated or quasi-endowment _____%
 - b Permanent endowment 100.00 %
 - c Term endowment _____%
- The percentages on lines 2a, 2b, and 2c should equal 100%.
- 3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:
- | | Yes | No |
|---|-----|----|
| (i) Unrelated organizations | | X |
| (ii) Related organizations | | X |
| b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R? <input type="checkbox"/> | 3b | |
- 4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

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

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land		3,704,461.		3,704,461.
b Buildings		6,591,973.	854,795.	5,737,178.
c Leasehold improvements		129,071.	119,392.	9,679.
d Equipment		96,118.	96,118.	0.
e Other		474,423.	281,127.	193,296.
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.)				9,644,614.

Part VII Investments - Other Securities.

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

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

Part VIII Investments - Program Related.

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

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

Part IX Other Assets.

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

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

Part X Other Liabilities.

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

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

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

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

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

1	Total revenue, gains, and other support per audited financial statements		1	16,797,951.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:			
a	Net unrealized gains (losses) on investments	2a	-15,307.	
b	Donated services and use of facilities	2b		
c	Recoveries of prior year grants	2c		
d	Other (Describe in Part XIII.)	2d	203,034.	
e	Add lines 2a through 2d	2e		187,727.
3	Subtract line 2e from line 1	3		16,610,224.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b	4c		0.
5	Total revenue. Add lines 3 and 4c. (This must equal Form 990, Part I, line 12.)	5		16,610,224.

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

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

1	Total expenses and losses per audited financial statements		1	15,506,931.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:			
a	Donated services and use of facilities	2a		
b	Prior year adjustments	2b		
c	Other losses	2c		
d	Other (Describe in Part XIII.)	2d	203,034.	
e	Add lines 2a through 2d	2e		203,034.
3	Subtract line 2e from line 1	3		15,303,897.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b	4c		0.
5	Total expenses. Add lines 3 and 4c. (This must equal Form 990, Part I, line 18.)	5		15,303,897.

Part XIII Supplemental Information.

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

Part V, line 4:

EBAC classifies as permanently restricted net assets, (a) the original value of the gifts to the permanent endowment, (b) the original value of subsequent gifts to the permanent endowment, and (c) accumulations to the permanent endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund. The remaining portion of the donor restricted endowment fund that is not classified in permanently restricted net assets is classified as temporarily restricted net assets until those amounts are appropriated for by the board of directors.

Part X, Line 2:

Part XIII Supplemental Information (continued)

EBAC is exempt from taxation under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d.

Generally accepted accounting principles provide accounting and disclosure guidance about positions taken by an organization in its tax returns that might be uncertain. Management has considered its tax positions and believes that all of the positions taken by EBAC in its federal and state exempt organization tax returns are more likely than not to be sustained upon examination. EBAC's returns are subject to examination by federal and state taxing authorities, generally for three and four years respectively, after they are filed.

Part XI, Line 2d - Other Adjustments:

Rental expenses 203,034.

Part XII, Line 2d - Other Adjustments:

Rental expenses 203,034.

Part II Fundraising Events. Complete if the organization answered "Yes" on Form 990, Part IV, line 18, or reported more than \$15,000 of fundraising event contributions and gross income on Form 990-EZ, lines 1 and 6b. List events with gross receipts greater than \$5,000.

		(a) Event #1	(b) Event #2	(c) Other events	(d) Total events (add col. (a) through col. (c))
		Gala Event	Walk to Remember	None	
		(event type)	(event type)	(total number)	
Revenue	1	Gross receipts	278,022.	575.	278,597.
	2	Less: Contributions	213,865.	503.	214,368.
	3	Gross income (line 1 minus line 2)	64,157.	72.	64,229.
Direct Expenses	4	Cash prizes	250.		250.
	5	Noncash prizes	6,000.		6,000.
	6	Rent/facility costs	15,853.		15,853.
	7	Food and beverages	22,596.		22,596.
	8	Entertainment	11,603.		11,603.
	9	Other direct expenses	7,855.	72.	7,927.
	10	Direct expense summary. Add lines 4 through 9 in column (d)			
11	Net income summary. Subtract line 10 from line 3, column (d)				0.

Part III Gaming. Complete if the organization answered "Yes" on Form 990, Part IV, line 19, or reported more than \$15,000 on Form 990-EZ, line 6a.

		(a) Bingo	(b) Pull tabs/instant bingo/progressive bingo	(c) Other gaming	(d) Total gaming (add col. (a) through col. (c))	
Revenue	1	Gross revenue				
Direct Expenses	2	Cash prizes				
	3	Noncash prizes				
	4	Rent/facility costs				
	5	Other direct expenses				
	6	Volunteer labor	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	
	7	Direct expense summary. Add lines 2 through 5 in column (d)				
	8	Net gaming income summary. Subtract line 7 from line 1, column (d)				

9 Enter the state(s) in which the organization conducts gaming activities: _____

a Is the organization licensed to conduct gaming activities in each of these states? Yes No

b If "No," explain: _____

10a Were any of the organization's gaming licenses revoked, suspended, or terminated during the tax year? Yes No

b If "Yes," explain: _____

11 Does the organization conduct gaming activities with nonmembers? Yes No

12 Is the organization a grantor, beneficiary or trustee of a trust, or a member of a partnership or other entity formed to administer charitable gaming? Yes No

13 Indicate the percentage of gaming activity conducted in:

a The organization's facility	13a	%
b An outside facility	13b	%

14 Enter the name and address of the person who prepares the organization's gaming/special events books and records:

Name ▶ _____

Address ▶ _____

15a Does the organization have a contract with a third party from whom the organization receives gaming revenue? Yes No

b If "Yes," enter the amount of gaming revenue received by the organization ▶ \$ _____ and the amount of gaming revenue retained by the third party ▶ \$ _____

c If "Yes," enter name and address of the third party:

Name ▶ _____

Address ▶ _____

16 Gaming manager information:

Name ▶ _____

Gaming manager compensation ▶ \$ _____

Description of services provided ▶ _____

Director/officer Employee Independent contractor

17 Mandatory distributions:

a Is the organization required under state law to make charitable distributions from the gaming proceeds to retain the state gaming license? Yes No

b Enter the amount of distributions required under state law to be distributed to other exempt organizations or spent in the organization's own exempt activities during the tax year ▶ \$ _____

Part IV Supplemental Information. Provide the explanations required by Part I, line 2b, columns (iii) and (v); and Part III, lines 9, 9b, 10b, 15b, 15c, 16, and 17b, as applicable. Also provide any additional information. See instructions.

**SCHEDULE J
(Form 990)**

Department of the Treasury
Internal Revenue Service

Compensation Information

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees
 ▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 23.
 ▶ Attach to Form 990.
 ▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2019

Open to Public Inspection

Name of the organization

East Bay Agency for Children

Employer identification number

94-1358309

Part I Questions Regarding Compensation

		Yes	No
1a	Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items. <input type="checkbox"/> First-class or charter travel <input type="checkbox"/> Travel for companions <input type="checkbox"/> Tax indemnification and gross-up payments <input type="checkbox"/> Discretionary spending account <input type="checkbox"/> Housing allowance or residence for personal use <input type="checkbox"/> Payments for business use of personal residence <input type="checkbox"/> Health or social club dues or initiation fees <input type="checkbox"/> Personal services (such as maid, chauffeur, chef)		
b	If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain	1b	
2	Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?	2	
3	Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III. <input type="checkbox"/> Compensation committee <input checked="" type="checkbox"/> Independent compensation consultant <input checked="" type="checkbox"/> Form 990 of other organizations <input type="checkbox"/> Written employment contract <input checked="" type="checkbox"/> Compensation survey or study <input checked="" type="checkbox"/> Approval by the board or compensation committee		
4	During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:		
a	Receive a severance payment or change-of-control payment?	4a	X
b	Participate in, or receive payment from, a supplemental nonqualified retirement plan?	4b	X
c	Participate in, or receive payment from, an equity-based compensation arrangement?	4c	X
If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.			
Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.			
5	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:		
a	The organization?	5a	X
b	Any related organization?	5b	X
If "Yes" on line 5a or 5b, describe in Part III.			
6	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:		
a	The organization?	6a	X
b	Any related organization?	6b	X
If "Yes" on line 6a or 6b, describe in Part III.			
7	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III	7	X
8	Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III	8	X
9	If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?	9	

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

Schedule J (Form 990) 2019

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

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

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

OMB No. 1545-0047

2019

Open to Public
Inspection

Name of the organization

East Bay Agency for Children

Employer identification number
94-1358309

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

reducing the impact of trauma and social inequalities.

Form 990, Part III, Line 4a, Program Service Accomplishments:

Hayward, San Lorenzo, Newark, and San Leandro. Each year more than
1,000 children receive vital mental health support through EBAC's
school based behavioral health services.

Form 990, Part III, Line 4b, Program Service Accomplishments:

comprehensive afterschool programs provide academic support along with
enrichment activities, such as arts & crafts, cooking, gardening and
music. Often, our program provides the only alternative for children in
under-resourced neighborhoods to spend the afterschool hours in a safe
and supervised environment. Family engagement activities are a part of
our afterschool programs and include potlucks, events and showcases as
well as educational workshops for parents/guardians on topics they
choose, such as nutrition, saving for college, and helping with
homework.

- Grief and Loss - Our "Circle of Care" Grief and Loss program supports
children and their families coping with a life threatening illness or
the death of a loved one. The program helps children heal and learn to
cope with this traumatic experience through specialized support groups,
individual and family counseling, crisis support, community trainings
and outreach.

Name of the organization

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- Family Resource Centers - EBAC operates family resource centers in Hayward, Oakland, San Leandro and Fremont. Family resource centers offer convenient, inviting, and helpful places for parents to come for assistance in accessing a myriad of public benefits important to their family's health and wellness. With multilingual and multicultural staff, EBAC-run family resource centers help local families access the support services available to them so their children can thrive. Our family resource centers provide services such as: healthcare insurance enrollment and retention (Medi-Cal and Covered California); application assistance for CalFresh (food stamps), CalWorks, Social Security, In Home Support Services, etc.; emergency food and clothing; information and referrals for child support, child care, housing, mental health services; Child Assault Prevention (CAP) workshops; case management; assistance with school enrollment; and translation and interpretation. Our family resource specialists speak 11 languages and generally come from the communities they serve.

- School-Based Health Center - The Frick School Health & Wellness Center is a community resource for convenient, high-quality health services for students and families of Frick Middle School and the surrounding East Oakland community. Services include: medical services, dental services, health education, counseling, case management, health insurance enrollment assistance, school nurse, and youth development. EBAC operates the Frick School Health & Wellness Center in conjunction with Native American Health Center. Services are provided at no cost and the health center serves children, teens, and adults.

Form 990, Part III, Line 4c, Program Service Accomplishments:

Name of the organization

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Programs include:

- Intensive Counseling Enriched Classrooms - Therapeutic classrooms enable children that require more support than available in mainstream classrooms settings to learn techniques for self-regulating their emotions and behavior while receiving academic instruction. An EBAC behavioral health therapist works with each child based upon their individualized treatment plan. Behavioral coaches shadow the children all day long in the classroom providing real-time intervention and affirmation to support positive behavioral changes and self-regulation. Nearly 100 children receive these intensive behavioral health services from EBAC annually in 5 classrooms in the San Leandro and Oakland Unified School Districts.

- Therapeutic Nursery School - The Therapeutic Nursery School provides early childhood education and comprehensive mental health services for children ages 2 to 6 who need additional support with social, emotional and learning difficulties. Children are referred to the program if their behaviors make it difficult for them to succeed in their current preschool or day care settings. They may have difficulties with aggression and disruptive behaviors, experience sadness and fearfulness, or have had family difficulties. Teaming with the parents, guardians, and community support is an essential component of our comprehensive program.

- Youth Empowerment Services (YES) - Youth exiting the juvenile justice system require specialized support to give them the best possible

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chance of success in their transition back to school and home life.

EBAC case managers are paired with teens leaving the Alameda County Juvenile Justice Center. These case managers work in tandem with the teen to ensure he or she abides by the terms of probation, enrolls in school and attends, receives necessary and/or court mandated counseling, and integrates into a safe family environment.

Form 990, Part III, Line 4d, Other Program Services:

Trauma Transformed:

Trauma Transformed works locally and nationally to change the way public health systems understand, respond to, and heal from trauma and oppression. Trauma Transformed works with organizations and government systems to provide training and leadership coaching, offer policy and practice change consultation, and lead convening's of system and community leaders.

Expenses \$ 1,046,220. including grants of \$ 0. Revenue \$ 0.

Training Program:

EBAC's Training Program provides training to EBAC staff, other community-based organizations, foster parents, public agency staff and others that provide direct service to foster and/or adopted children and youth. EBAC brings particular expertise in training around trauma informed practices, resiliency strategies and cultural humililty and reponsiveness.

Expenses \$ 579,278. including grants of \$ 0. Revenue \$ 0.

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

Name of the organization

East Bay Agency for Children

Employer identification number

94-1358309

Form 990 is prepared and reviewed by management; it is reviewed by the Audit Committee, and copies are sent to the full Board before it is filed with the IRS.

Form 990, Part VI, Section B, Line 12c:

On an annual basis, directors and officers sign a statement regarding conflict of interest. These statements are collected with other board documents and compliance is maintained regularly.

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

On an annual basis, EBAC compares all salaries and benefits to the Non-Profit Management Center's Fair Pay for Northern California Non-Profit's Wage and Benefit Survey. Salaries are compared to the median rate for non-profit agencies that have more than 100 employees. Our goal is to pay no less than 88% of the surveyed median rate. For positions that are not found in the survey, we compare to our closest competitors' salaries and/or have our compensation consultant research a specific job title and salary in the general market. The Board reviews the comparative survey in order to set the CEO's compensation, which is documented in the minutes.

The CEO annually sets the salary and compensation for the other senior management following their annual evaluation.

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

Governing documents, policies, financial statements, and Form 990 are made available upon request. The Form 990 is also available on Guidestar.



Strategy: Comprehensive Afterschool Programs
Annual Grant Funding: \$85,000

Program Score Card

These select performance measures were identified by program staff, OFCY and the evaluation team as indicative of programs' quality and success in working towards the strategic objectives for the Comprehensive Afterschool Programs strategy.

Because of the shelter-in-place order enacted in March 2020, the "progress toward projected enrollment and attendance" indicators consider attendance from 7/1/2019 through 3/31/2020 only. For the "Total Hours of Service" and "Average Hours of Service" measures, programs were assessed on their progress toward their projections through the end of the third quarter (March 31, 2020). However, **programs did not have the full year to enroll the number of youth they projected serving**, which is an annual target.

Program Achievements: How much did we do?

Total Youth Served: 111	Average Daily Attendance through 3/31/20: 69
Total Hours of Service Provided: 44,109	Average Hours of Attendance per Participant: 397

Program Performance and Quality: How well did we do it?

Progress Toward Projected Enrollment and Attendance (through 3/31/2020)

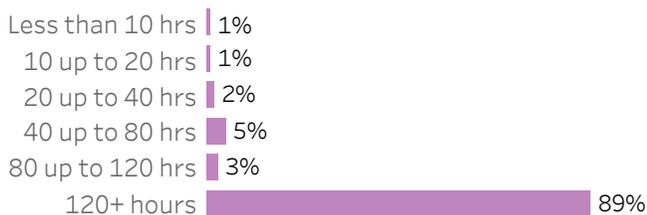
Strategy Average (elementary programs)

Measure	Actual Progress	Strategy Average
Progress towards projected number of youth served	111%	113%
Progress towards projected average hours of attendance	94%	89%
Progress towards projected hours of service	105%	102%
Progress towards projected ADA	84%	91%

* In addition to these performance measures, the Comprehensive Afterschool Programs Strategy has indicators that draw on participant survey to assess youth perceptions of program quality and progress toward desired participant outcomes. Because of the shelter-in-place order, programs were not required to administer the participant survey in FY2019-2020. Additional quality and outcome indicators will be included in future years of this evaluation.

Program Attendance

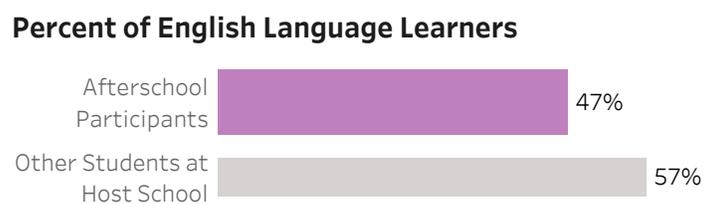
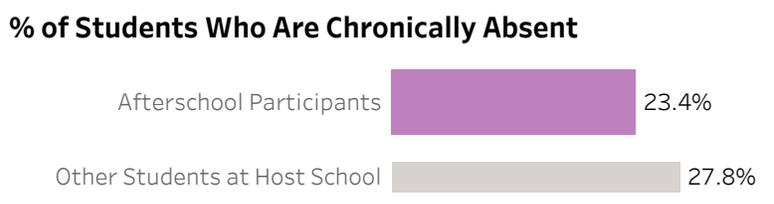
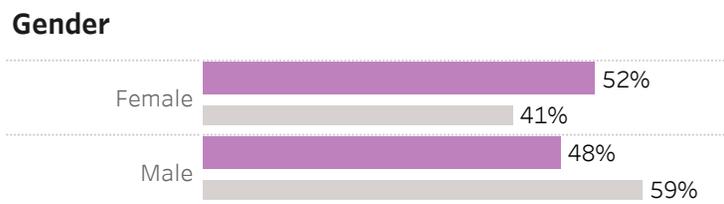
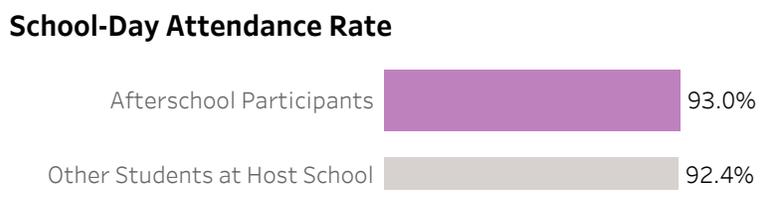
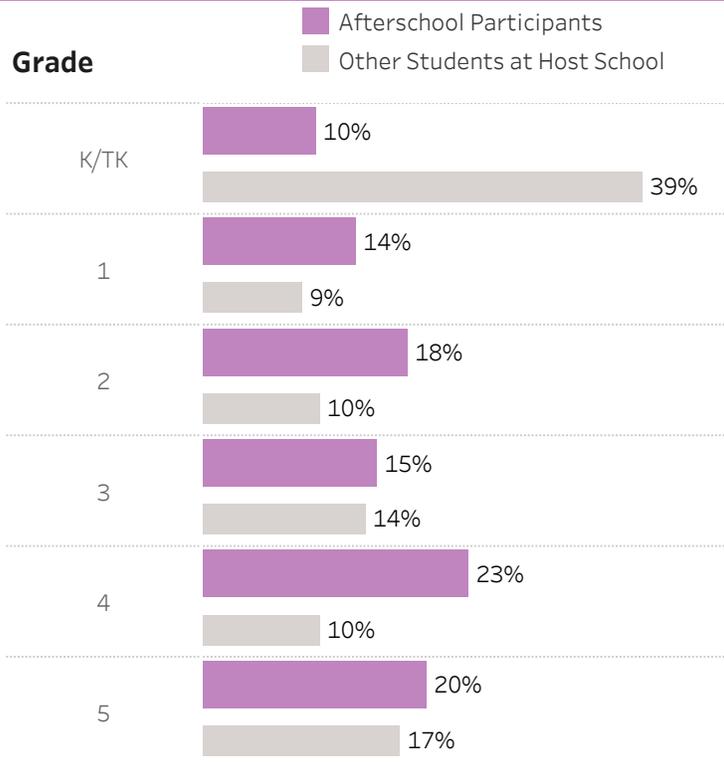
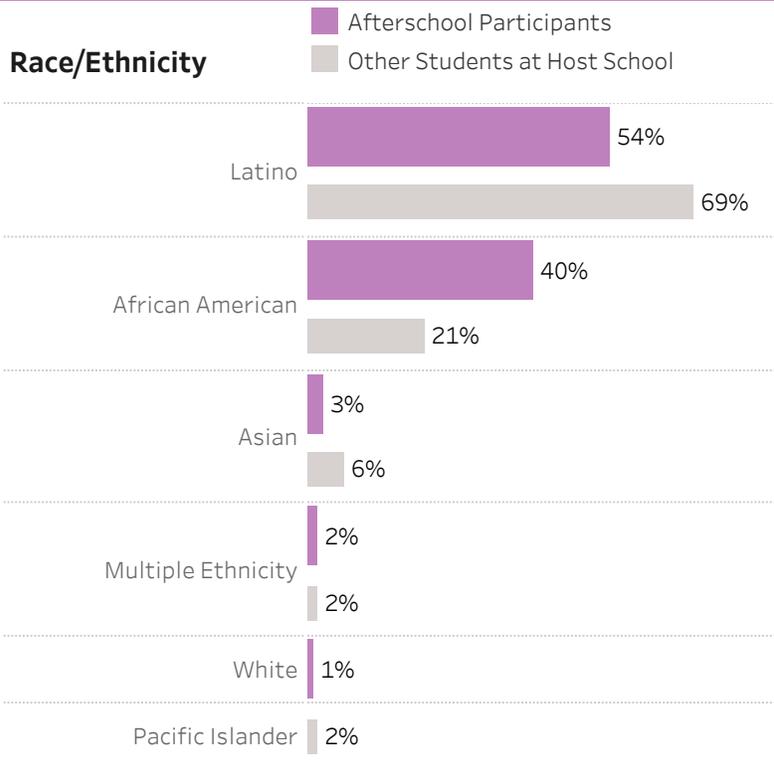
Hours of Program Attendance



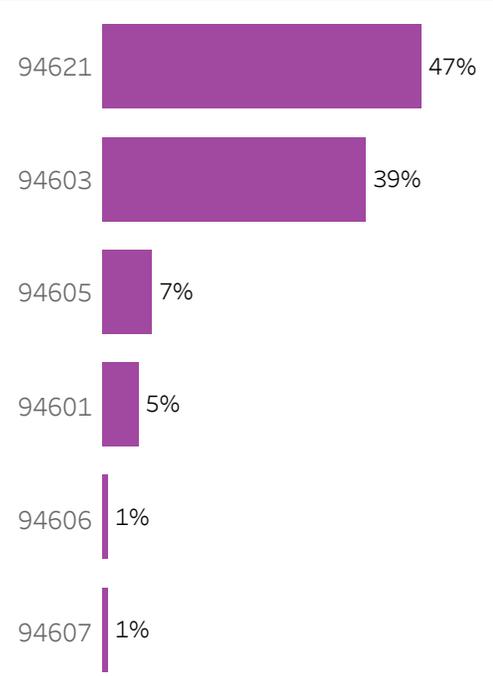
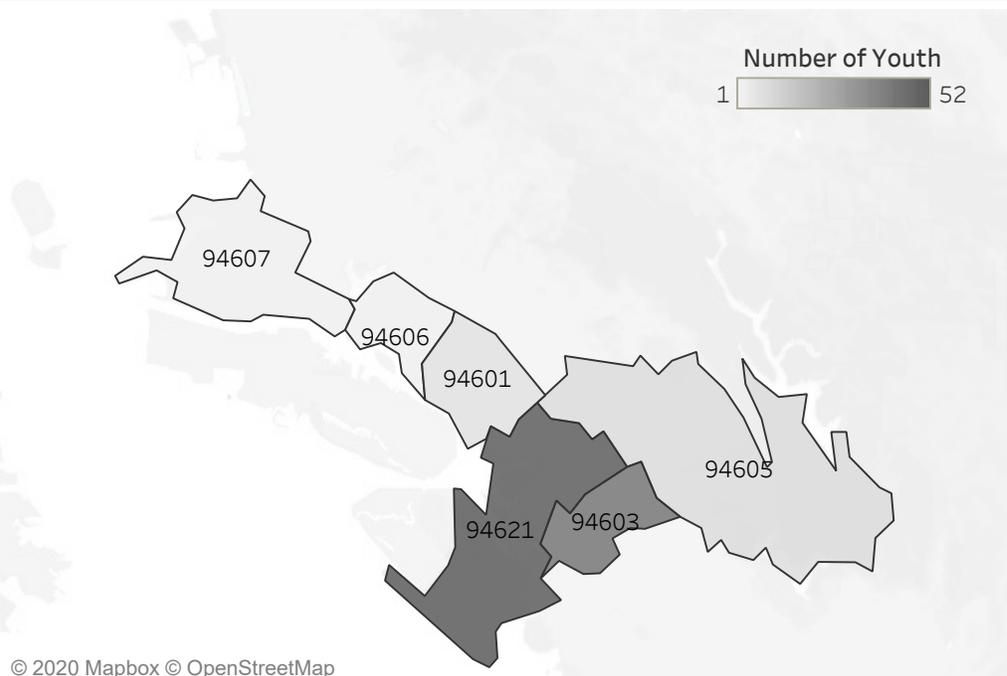
Percent of Days Attended (days attended/days enrolled)



Youth Demographics Total Enrollment: 111



Distribution of Participants by Zip Code



Organizational Chart Attachment

Please see EBAC's organizational chart attached. EBAC's four OUSD afterschool programs and one charter program have experienced program and management staff to ensure high quality program delivery. Reka Lal, Program Director of Afterschool Services, has over 17 years of experience managing ASES, 21st CCLC and OFCY grants and has played a key role in grant compliance. Ms. Lal has developed relationships with the leadership at OFCY and OUSD as well as all of the CBOs providing afterschool services in Oakland, which have become intentional and formalized since she assumed the OCASA Program Director role. Ms. Lal ensures that EBAC fulfills all Lead Agency responsibilities and that programs comply with all requirements, policies and procedures set forth by both the California Department of Education, City of Oakland and OUSD. Ms. Lal provides support to ensure compliance with grant guidelines, including attendance monitoring, and manages the hiring process, all contracts, MOUs and invoices. She supervises, coaches and trains SCs to fulfill their duties, including completing the OUSD required evaluation towards Program Quality Improvement (PQI). SCs provide oversight of AIs. Kristin Wagner, Senior Director of Family and Community Wellness, provides supervision of Ms. Lal.

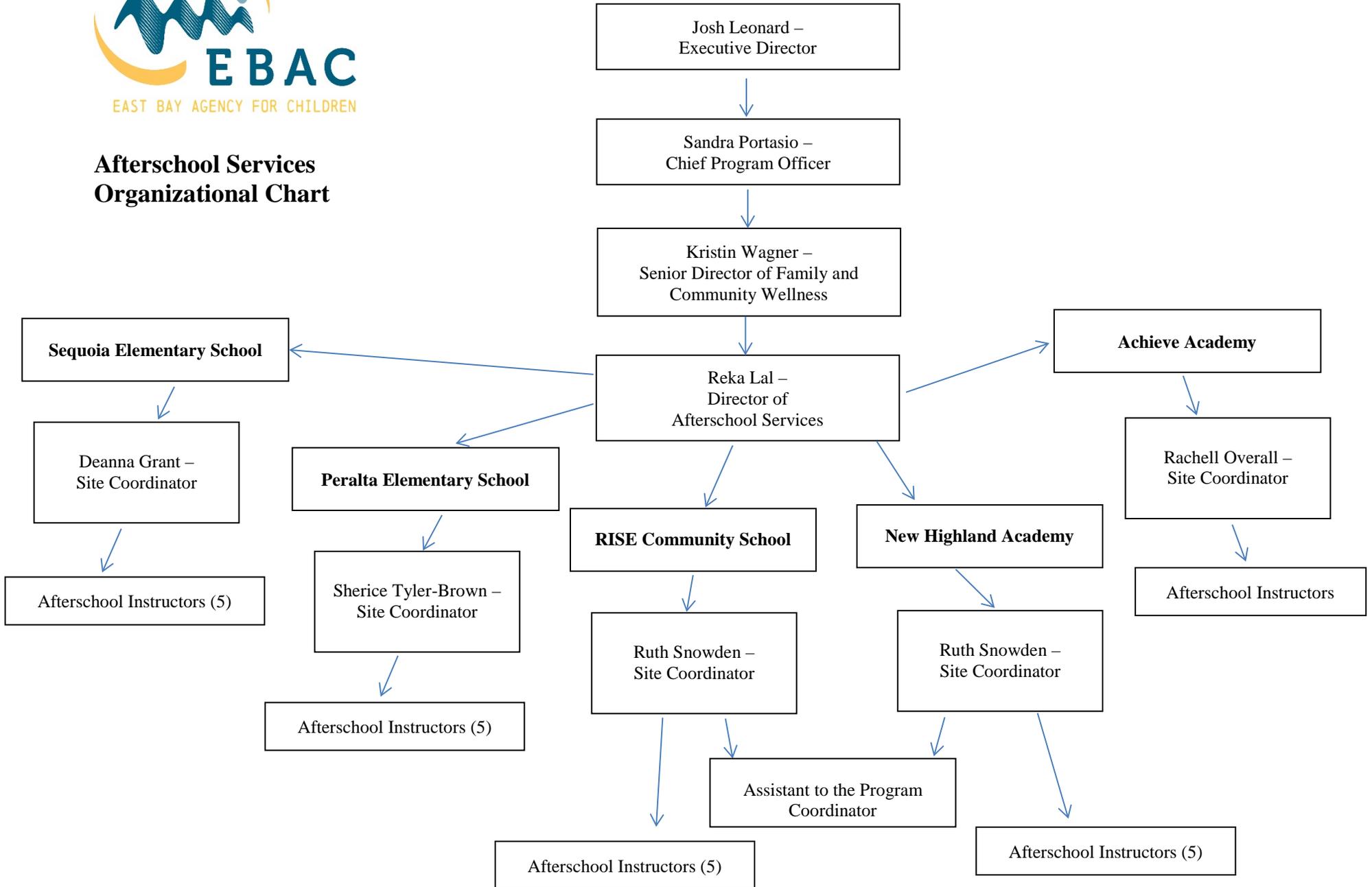
Ms. Lal, SCs and AIs have strong relationships with the school principals and staff with clear, open lines of communication to ensure that services are aligned to the school day goals. Ms. Lal, SCs and Principals work closely together in the development of the OUSD Program Planning Tool. EBAC and Ms. Lal are integral partners of the OUSD Afterschool Programs Office, supporting the district's expanded learning initiatives, sustainability efforts and quality improvement system building work. In particular, Ms. Lal participated in the Building Intentional Communities Trainer of Trainers (TOT) Cohort, Youth Work Methods TOT, Youth

Works Management TOT and External Assessors Training, all of which supports ongoing program quality improvement and sustainability efforts.

Staff development is key to maintaining quality afterschool programs. Afterschool staff follows a yearly training schedule that includes: OUSD Summer Institute; EBAC afterschool program site specific trainings; school site staff trainings; OUSD and EBAC SC meetings; EBAC monthly site level trainings; and OUSD Professional Learning Community trainings. Staff has access to EBAC's online training application, Relias, as well as Calsac E-Learning trainings to meet their individual training needs.



Afterschool Services Organizational Chart



ATLANTA GA 39901-0001

In reply refer to: 0752439638
June 08, 2018 LTR 4168C 0
94-1358309 000000 00
00036770
BODC: TE

EAST BAY AGENCY FOR CHILDREN
% SALLY WALTZ
303 VAN BUREN AVE
OAKLAND CA 94610-4340

031145

Employer ID number: 94-1358309
Form 990 required: Yes

Dear Taxpayer:

We're responding to your request dated May 30, 2018, about your tax-exempt status.

We issued you a determination letter in July 1953, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c)(3).

We also show you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC Sections 509(a)(1) and 170(b)(1)(A)(vi).

Donors can deduct contributions they make to you as provided in IRC Section 170. You're also qualified to receive tax deductible bequests, legacies, devises, transfers, or gifts under IRC Sections 2055, 2106, and 2522.

In the heading of this letter, we indicated whether you must file an annual information return. If you're required to file a return, you must file one of the following by the 15th day of the 5th month after the end of your annual accounting period:

- Form 990, Return of Organization Exempt From Income Tax
- Form 990EZ, Short Form Return of Organization Exempt From Income Tax
- Form 990-N, Electronic Notice (e-Postcard) for Tax-Exempt Organizations Not Required to File Form 990 or Form 990-EZ
- Form 990-PF, Return of Private Foundation or Section 4947(a)(1) Trust Treated as Private Foundation

According to IRC Section 6033(j), if you don't file a required annual information return or notice for 3 consecutive years, we'll revoke your tax-exempt status on the due date of the 3rd required return or notice.

You can get IRS forms or publications you need from our website at www.irs.gov/forms-pubs or by calling 800-TAX-FORM (800-829-3676).

If you have questions, call 877-829-5500 between 8 a.m. and 5 p.m.,

0752439638
June 08, 2018 LTR 4168C 0
94-1358309 000000 00
00036771

EAST BAY AGENCY FOR CHILDREN
% SALLY WALTZ
303 VAN BUREN AVE
OAKLAND CA 94610-4340

local time, Monday through Friday (Alaska and Hawaii follow Pacific time).

Thank you for your cooperation.

Sincerely yours,



Teri M. Johnson
Operations Manager, AM Ops. 3



BUSINESS ANALYZED CHECKING

Statement Period:

April 01, 2021

April 30, 2021

Account Number:

XXX-XXX4-2896

At Your Service:

24-Hour Automated Banking System

(800) 392-1407

000000-
00405-014

EAST BAY AGENCY FOR CHILDREN
303 VAN BUREN AVE
OAKLAND, CA 94610

Enclosures 96

Page 1 of 27

ACCOUNT SUMMARY

XXX-XXX4-2896

Beginning Balance	\$3,039,815.82	Average Daily Balance	\$3,039,804.70
Total Deposits and Credits	\$1,494,320.35	Minimum Balance	\$2,656,210.11
Total Withdrawals and Debits	\$1,015,947.95-	Service Charges	\$0.00
Total Checks Paid	\$271,373.46-	Interest Paid This Period	\$0.00
Ending Balance	\$3,246,814.76	Interest Year to Date	\$0.00

CHECKS PAID

* Gap in check sequence

NUMBER	DATE	AMOUNT	NUMBER	DATE	AMOUNT
* 1948	04/07	\$7,166.95	53298	04/06	\$142.74
* 1950	04/28	\$2,388.42	53299	04/05	\$4,100.00
* 1952	04/28	\$783.56	53300	04/09	\$742.15
* 53174	04/26	\$7.98	53301	04/09	\$29.98
* 53189	04/06	\$599.00	53302	04/08	\$1,900.36
* 53207	04/07	\$599.00	53303	04/12	\$308.49
* 53215	04/23	\$599.00	53304	04/12	\$10,170.99
* 53222	04/05	\$950.00	53305	04/12	\$1,329.19
* 53226	04/14	\$34.06	53306	04/12	\$1,128.60
* 53239	04/05	\$33.82	53307	04/12	\$420.00
* 53245	04/27	\$17.39	* 53308	04/12	\$146.57
* 53255	04/07	\$150.00	53310	04/13	\$80.25
* 53274	04/06	\$2,100.00	53311	04/13	\$110.06
* 53279	04/01	\$19,980.00	53312	04/15	\$187.50
53283	04/07	\$90.58	53313	04/23	\$32,437.76
* 53284	04/22	\$17.25	53314	04/27	\$8,000.00
* 53288	04/01	\$1,008.50	53315	04/13	\$4,284.05
* 53291	04/06	\$3,275.00	53316	04/15	\$60.44
53293	04/06	\$725.55	53317	04/14	\$772.67
53294	04/05	\$336.18	53318	04/12	\$10.57
* 53295	04/05	\$61.93	* 53319	04/26	\$218.86
53297	04/09	\$49,797.09	53321	04/13	\$2,797.86



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BUSINESS ANALYZED CHECKING

Statement Period:

April 01, 2021

April 30, 2021

Account Number:

XXX-XXX4-2896

EAST BAY AGENCY FOR CHILDREN

CHECKS PAID

* Gap in check sequence

NUMBER	DATE	AMOUNT	NUMBER	DATE	AMOUNT
53322	04/13	\$118.74	53349	04/19	\$723.35
53323	04/13	\$258.40	53350	04/19	\$495.00
53324	04/20	\$4,000.00	* 53351	04/20	\$4,550.00
53325	04/12	\$210.00	* 53353	04/26	\$1,340.00
53326	04/15	\$500.00	53355	04/27	\$549.42
53327	04/13	\$246.55	53356	04/28	\$4,394.82
53328	04/21	\$227.82	53357	04/28	\$107.00
53329	04/13	\$220.00	53358	04/28	\$237.86
53330	04/14	\$174.74	53359	04/27	\$540.06
53331	04/12	\$153.78	53360	04/27	\$1,900.00
53332	04/13	\$96.42	53361	04/26	\$3,281.40
53333	04/12	\$2,362.50	53362	04/29	\$294.00
* 53334	04/13	\$4,000.00	53363	04/28	\$3,923.97
53336	04/14	\$50.00	53364	04/22	\$263.54
53337	04/12	\$475.31	53365	04/26	\$22,360.00
53338	04/19	\$1,374.30	* 53366	04/26	\$2,300.00
53339	04/19	\$712.50	53370	04/27	\$21,648.00
53340	04/19	\$270.28	* 53371	04/26	\$100.33
53341	04/23	\$35.00	53373	04/26	\$34.94
53342	04/19	\$46.50	53374	04/26	\$150.00
53343	04/19	\$300.00	53375	04/28	\$116.13
53344	04/19	\$100.91	53376	04/27	\$1,500.00
53345	04/19	\$712.50	53377	04/26	\$5,350.66
53346	04/22	\$1,425.00	* 53378	04/26	\$29.12
53347	04/19	\$950.00	* 53380	04/26	\$14,125.00
53348	04/26	\$575.26	53382	04/28	\$1,362.00



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BUSINESS ANALYZED CHECKING

Statement Period:
April 01, 2021
April 30, 2021

Account Number:
XXX-XXX4-2896

EAST BAY AGENCY FOR CHILDREN

ACCOUNT ACTIVITY

DATE	DESCRIPTION	AMOUNT
	Deposits and Credits	
04/02	ACH CREDIT GREATERGIVING/PAYABLES ID#000172	\$191.40
04/02	REMOTE DEPOSIT	\$801.91
04/02	REMOTE DEPOSIT	\$6,099.66
04/02	REMOTE DEPOSIT	\$137,497.11
04/05	ACH CREDIT FIDELITY INVESTM/GrantPaymt ID#583763	\$200.00
04/05	ACH CREDIT AlamedaCount PMD/PAYMENT ID#000918	\$9,105.34
04/06	ACH CREDIT ADP WAGE PAY/WAGE PAY ID#752043312325WUW	\$59.05
04/07	ACH CREDIT CCSF PMD/PAYMENT ID#AP0000251126	\$10,896.18
04/08	ACH CREDIT AlamedaCount PMD/PAYMENT ID#000945	\$57,165.00
04/09	ACH CREDIT GREATERGIVING/PAYABLES ID#000172	\$598.91
04/09	REMOTE DEPOSIT	\$5,019.94
100000 04/09	REMOTE DEPOSIT	\$14,890.00
04/13	ACH CREDIT CCSF PMD/PAYMENT ID#AP0000252107	\$3,408.00
04/14	ACH CREDIT FIDELITY INVESTM/GrantPaymt ID#591000	\$10,000.00
04/15	ACH CREDIT AlamedaCount PMD/PAYMENT ID#000985	\$53,260.00
04/16	ACH CREDIT GREATERGIVING/PAYABLES ID#000172	\$1,212.58
04/16	ACH CREDIT CG DODGE & COX/MATCHING G ID#68302801	\$5,000.00
04/19	ACH CREDIT Bill.com/Receivable ID#016QNAHSS1RN8KQ	\$62,699.47



BUSINESS ANALYZED CHECKING

Statement Period:

April 01, 2021

April 30, 2021

Account Number:

XXX-XXX4-2896

EAST BAY AGENCY FOR CHILDREN

ACCOUNT ACTIVITY

DATE	DESCRIPTION	AMOUNT
	Deposits and Credits (continued)	
04/19	ACH CREDIT AlamedaCount PMD/PAYMENT ID#001004	\$78,324.89
04/20	ACH CREDIT AlamedaCount PMD/PAYMENT ID#001009	\$838,123.81
04/21	ACH CREDIT AlamedaCount PMD/PAYMENT ID#001023	\$9,893.22
04/21	ACH CREDIT AlamedaCount PMD/PAYMENT ID#001022	\$57,165.00
04/22	ACH CREDIT AlamedaCount PMD/PAYMENT ID#001032	\$22,145.00
04/23	ACH CREDIT GREATERGIVING/PAYABLES ID#000172	\$23.66
04/23	ACH CREDIT Tides Center/EDI PYMNTS ID#C-1043-3225	\$15,180.00
04/23	REMOTE DEPOSIT	\$6,300.00
04/23	REMOTE DEPOSIT	\$6,406.80
04/23	REMOTE DEPOSIT	\$10,000.00
04/23	REMOTE DEPOSIT	\$29,640.40
04/26	ACH CREDIT UNITED WAY O5494/DESIGNTION ID#00CHABPA0005829	\$25.00
04/27	ACH CREDIT AlamedaCount PMD/PAYMENT ID#001073	\$2,757.00
04/27	ACH CREDIT AlamedaCount PMD/PAYMENT ID#001074	\$6,768.00
04/29	REMOTE DEPOSIT	\$32,258.59
04/30	ACH CREDIT GREATERGIVING/PAYABLES ID#000172	\$1,107.62
04/30	ACH CREDIT BENEVITY FUND/DONATION ID#5SEFV47Z6F	\$96.81
	Total Deposits and Credits	\$1,494,320.35



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BUSINESS ANALYZED CHECKING

Statement Period:
April 01, 2021
April 30, 2021

Account Number:
XXX-XXX4-2896

EAST BAY AGENCY FOR CHILDREN

ACCOUNT ACTIVITY

DATE	DESCRIPTION	AMOUNT
Withdrawals and Debits (continued)		
04/20	ACH DEBIT NAVIA BENEFIT SO/FLEXIBLE B ID#EBA	\$217.38-
04/22	ACH DEBIT MUT-L OF AMERICA/PAYMENT ID#L1704160L	\$707.95-
04/22	ACH DEBIT ADP WAGE GARN/WAGE GARN ID#600055216952WUW	\$1,521.58-
04/22	ACH DEBIT MUT-L OF AMERICA/PAYMENT ID##7854459#	\$24,689.46-
04/22	ACH DEBIT ADP Tax/ADP Tax ID#04WUW 042316A01	\$134,925.14-
04/22	ACH DEBIT ADP WAGE PAY/WAGE PAY ID#600055216951WUW	\$313,143.28-
04/26	DOMESTIC ONLINE WIRE DISCOVERY BENEFITS INC.	\$3,000.00-
04/26	ACH DEBIT NAVIA BENEFIT SO/FLEXIBLE B ID#EBA	\$265.00-
04/28	ACH DEBIT JP MORGAN CHASE/COMM CARD -556375790007794	\$15,722.42-
Total Withdrawals and Debits		\$1,015,947.95-



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MESSAGE

If you receive a call, text or email from a First Republic representative requesting the verification of your password, user ID, PIN, 3-digit CVV number, account number, card number or any other personal information, and you wish to validate the authenticity of the request, please hang up and contact our Client Care Center at (888) 408-0288.



BUSINESS REWARD MONEY MARKET SAVINGS

Statement Period:
April 01, 2021
April 30, 2021

Account Number:
XXX-XXX8-5503

000000-001
00520-001

EAST BAY AGENCY FOR CHILDREN
2828 FORD STREET
OAKLAND, CA 94601

At Your Service:
24-Hour Automated Banking System
(800) 392-1407

ACCOUNT SUMMARY

XXX-XXX8-5503

Beginning Balance	\$2,703,209.83	Average Daily Balance	\$2,703,209.83
Total Deposits and Credits	\$555.51	Minimum Balance	\$2,703,209.83
Total Withdrawals and Debits	\$0.00	Service Charges	\$0.00
Total Checks Paid	\$0.00	Interest Paid This Period	\$555.51
Ending Balance	\$2,703,765.34	Interest Year to Date	\$2,221.35

ACCOUNT ACTIVITY

DATE	DESCRIPTION	AMOUNT
	Deposits and Credits	
04/30	CREDIT - INTEREST	\$555.51
	<i>Total Deposits and Credits</i>	\$555.51

ANNUAL PERCENTAGE YIELD EARNED (APY-E) 0.25%

MESSAGE

If you receive a call, text or email from a First Republic representative requesting the verification of your password, user ID, PIN, 3-digit CVV number, account number, card number or any other personal information, and you wish to validate the authenticity of the request, please hang up and contact our Client Care Center at (888) 408-0288.



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BUSINESS ANALYZED CHECKING

Statement Period:

May 01, 2021

May 31, 2021

Account Number:

XXX-XXX4-2896

At Your Service:

24-Hour Automated Banking System

(800) 392-1407

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00507-016

EAST BAY AGENCY FOR CHILDREN

303 VAN BUREN AVE

OAKLAND, CA 94610

Enclosures 119

Page 1 of 32

ACCOUNT SUMMARY

XXX-XXX4-2896

Beginning Balance	\$3,246,814.76	Average Daily Balance	\$2,948,534.92
Total Deposits and Credits	\$1,205,379.26	Minimum Balance	\$2,541,984.02
Total Withdrawals and Debits	\$994,264.25-	Service Charges	\$0.00
Total Checks Paid	\$471,439.74-	Interest Paid This Period	\$0.00
Ending Balance	\$2,986,490.03	Interest Year to Date	\$0.00

CHECKS PAID

* Gap in check sequence

NUMBER	DATE	AMOUNT	NUMBER	DATE	AMOUNT
* 1949	05/03	\$365.37	* 53386	05/05	\$906.16
1953	05/03	\$1,006.91	53388	05/20	\$32.50
1954	05/11	\$3,666.53	53389	05/04	\$5,559.01
* 1955	05/04	\$84.42	53390	05/04	\$673.18
1957	05/18	\$2,604.41	53391	05/04	\$14,965.74
* 1958	05/18	\$2,441.06	53392	05/04	\$15,063.74
1960	05/21	\$1,855.79	53393	05/05	\$1,500.00
* 1961	05/21	\$2,777.17	53394	05/04	\$130.28
* 53186	05/12	\$675.00	53395	05/11	\$78,981.43
* 53224	05/03	\$62.29	53396	05/03	\$19,368.68
* 53248	05/21	\$1,020.00	53397	05/10	\$4,000.00
* 53352	05/03	\$18,010.79	53398	05/05	\$464.75
* 53354	05/18	\$2,700.00	53399	05/04	\$150.00
53367	05/11	\$712.50	53400	05/04	\$5,396.83
53368	05/12	\$850.00	53401	05/06	\$1,500.00
* 53369	05/03	\$57.68	53402	05/12	\$1,500.00
* 53372	05/17	\$1,341.00	53403	05/04	\$1,500.00
* 53379	05/18	\$2,800.00	53404	05/05	\$7,499.00
* 53381	05/11	\$6,250.00	53405	05/04	\$2,745.00
53383	05/26	\$725.55	53406	05/04	\$1,500.00
53384	05/03	\$1,469.93	53407	05/13	\$25,886.50
53385	05/04	\$538.75	* 53408	05/10	\$850.74



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BUSINESS ANALYZED CHECKING

Statement Period:
May 01, 2021
May 31, 2021

Account Number:
XXX-XXX4-2896

EAST BAY AGENCY FOR CHILDREN

CHECKS PAID

* Gap in check sequence

NUMBER	DATE	AMOUNT	NUMBER	DATE	AMOUNT
53411	05/11	\$5,670.04	* 53442	05/17	\$82.98
53412	05/12	\$80.25	53445	05/17	\$1,671.67
* 53413	05/11	\$2,157.00	53446	05/17	\$250.00
53415	05/17	\$523.71	53447	05/13	\$34.10
53416	05/14	\$110.06	* 53448	05/24	\$596.00
53417	05/11	\$900.00	53450	05/14	\$495.00
53418	05/11	\$712.50	53451	05/10	\$1,662.50
53419	05/11	\$8,192.00	53452	05/13	\$27.94
53420	05/20	\$967.30	* 53453	05/11	\$2,437.50
53421	05/17	\$19.26	53455	05/11	\$945.00
53422	05/11	\$600.00	53456	05/17	\$8,458.63
53423	05/11	\$20,670.00	53457	05/17	\$50.00
53424	05/25	\$6,000.00	* 53458	05/13	\$292.83
53425	05/27	\$17.64	53460	05/17	\$26.00
53426	05/12	\$675.00	53461	05/11	\$90.58
53427	05/10	\$28.48	53462	05/17	\$1,433.45
53428	05/12	\$108.77	* 53463	05/17	\$1,639.73
53429	05/12	\$2,713.71	53465	05/18	\$3,446.28
53430	05/10	\$3,675.00	* 53466	05/19	\$298.83
53431	05/11	\$2,895.47	53468	05/17	\$42.58
53432	05/12	\$28,050.00	53469	05/24	\$200.00
53433	05/17	\$25.76	* 53470	05/19	\$3,923.97
53434	05/17	\$1,425.00	* 53472	05/17	\$22.45
53435	05/10	\$490.00	53474	05/19	\$1,657.90
53436	05/12	\$27.30	* 53475	05/24	\$79.71
53437	05/12	\$1,200.00	53478	05/18	\$151.10
53438	05/13	\$500.00	* 53479	05/20	\$4,000.00
53439	05/17	\$18,000.00	53481	05/21	\$3,612.00
53440	05/11	\$1,286.75	53482	05/21	\$607.09
53441	05/12	\$220.00	53483	05/25	\$2,000.00



100000



BUSINESS ANALYZED CHECKING

Statement Period:

May 01, 2021

May 31, 2021

Account Number:

XXX-XXX4-2896

EAST BAY AGENCY FOR CHILDREN

CHECKS PAID

* Gap in check sequence

NUMBER	DATE	AMOUNT	NUMBER	DATE	AMOUNT
53484	05/17	\$6,827.69	53493	05/19	\$74.14
53485	05/17	\$18,000.00	* 53494	05/25	\$1,568.55
* 53486	05/18	\$322.67	53501	05/24	\$4,394.78
53488	05/20	\$17,191.47	53502	05/25	\$204.81
53489	05/21	\$212.86	* 53503	05/26	\$39.00
53490	05/19	\$475.31	53505	05/25	\$12,858.14
53491	05/19	\$7,499.00	53506	05/27	\$9,959.81
53492	05/20	\$1,446.00			

ACCOUNT ACTIVITY

DATE	DESCRIPTION	AMOUNT
	Deposits and Credits	
05/04	ACH CREDIT AlamedaCount PMD/PAYMENT ID#001119	\$7,723.80
05/05	ACH CREDIT FIDELITY INVESTM/GrantPaymt ID#608317	\$200.00
05/05	ACH CREDIT AlamedaCount PMD/PAYMENT ID#001125	\$13,859.97
100000 05/07	ACH CREDIT GREATERGIVING/PAYABLES ID#000172	\$435.15
05/07	ACH CREDIT AlamedaCount PMD/PAYMENT ID#001145	\$29,795.00
05/07	ACH CREDIT Bill.com/Receivable ID#016QDHD0G1SGVX5	\$39,490.30
05/07	REMOTE DEPOSIT	\$3,984.77
05/07	REMOTE DEPOSIT	\$17,800.00
05/14	ACH CREDIT GREATERGIVING/PAYABLES ID#000172	\$1,692.48
05/14	REMOTE DEPOSIT	\$18,817.00
05/14	REMOTE DEPOSIT	\$50,301.06



BUSINESS ANALYZED CHECKING

Statement Period:

May 01, 2021

May 31, 2021

Account Number:

XXX-XXX4-2896

EAST BAY AGENCY FOR CHILDREN

ACCOUNT ACTIVITY

DATE	DESCRIPTION	AMOUNT
	Deposits and Credits (continued)	
05/14	REMOTE DEPOSIT	\$147,553.28
05/19	ACH CREDIT AlamedaCount PMD/PAYMENT ID#001193	\$14,710.00
05/19	ACH CREDIT AlamedaCount PMD/PAYMENT ID#001194	\$579,042.68
05/20	ACH CREDIT BANK OF AMERICA/CASHGRANTS ID#2848021	\$15,000.00
05/20	ACH CREDIT AlamedaCount PMD/PAYMENT ID#001210	\$3,162.60
05/20	REMOTE DEPOSIT	\$853.00
05/20	REMOTE DEPOSIT	\$3,700.74
05/20	REMOTE DEPOSIT	\$5,000.00
05/20	REMOTE DEPOSIT	\$6,099.66
05/20	REMOTE DEPOSIT	\$13,735.95
05/21	ACH CREDIT GREATERGIVING/PAYABLES ID#000172	\$958.59
05/21	ACH CREDIT Square Inc/210521P2 ID#L210625035439	\$96.35
05/21	ACH CREDIT Bill.com/Receivable ID#016JCOPK1T1J0V	\$25,000.00
05/21	REMOTE DEPOSIT	\$12.85
05/21	REMOTE DEPOSIT	\$3,280.00
05/24	ACH CREDIT AMZNV7U87EC0/AmazonSmil ID#11ZG2Y4F02XLT79	\$79.63
05/25	ACH CREDIT AlamedaCount PMD/PAYMENT ID#001235	\$11,552.89
05/26	ACH CREDIT SUNLIGHT GIVING/PAYMENTS ID#	\$25,000.00



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BUSINESS ANALYZED CHECKING

Statement Period:

May 01, 2021

May 31, 2021

Account Number:

XXX-XXX4-2896

EAST BAY AGENCY FOR CHILDREN

ACCOUNT ACTIVITY

DATE	DESCRIPTION	AMOUNT
	Deposits and Credits (continued)	
05/26	ACH CREDIT AlamedaCount PMD/PAYMENT ID#001247	\$5,090.40
05/26	REMOTE DEPOSIT	\$170.00
05/26	REMOTE DEPOSIT	\$3,000.00
05/26	REMOTE DEPOSIT	\$136,829.05
05/27	ACH CREDIT UNITED WAY O5494/DESIGNTION ID#00CHABPA0005848	\$25.00
05/28	ACH CREDIT GREATERGIVING/PAYABLES ID#000172	\$627.73
05/28	ACH CREDIT MATSON NAVIGATIO/9172 ID#136214	\$3,000.00
05/28	ACH CREDIT California Assoc/523CAFB AP ID#00000523/9	\$17,699.33
	Total Deposits and Credits	\$1,205,379.26
	Withdrawals and Debits	
05/03	DOMESTIC ONLINE WIRE DISCOVERY BENEFITS INC.	\$3,000.00-
100000 05/04	ACH DEBIT NAVIA BENEFIT SO/FLEXIBLE B ID#EBA	\$467.96-
05/04	ACH DEBIT NAVIA BENEFIT SO/FLEXIBLE B ID#EBA	\$934.46-
05/04	LOAN PAYMENT FIRST REPUBLIC B/LOAN TRANS ID#0210880865	\$25,853.27-
05/07	ACH DEBIT MUT-L OF AMERICA/PAYMENT ID#L1706750L	\$707.95-
05/07	ACH DEBIT ADP WAGE GARN/WAGE GARN ID#726081056587WUW	\$1,256.97-
05/07	ACH DEBIT MUT-L OF AMERICA/PAYMENT ID##7864004#	\$28,891.91-
05/07	ACH DEBIT ADP Tax/ADP Tax ID#04WUW 051018A01	\$131,718.35-



BUSINESS ANALYZED CHECKING

Statement Period:

May 01, 2021

May 31, 2021

Account Number:

XXX-XXX4-2896

EAST BAY AGENCY FOR CHILDREN

MESSAGE

If you receive a call, text or email from a First Republic representative requesting the verification of your password, user ID, PIN, 3-digit CVV number, account number, card number or any other personal information, and you wish to validate the authenticity of the request, please hang up and contact our Client Care Center at (888) 408-0288.

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BUSINESS REWARD MONEY MARKET SAVINGS

Statement Period:
May 01, 2021
May 31, 2021

Account Number:
XXX-XXX8-5503

000000-
00017-001

EAST BAY AGENCY FOR CHILDREN
2828 FORD STREET
OAKLAND, CA 94601

At Your Service:
24-Hour Automated Banking System
(800) 392-1407

ACCOUNT SUMMARY

XXX-XXX8-5503

Beginning Balance	\$2,703,765.34	Average Daily Balance	\$2,703,765.34
Total Deposits and Credits	\$574.15	Minimum Balance	\$2,703,765.34
Total Withdrawals and Debits	\$0.00	Service Charges	\$0.00
Total Checks Paid	\$0.00	Interest Paid This Period	\$574.15
Ending Balance	\$2,704,339.49	Interest Year to Date	\$2,795.50

ACCOUNT ACTIVITY

DATE	DESCRIPTION	AMOUNT
	Deposits and Credits	
05/29	CREDIT - INTEREST EFF DATE 05-31-21	\$574.15
	Total Deposits and Credits	\$574.15
	ANNUAL PERCENTAGE YIELD EARNED (APY-E)	0.25%

MESSAGE

If you receive a call, text or email from a First Republic representative requesting the verification of your password, user ID, PIN, 3-digit CVV number, account number, card number or any other personal information, and you wish to validate the authenticity of the request, please hang up and contact our Client Care Center at (888) 408-0288.



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EAST BAY AGENCY FOR CHILDREN JOB DESCRIPTION

Title: Afterschool Program Coordinator
Accountability: Program Director

A. FUNCTION

The Afterschool Program Coordinator supervises and coordinates the afterschool program at an Elementary School in Oakland. The Afterschool Program Coordinator works with all aspects of the program, including program design, program planning, implementation, staff management, student supervision, curriculum development, program evaluation, data tracking, and ongoing assessment.

B. QUALIFICATIONS and COMPETENCY FACTORS

1. B.A. or equivalent combination of education and experience in human service field (education, social services, or mental health.)
2. Experience with school based programs, especially those with diverse, multi-lingual populations. Afterschool program experience desirable.
3. Ability to work cooperatively in a multicultural setting.
4. Demonstrated capacity to work as a team player and colleague; excellent interpersonal skills; and ability to listen and respond effectively. Ability to manage teams, and to work in a fast-paced environment
5. Strong written and oral communication skills; bilingual (Spanish) desirable.
6. Ability to drive with valid driver's license, auto insurance, and access to use of an automobile as needed.
7. Strong computer skills with knowledge of Word, Excel, PowerPoint, Clipart, Photo Shop.
8. Experience with maintaining databases highly desirable.

C. RESPONSIBILITIES (Those with an asterisk are essential duties.)

1. *Provides administrative support to the Program Director related to tracking of cash receipts/fee collection (if applicable to program), grant reporting, management of student database, and assists with evaluation of program quality and staff appraisals.
2. *Helps create, facilitate and monitor day-to-day operations of afterschool program including program planning, program safety, coordination of student behavior and incentive programs and coordination of program events.
3. *Provides logistical support for afterschool programs (scheduling, coordinating contracts and invoicing, maintaining program supplies, and facilities management, etc.).
4. *Oversees enrollment process for afterschool program and records student attendance daily and inputs attendance data into database.
5. *Supervises and coaches afterschool program staff and contractors (up to 15 staff members). Facilitates and/or coordinates staff meetings and ongoing professional development.
6. Assists with supervision of children on the playground or in classrooms.

7. *Participates in school day meetings (SST, IEPs, SSC, faculty, etc.), contractor, district meetings, trainings and agency meetings.
8. *Leads student and parent orientation meetings.
9. *Acts as a resource and a program liaison between school administrators/teachers, parents and community partners.
10. Submits paperwork and reporting requirements in a timely and accurate manner.
11. *Serves, monitors and documents snack for students.
12. *Keeps accurate records of program information.
13. Performs other duties as assigned.

D. WORKING CONDITIONS and JOB SETTING

1. Work is primarily in a classroom setting with children and secondarily in an office setting and/or outdoor playground environment.
2. Program classrooms are in a two-story building with stairs that need to be climbed for access to the second floor.
3. Because work is directly with children, full mobility is required for standing, walking, sitting, using hands, climbing, balancing, stooping, kneeling, crouching, and crawling.
4. High noise levels at times.
5. May need to use child-size chairs for sitting.
6. Periodic driving is required.
7. Periodic lifting up to 25 pounds is required.

The job description above has been reviewed with me.

Employee Signature

Date

Printed Name: _____

Status: Exempt
Rev: 05/03/16



Afterschool Instructor

ORGANIZATIONAL OVERVIEW

East Bay Agency for Children's (EBAC) mission is to improve the well-being of children, youth, and families by reducing the impact of trauma and social inequities. EBAC strives to reduce barriers that contribute to disparities in wellness for socio-economically disadvantaged and racially marginalized families and to create communities where all children and families have support systems to reach their full potential.

EBAC was established in 1952 when a group of parents of children with autism wanted to give their children the same educational and recreational opportunities that contribute to the physical well-being and social growth of all children. From this was born the first day-treatment program west of the Mississippi and was the foundation of growth in meeting the needs of children and families living in the San Francisco Bay Area, and especially in Alameda County.

Today, EBAC's programs serve over 10,000 children, youth and families throughout Alameda County each year with the goal of giving each child and family the specific resources, skills, and support they need to help them reach their full potential. The organization has strategically grown its program offerings to include a wide variety of supports and services to the community. For more information about our organization, please visit the website at www.ebac.org.

POSITION OVERVIEW

Under the supervision of the Program Coordinator, the Afterschool Instructor will work with students in grades K – 5, determined by position availability. The instructor will provide academic and/or enrichment programming in person or possibly virtually. The goal of the academic support component is to create an environment where students can see themselves as successful while having fun learning. The academic component also provides students with academic intervention and homework supervision. The goal of the enrichment component is to expose students to a variety of classes, opportunities and to support their individual interests and skills.

QUALIFICATIONS and COMPETENCY FACTORS

- Completion of 48 college semester units or successful completion of the Instructional Aid (IA) exam required.
- Clear TB test (within the last 4 years) and FBI/DOJ background check required.
- At least two years of teaching (gardening, art, recreation or other enrichment activities) or academic tutoring experience preferred - experience teaching virtually a plus.
- Experience in working with elementary age students, specifically those from diverse, multi-lingual populations.

- Strong classroom management and conflict resolution skills - restorative practices a plus.
- Excellent oral, computer & written communication skills
- Demonstrated capacity to work as a team player and colleague; excellent time management and interpersonal skills; flexible; ability to listen and respond effectively; and ability to work in a fast-paced school environment.
- Experience with distance learning methods and platforms (Zoom, Google Classrooms, video creation/editing etc.) preferred.
- Comfort with facilitating teaching via in person and virtually.
- Spanish speaking preferred but not required.

RESPONSIBILITIES

- ❖ Preparatory Time
 - Develop mini lessons aligned with the program and/or school-day goals utilizing research and resources provided. Lessons should be theme or project based taking student input into consideration.
 - Complete and submit weekly lesson plans to Program Coordinator.
 - Assess and communicate with parents about student academic and behavior progress, which includes virtual, in-person, telephone and/or written communication.
 - Be prepared for class every day and use instructional time effectively.
 - Participate in all program staff meetings and trainings which may include virtual meetings.
- ❖ Direct Instruction (In person and virtually)
 - Lead mini enrichment and/or academic lessons to a group of 17-20 students either in person or virtually.
 - Engage students in fun and exciting projects.
 - Provide homework assistance and individual tutoring.
 - Maintain a physically and emotionally safe environment for students to learn (including virtual safety).
 - Demonstrate effective classroom management with an effective, articulated discipline and reward system that includes rules that are clear and posted.
 - Use a variety of instructional strategies and resources in order to engage all students and their diverse needs (including age-appropriateness and purpose).
- ❖ Daily Program Expectations
 - Shared responsibility for program set up, which may include snack supervision, classroom clean up, taking attendance, general announcements and recess/bathroom supervision.
 - Other duties as assigned.

Status: Non-Exempt

Revision Date: 07/15/2020

WORKING CONDITIONS and JOB SETTING

1. Work hours vary depending on position and program site.
 - a. In person program hours are M, T, TH, F 2:45-6:00 p.m. and W 1:00-6:00 p.m.
 - b. Virtual programming hours dependent on school site
2. Afterschool Instructors are allotted 30 minutes of prep time per day
3. Positions are from August through 2nd week in June.
4. Work is mostly in a school setting.
5. Periodic lifting up to 25 pounds is required.

The job description above has been reviewed with me.

Employee Signature

Date

ATLANTA GA 39901-0001

In reply refer to: 0752439638
June 08, 2018 LTR 4168C 0
94-1358309 000000 00
00036770
BODC: TE

EAST BAY AGENCY FOR CHILDREN
% SALLY WALTZ
303 VAN BUREN AVE
OAKLAND CA 94610-4340

031145

Employer ID number: 94-1358309
Form 990 required: Yes

Dear Taxpayer:

We're responding to your request dated May 30, 2018, about your tax-exempt status.

We issued you a determination letter in July 1953, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c)(3).

We also show you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC Sections 509(a)(1) and 170(b)(1)(A)(vi).

Donors can deduct contributions they make to you as provided in IRC Section 170. You're also qualified to receive tax deductible bequests, legacies, devises, transfers, or gifts under IRC Sections 2055, 2106, and 2522.

In the heading of this letter, we indicated whether you must file an annual information return. If you're required to file a return, you must file one of the following by the 15th day of the 5th month after the end of your annual accounting period:

- Form 990, Return of Organization Exempt From Income Tax
- Form 990EZ, Short Form Return of Organization Exempt From Income Tax
- Form 990-N, Electronic Notice (e-Postcard) for Tax-Exempt Organizations Not Required to File Form 990 or Form 990-EZ
- Form 990-PF, Return of Private Foundation or Section 4947(a)(1) Trust Treated as Private Foundation

According to IRC Section 6033(j), if you don't file a required annual information return or notice for 3 consecutive years, we'll revoke your tax-exempt status on the due date of the 3rd required return or notice.

You can get IRS forms or publications you need from our website at www.irs.gov/forms-pubs or by calling 800-TAX-FORM (800-829-3676).

If you have questions, call 877-829-5500 between 8 a.m. and 5 p.m.,

0752439638
June 08, 2018 LTR 4168C 0
94-1358309 000000 00
00036771

EAST BAY AGENCY FOR CHILDREN
% SALLY WALTZ
303 VAN BUREN AVE
OAKLAND CA 94610-4340

local time, Monday through Friday (Alaska and Hawaii follow Pacific time).

Thank you for your cooperation.

Sincerely yours,



Teri M. Johnson
Operations Manager, AM Ops. 3

State of California Secretary of State

CERTIFICATE OF STATUS

ENTITY NAME:

EAST BAY AGENCY FOR CHILDREN

FILE NUMBER: C0273898
FORMATION DATE: 05/01/1953
TYPE: DOMESTIC NONPROFIT CORPORATION
JURISDICTION: CALIFORNIA
STATUS: ACTIVE (GOOD STANDING)

I, ALEX PADILLA, Secretary of State of the State of California,
hereby certify:

The records of this office indicate the entity is authorized to
exercise all of its powers, rights and privileges in the State of
California.

No information is available from this office regarding the financial
condition, business activities or practices of the entity.



IN WITNESS WHEREOF, I execute this certificate
and affix the Great Seal of the State of
California this day of February 14, 2020.

A handwritten signature in black ink, appearing to read "Alex Padilla".

ALEX PADILLA
Secretary of State

**EAST BAY AGENCY FOR CHILDREN
BOARD OF DIRECTORS LIST**

Name	Title	Profession/Vocation	Term	End Date
Mary Colby	Board Member Finance Committee Chair Treasurer	Head of Municipal Research at Charles Schwab Investment Management	2nd	09/10/2022
Gary Cox	Board Member Quality Impact Committee	Executive Director, Medicare Strategy and Analytics, Kaiser Permanente	3rd	09/11/2021
Wendi Gosliner	Board Member Quality Impact Committee	Programs Advisor and Strategic Planning Consultant, School of Public Health, UC Berkeley	1st	03/03/2023
Leah Hughes	Board Member Governance Committee Chair	Business Analyst, PG&E	3rd	09/10/2022
Joanne Karchmer	Board Member Governance Committee	Chief Impact Officer, All Home	2nd	03/01/2022
Andreas Lorenz	Board Member Finance Committee	Senior Director, Finance and Strategy at Zendesk	1st	03/03/2023
Matthew Nelson	Board Member Quality Impact Committee	Chief Operations Officer, ParentPowered	3rd	09/16/23
Mimi Park	Board President Governance Committee Quality Impact Committee Finance Committee	Director and Credit Office, Wells Fargo Securities	3rd	06/20/2023
Patrick Piette	Board Member Finance Committee Board Secretary	Chief Financial Officer, Quantum Energy Services & Technologies, Inc.	1st	06/05/2021
Madelyn Roderigues	Board Member Quality Impact Committee	Deputy Public Defender, Santa Clara County	1st	06/17/2022
Daniel Shulman	Board Member Finance Committee	Senior Vice President, Market Manager, Commercial Banking, Bank of America/Commercial Banking	1st	09/11/2021
Tess Singha	Board Member Governance Committee	Head of Human Resources at Robinhood	2nd	03/28/2022
Tim Sommer	Board Member Quality Impact Committee Chair	Senior Partnerships Director at DonorsChoose	2nd	03/28/2022
Danielle Soto	Board Member Quality Impact Committee	Associate Director and Senior Researcher, Impact Justice	1st	03/03/2023
Soumya Srinagesh	Board Member Quality Impact Committee	Senior Director, Twilio	1st	03/03/2023



EBAC Board of Directors Meeting September 8th, 2020

Zoom

Board Participants: Tim Sommer, Leah Hughes, Daniel Shulman, Adrian Bendeck, Soumya Srinagesh, Andreas Lorenz, Joanne Karchmer, Matthew Nelson, Danielle Soto, Gary Cox, Mary Colby, Pat Piette, Jackie Ray, Mimi Park (Presiding), Wendi Gosliner

Not Attending: Tess Singha, Madelyn Jacoby

Other Attendees: Josh Leonard, Julie West, Roger Ailshie, Sandra Portasio, Allison Schulze

Call to Order: President Mimi Park called the meeting to order at 5:04pm PST.

Welcome – Mimi

- Mimi welcomed Adrian to the Board. Adrian introduced himself to the Board and all Board members introduced themselves to Adrian.

Actions - Mimi

- Consent Agenda
 - Mimi offered the opportunity for any Director to pull items from the consent agenda.
 - ***On motion made and seconded, the resolution to pass the consent agenda as presented was passed by unanimous consent.***
 - The consent agenda consisted of the following motions:
 1. *Be it resolved that the minutes from the Board meeting of 6/16/20 are approved.*
 2. *Be it resolved that Matthew Nelson is elected to a 3rd three year term on the Board of Directors.*
 3. *Be it resolved that the following Directors are appointed to serve as EBAC's FY21 Audit Committee:*
 - *Pat Piette*
 - *Matthew Nelson*
 - *Tess Singha*

State of the Agency

- CEO Report – Josh Leonard
 - Directors asked questions of Josh re: the CEO Report that was within the Board packet
 - Mary – The Trauma Transformed leadership role has been filled?
 - Josh – Yes, current EBAC Intensive Behavioral Health Director Shawana Booker has accepted the position. The hire is currently confidential as Shawana has not shared with her team the news yet. We are working on creating a transition plan prior to this happening.
 - Mary – Has Jen Leland given an amount of time in which she is continuing to work at T2?

- Josh – Jen is transitioning to a new part time role at T2. I don't believe she has plans or intention to leave that role in the near term.
 - Matthew – What do you see at the biggest challenge for Shawana in this new role?
 - Josh – Shawana is coming into a role managing a team of strong, experienced and opinionated leaders. It will take some time for her to get comfortable and establish her leadership.
 - Soumya – Talk more about the Alameda RFQ that EBAC has responded to?
 - Josh – We are excited about the potential opportunity to leverage the infrastructure and relationships we have built in our Family Resource Center and other programs to deliver COVID-related education to high risk populations in Alameda County.
 - Mimi – I am surprised that there is new funding available in the current environment.
 - Josh – I think there will continue to be new funding for certain things.
 - Gary – How has COVID impacted Tw work?
 - Josh – A couple contracts were cancelled but for the most part there have been renegotiations of the priority needs. We have been spending a lot of time helping these organizations with organizing around COVID disruptions and racial justice/equity work.
 - Gary – Tell us more about MediCal/CalFresh monies that the Development Report mentions having been recently secured.
 - Julie – It is a replacement for dollars we had in the past for similar work.
 - Pat – Is the delay on us receiving the non-profit property tax exemption for Ford st something we have control of?
 - Roger – We have done everything we can do on our end for the property tax exemption process. We continue to wait on the county.
- Development Report – Julie West
 - Report in Board Packet
 - The Gala is coming up, which will include sending out meals and an online auction.
 - Questions
 - Gary: How has COVID impacted institutional giving?
 - Julie: Institutional philanthropy stepped up immediately with lots of emergency investment. We have yet to see indication that the current economic situation will result in lessening investment. There is the possibility that priorities could be shifting but we believe our work should most likely fit within new priorities.
- Committee Reports
 - Finance – Mary Colby
 - After the initial scare about the financial ramifications of COVID for the organization, it is amazing that we finished the year with an operational surplus just below budgeted levels.
 - There was discussion about the current outlook for this year and risks to budgeted revenue. Staff and finance committee members shared details about where these risks lay and mitigation strategies should there be significant reductions. Our cash position is currently very strong. There was also discussion about what will be done with the proceeds from the sale of Van Buren.
 - Governance – Leah Hughes

- Leah shared about the Governance's Committee's work-plan for the year. She asked Board members for help in identifying potential candidates for the Board, emphasizing that ethnic/cultural diversity is the highest priority.
- Quality Impact – Tim Sommer
 - Tim shared about the Quality Impact Committee's priorities for the year.

Hot Topics

- **TNS Redesign - Sandra**
 - Josh shared that TNS is, for all intents and purposes, closed at this time. After having transitioned to remote services in March, family participation has slowly dissipated and no new children have been enrolled. No services have been provided during the past 3 weeks. Program staff have been working on finishing the re-design and in building relationships with key partners. It is very unclear if we will be able to open up the new program this school year due to COVID.
 - Sandra led a review of the details of the new design and current learning questions. As there was not time after her presentation for questions, questions were collected in the Zoom chat function and will be compiled into a FAQ document which will be sent to Directors.
- **FY21 Strategic Planning and Organizational Priorities – Josh**
 - Josh shared that the organization's current 3 year Strategic Plan will be ending in FY 21. The Executive Committee and Josh believe that the current environment is not conducive to long term planning as, as such, is recommending that this is deferred for now and the organization focus on a work-plan for the next 12 months. Josh shared the outline of recommendations from himself and senior staff, expressing the belief that the COVID has not changed our north star, eg the impact we are working to achieve and our high level strategies for doing so. But the details of what that looks like are different. He suggested that the work the next year be highly focused on 2 challenges:
 - How do we optimally meet the needs of our Target Population during Shelter in Place, emerging from COVID with the organization stronger and our services better than ever?
 - How do we attend to issues of internal equity and ensure our services are specifically oriented to the specific and unique needs of our target population?

The Board supported deferring long term planning and focusing on a discreet set of priorities for this year. Josh will work with the Executive Committee in refining the specific goals and objectives.
- **Additional Board Meeting – Mimi**
 - We will be sending out a survey about either having a follow-up Board Meeting to this meeting or a change of the meeting schedule overall.

Adjourn: The meeting was adjourned at 6:37pm PST by Mimi Park



EBAC Board of Directors Meeting November 10th, 2020

Zoom, 5pm-6:30pm

Board Participants: Mary Colby, Wendi Gosliner, Joanne Karchmer, Andreas Lorenz, Matthew Nelson, Mimi Park (Presiding), Patrick Piette, Jackie Lynn Ray, Daniel Shulman, Tess Singha, Tim Sommer, Soumya Srinagesh, Adrian Bendeck

Not Attending: Leah Hughes, Danielle Soto, Madelyn Roderigues, Gary Cox

Other Attendees: Josh Leonard, Julie West, Roger Ailshie, Sandra Portasio, Allison Schulze

Call to Order: President Mimi Park called the meeting to order at 5:04pm PST.

Welcome – Mimi Park

- Mimi reviewed today's agenda
- Adrian informed the Board that he is moving to LA and will be leaving the Board at the end of November. He will continue to support EBAC remotely, in other ways.

Actions – Mimi Park

- Board President Election
 - A vote was held to re-elect Mimi Park to a 2nd term as Board President, beginning 7/1/21 and ending 6/30/22

On motion made and seconded, Mimi's re-election was passed by unanimous consent.
- September Minutes

On motion made and seconded, the approval of the September 8 Board Meeting Minutes was passed by unanimous consent.

State of the Agency – Josh Leonard

- CEO Report
 - Directors asked questions of Josh re: the CEO Report that was within the Board packet
 - In response to Matthew's question about the thinking re: raises that the organization is hoping to do on Jan 1, Josh responded that continued increases in compensation remains a critical element of agency aspiration to attracting and retaining the workforce we need. The last agency wide raise was given on January 1, 2019. Josh believes it is very important that the organization takes action that signal to staff that this commitment to improving salaries remains. However, we will not know if we are in position to do raises within the current budget until contract negotiations with ACBH are completed.
 - In response to a question about how the \$1000 COVID salary augmentation given to staff were received, Josh shared that staff were incredibly appreciative

and that actions like these by the agency have contribute to positive morale during these very challenging times.

- In response to Tess' question about plans to return to the office, Josh indicated that there were not currently any plans for this. Staff have been told that they will not be brought back to the office prior to the end of February. Site based staff return to in person work is dependent upon when schools re-open.
- In response to a question about what it might look like for staff when schools re-open, Josh responded that much of that is dependent upon the details of re-openings, which remain unknown to us. The assumption is that some students will be back on campus and others will continue with distance learning, necessitating EBAC staff to be flexible in providing services in different ways according to the needs of individual families/students.
- Mary asked about the 11/5 visit to the HUB by Alameda County connected to our application for that property to be gain non-profit exemption for property taxes. Roger indicated the visit seemed to have gone fine but no information was provided about when we can expect a final determination.
- There were questions and discussion about the HR dashboard that was included in the Board packet. This is a summarized version of a new dashboard that is being used by HR. It was first distributed to the Board prior to the September meeting and will be a part of Board packets going forward. Tess suggested it would be good to give information on the demographics of those in leadership positions at EBAC as well as data on exit reasons from staff.
- In response to a question from Tess, Josh shared that the agency's annual organizational climate survey was distribute to all staff today. A summary of results will be provided to the Board at the March meeting.

- **Committee Reports**

- Finance

- Mary shared that, through September, the organization is doing a little worse than budget in bottom line revenue over expense. Results would be better than budget of not for the one-time expense of COVID pay enhancement to all staff. Given this and the current environment, the FC feels good about the results. The organization is also in a very strong cash position. Discussion ensued.
 - In response to a question, Roger shared about the status of the PPP loan forgiveness application. Roger hopes to have this done in the coming weeks. At this point, it is not clear how much of the total loan will be eligible for forgiveness. Questions and discussion ensued.
 - Josh shared about the status of contract negotiations with ACBH for our two mental health contracts. We are currently operation and billing under an interim contract. Our proposed rate is, on average, approximately 56% higher than the current rate. The rate will be retroactive to July 1. It is unclear if the county will agree to this rate. They have indicated that the contracts will be ready for execution in approximately 3 weeks.

- Governance – Jackie Lynn Ray

- The committee will give a full read out from the Board Meeting Scheduling Survey after the next committee meeting. The results were surprisingly even across the board, so we need to discuss how to go forward.
 - We are looking for new Board Members, especially to diversify the Board, so please pass on your suggestions.

- Quality Impact – Tim Sommer
 - A lot of Data infrastructure is being created for programs right now. A new version of the Universal intake is being added to the Welligent system.
 - Most programs are providing services during this time, TNS excepted.
 - In response to a question about whether EPIC will be ready to begin with the first cohort of children in January, Sandra shared that progress continues to be made in hiring, on-boarding and training the team. The January timeline is very ambitious but we continue to drive towards that at this time.

Hot Topics

- **Development Report**
 - In response to a question from Mimi about year to date results, Julie shared that individual giving is well-ahead of pace. Institutional is basically on target.
- **Gala Debrief**
 - Joanne shared about our recent highly successful Gala. She shared great appreciation for the hard work of the Auxiliary, Julie and her Development team. It is unclear at this point about what elements of success are transferable to future events, ex. was it the new format that led to more money being raised or is that unique to the generosity of our donor base during COVID? Questions and discussion ensued.
- **Where Do We Go From Here?**
 - Josh shared his thoughts, post-election, on what the fiscal environment may look like for EBAC. Though there are many unknowns, it is very possible that there will be a reduction in available public dollars in the coming years. We should be prepared for the possibility of some future retraction and be prepared to be agile, responding to opportunities consistent with our mission that could be managed within our current infrastructure. Questions and discussion ensued.
- **Next Board Meeting – Mimi Park**
 - We will be having a short zoom Board meeting in December and for those who would like to, we will be staying afterwards for 30 minutes to drink and chat in honor of the holidays.

Adjourn: The meeting was adjourned at 6:36pm PST by Mimi Park



EBAC Board of Directors Meeting December 15th, 2020

Zoom, 5pm-5:30pm

Board Participants: Mary Colby, Gary Cox, Joanne Karchmer, Andreas Lorenz, Matthew Nelson, Mimi Park, Patrick Piette, Jackie Lynn Ray, Madelyn Roderigues, Daniel Shulman, Tess Singha, Tim Sommer, Danielle Soto and Soumya Srinagesh

Not Attending: Leah Hughes and Wendi Gosliner

Other Attendees: Josh Leonard, Julie West, Roger Ailshie, Sandra Portasio, and Allison Schulze

Call to Order: President Mimi Park called the meeting to order at 5:04pm PST.

Welcome – Mimi Park

- Mimi reviewed today's agenda

Actions

- November Minutes – Mimi Park
On motion made and seconded, the minutes from the November 10 Board Meeting were passed by unanimous consent.
- Increase of line of credit – Mary Colby
 - Mary shared that the agency's line of credit is expiring and needs to be renewed. We are able to secure a much larger LOC at this time than we currently have, increasing from \$500k-\$1.5 mil. The Finance Committee is recommending that we renew at this increased level.
 - Questions and discussion ensued.

On motion made and seconded, Josh Leonard was authorized and directed to renew the agency's Line of Credit with First Republic Bank at the increased amount of \$1.5 million was passed by unanimous consent.

Audit 2020 Results – Roger Ailshie and Pat Piette

- Roger led a high level review of the draft of the audited financials that had previously been sent to the Board.
- Pat shared that the Audit Committee had met with the auditors and was recommending that the Board vote to approve the audit reports.
- Pat shared that the Single Audit Report cannot currently be finalized as a new Compliance Supplement form, necessitated by the Cares Act, has not been issued by the federal

government. This issue is not specific to EBAC but is rather a global issue that is preventing the finalization of single audits universally. The auditors do not expect that any changes will need to be made to the draft single audit completed for EBAC when the federal guidance is issued.

- Pat recognized the work done by Roger and the Finance team that resulted in a clean audit.
- Questions and discussion ensued.

On motion made and seconded, the audited FY20 Financial Statement and Governance Letter were approved by unanimous consent. The Single Audit Report was approved contingent upon issuance of Compliance Supplement form not requiring any material changes to the current draft.

Misc. Questions – Josh Leonard

- Mary asked about the status of contract negotiations with Alameda County Behavioral Health. Josh shared that one of the contracts had been signed; For the second larger contract, our contract liaison gave informal approval to our proposed rates on Friday. We are expecting the contract to be presented for signature in the next couple of days. Discussion ensued.

Adjourn: The meeting was adjourned at 5:30 pm PST by Mimi Park



EBAC Board of Directors Meeting

March 2nd, 2021

Zoom, 5pm-6:30pm

Board Participants: Joanne Karchmer, Daniel Shulman, Andreas Lorenz, Danielle Soto, Leah Hughes, Patrick Piette, Tim Sommer, Wendi Gosliner, Matthew Nelson, Madelyn Roderigues , Mimi Park (presiding), and Soumya Srinagesh

Not Attending: Tess Singha, Gary Cox, and Mary Colby

Other Attendees: Josh Leonard, Julie West, Roger Ailshie, and Allison Schulze

Call to Order: President Mimi Park called the meeting to order at 5:04pm PST.

Welcome – Mimi Park

- Mimi reviewed today's agenda

Actions

- December Minutes – Mimi Park
On motion made and seconded, the minutes from the December 15, 2020 Board Meeting were passed by unanimous consent.

State of the Agency

- CEO Report – Josh provided some updates and additions to information provided within the written CEO report.
 - Of the 140 staff eligible for COVID Vaccination), 55% have received the first shot and 11% have indicated they are not interested in receiving the vaccine. HR is working to connect with the remaining 34% of the staff to understand if they have received a shot and just not notified HR or if they are having difficulty in scheduling. As employees get vaccinated, we are working on plans to increase some in person services. Discussion ensued about EBAC's current position not mandating vaccination for employees.
 - The Governor and Legislature have come to an agreement to provide significant financial incentive to school districts that open up in the coming month for in-person instruction. Josh shared that he does not believe this incentive will compel most of the districts where EBAC has services to open in any manner that will allow for the resumption of EBAC's school-site based services this school- year.
 - The Sequoia Afterschool HUB project began providing services last week.
 - Alameda County Behavioral Health Services is actively discussing plans for contract cuts next year. It is unclear at this point why they are moving in this direction when most projections show little if any negative impact to their primary State revenue sources and the county looks likely to be the recipient of federal COVID relief funds.

- EBAC's annual Open Enrollment process will happen in April. Josh is hopeful that we will at that time be able to offer a health insurance benefit choice with \$0 premium contribution from employees. This would be the culmination of a 3 year process of reductions to employee cost to meet Josh's stated goal of getting to 0. We should be able to make this final step with limited extra cost to the agency by purchasing a cheaper, higher deductible plan. While there is some risk to the organization, analysis of previous years' usage indicates low and limited risk.
- Board members asked questions and discussion ensued about pay raises, plans for returning to the office and the newly formed EBAC Equity Committee.
- Development Report – Julie shared information augmenting the written Development Report.
 - In addition to our annual report for FY 20, we have created a covid relief update report. Both of these are great documents can be shared with prospective supporters. Big thank you to Daniel and Bank of America which recently made a significant donation of PPE. These items are being distributed to staff and clients. As there is more than EBAC can use, they will also be shared with peer CBOs.
 - There we questions and discussion about the current work of the Auxiliary as well as our institutional philanthropy development, efforts, results and future prospects.
 - Board members commended Julie and her team for the excellent YTD fund raising results

Committee Reports

- Finance Committee – In Mary's absence, Mini asked Roger to provide the finance update.
 - January was a very strong month in terms of financial performance and the organization is now well ahead of budget on a TTD basis. January reflects a significant amount of revenue from previous months as we were able to back bill ACBH to account for a retroactive rate increase.
 - The forgiveness application for our PPP loan is almost complete and we plan to submit shortly.
 - There were questions and discussion about the recent granting of EBAC's non-profit exemption application for the Ford St property.
- Governance Committee – Leah reported on the current activity of the committee.
 - As both Jackie and Adrian unexpectedly resigned from the Board this year and Gary will be terming off in September, the GC is now hoping to bring more than 1 Board candidate to the full Board for consideration before the end of the fiscal year. The committee is almost done with the vetting process of 3 candidates. 2 of these candidates are POC.
 - A request was made to Board members to please continue to provide recommendations to the GC of those that might be good candidates. Racial Diversity is the number one priority in this search.
- Quality Impact Committee – Tim reported out on the recent work of the committee.
 - The focus of EBAC's efforts to make better use of data in understanding agency impact and making strategic decisions, is on capturing and reporting on outputs. FY 22 will then focus on outcomes. A copy of a current dashboard example was included in the Board packet.

Organizational Climate Survey Discussion

Josh shared with the Board about the annual organizational climate process and how management is using that information towards improvements. Questions were asked and discussion ensued about the survey results that were provided in the Board packet.

Adjourn: The meeting was adjourned at 6:23 pm PST by Mimi Park.



June 21, 2021

Martha Pena
Coordinator, Expanded Learning Programs
Oakland Unified School District
1000 Broadway, Suite 300
Oakland, CA 94607

Dear Ms. Pena,

I am pleased to provide this Letter of Agreement for East Bay Agency for Children's (EBAC) response to the Expanded Learning Lead Agency Request for Qualifications (RFQ) issued by the Oakland Unified School District (OUSD) Department of Expanded Learning.

EBAC is well positioned to serve in the role of OUSD Expanded Learning Lead Agency. EBAC currently serves as Lead Agency for four afterschool programs in OUSD (Sequoia Elementary since 1999, Peralta Elementary since 2013, RISE Community School since 2016, and New Highland Academy since 2020) and one program originally under OUSD from 1995-2005 and currently under Education for Change, a charter school management group, since 2005 at Achieve Academy. EBAC additionally served as Lead Agency at East Oakland Pride from 2013-2016. All programs have consistently received excellent ratings from independent evaluators and have highly trained and experienced staff to ensure quality program delivery. EBAC's Program Director of Afterschool Services, Reka Lal, has led our afterschool programs for the last 17 years and serves as Program Director for Oakland Community After School Alliance (OCASA).

EBAC has strong relationships with the OUSD Expanded Learning Office, district administrators, education professionals, school communities, and service providers. We have extensive experience in meeting, collaborating and coordinating with these stakeholders to execute, enhance and integrate each school site's program goals for expanded learning. These partnerships also help to identify available EBAC and community resources that can provide holistic support and access to social services for students and families to meet their physical health, educational and social-emotional wellness needs.

EBAC's history of success in operating quality afterschool programming and establishing trusted relationships with students, families, school and district staff, and community partners demonstrate our capacity to engage in continued partnership with OUSD as a Lead Agency Expanded Learning provider. By signing this letter, I confirm that EBAC is willing and able to perform the commitments contained in this RFQ.

Sincerely,

Josh Leonard
Chief Executive Officer

EAST BAY AGENCY FOR CHILDREN

**FINANCIAL STATEMENTS
and
SUPPLEMENTAL SCHEDULE**

JUNE 30, 2019

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INDEPENDENT AUDITORS' REPORT

To the Board of Directors
East Bay Agency for Children

Report on the Financial Statements

We have audited the accompanying financial statements of East Bay Agency for Children (a nonprofit organization), which comprise the Statement of Financial Position as of June 30, 2019, and the related Statements of Activities, Functional Expenses, and Cash Flows for the year then ended and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of East Bay Agency for Children as of June 30, 2019, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

INDEPENDENT AUDITORS' REPORT

continued

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying Schedule of Alameda County Awards is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Report on Summarized Comparative Information

We have previously audited East Bay Agency for Children's 2018 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated December 18, 2018. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2018, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 11, 2019, on our consideration of East Bay Agency for Children's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of East Bay Agency for Children's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering East Bay Agency for Children's internal control over financial reporting and compliance.

Harrington Group

Oakland, California
December 11, 2019

EAST BAY AGENCY FOR CHILDREN

STATEMENT OF FINANCIAL POSITION

June 30, 2019

With comparative totals at June 30, 2018

	Without Donor Restrictions	With Donor Restrictions	2019	2018
ASSETS				
Cash and cash equivalents (Note 2)	\$ 2,004,500	\$ 262,332	\$ 2,266,832	\$ 2,201,719
Contracts receivable - net of allowance of \$60,379	2,665,656		2,665,656	2,067,110
Pledges receivable (Note 4)		255,000	255,000	397,857
Prepaid expenses	305,122		305,122	375,256
Investments (Note 5)	273,920	403,225	677,145	2,216,215
Property and equipment (Note 6)	7,598,692		7,598,692	870,559
TOTAL ASSETS	\$ 12,847,890	\$ 920,557	\$ 13,768,447	\$ 8,128,716
LIABILITIES AND NET ASSETS				
LIABILITIES				
Accounts payable	\$ 1,499,354	\$ -	\$ 1,499,354	\$ 1,380,019
Accrued liabilities (Note 7)	812,688		812,688	698,101
Note payable (Note 9)	5,000,000		5,000,000	-
Deferred revenue	86,500		86,500	-
TOTAL LIABILITIES	7,398,542	-	7,398,542	2,078,120
NET ASSETS				
Without donor restrictions	5,449,348		5,449,348	4,703,410
With donor restrictions				
Purpose restrictions (Note 11)		517,332	517,332	943,961
Perpetual in nature (Note 12)		403,225	403,225	403,225
TOTAL NET ASSETS	5,449,348	920,557	6,369,905	6,050,596
TOTAL LIABILITIES AND NET ASSETS	\$ 12,847,890	\$ 920,557	\$ 13,768,447	\$ 8,128,716

The accompanying notes are an integral part of these financial statements.

EAST BAY AGENCY FOR CHILDREN

STATEMENT OF ACTIVITIES
For the year ended June 30, 2019
With comparative totals for the year ended June 30, 2018

	Without Donor Restrictions	With Donor Restrictions	2019	2018
REVENUE AND SUPPORT				
Fees from government agencies (Note 13)	\$ 12,872,513	\$ -	\$ 12,872,513	\$ 11,706,633
Grants and contributions	398,938	461,824	860,762	1,431,429
Program fees	535,842		535,842	406,313
Contributions - capital campaign		250,000	250,000	-
Special events - net of expenses \$68,995	221,551		221,551	143,201
Other income	120,608		120,608	5,298
Net gain on investments (Note 5)	51,714		51,714	39,049
Net assets released from capital restrictions (Note 11)	175,000	(175,000)	-	-
Net assets released from purpose restrictions (Note 11)	963,453	(963,453)	-	-
TOTAL SUPPORT AND REVENUE	15,339,619	(426,629)	14,912,990	13,731,923
EXPENSES				
Program services	12,659,537		12,659,537	10,928,835
Support services	1,934,144		1,934,144	2,023,863
TOTAL EXPENSES	14,593,681	-	14,593,681	12,952,698
CHANGE IN NET ASSETS BEFORE GAIN ON SALE OF PROPERTY				
	745,938	(426,629)	319,309	779,225
Gain on sale of property			-	1,435,042
CHANGE IN NET ASSETS	745,938	(426,629)	319,309	2,214,267
NET ASSETS, BEGINNING OF YEAR	4,703,410	1,347,186	6,050,596	3,836,329
NET ASSETS, END OF YEAR	\$ 5,449,348	\$ 920,557	\$ 6,369,905	\$ 6,050,596

The accompanying notes are an integral part of these financial statements.

EAST BAY AGENCY FOR CHILDREN

STATEMENT OF FUNCTIONAL EXPENSES

For the year ended June 30, 2019

With comparative totals for the year ended June 30, 2018

	Total Program Services	Support Services			Total Support Services	Total Expenses	
		Management and General	Fundraising	Shared		2019	2018
Salaries	\$ 6,959,833	\$ 954,374	\$ 96,550	\$ 855,771	\$ 1,906,695	\$ 8,866,528	\$ 7,949,154
Fringe benefits (Note 15)	1,852,584	254,029	25,699	227,785	507,513	2,360,097	2,106,171
Total personnel costs	8,812,417	1,208,403	122,249	1,083,556	2,414,208	11,226,625	10,055,325
Contractors	782,223	184,743	39,659	458,407	682,809	1,465,032	1,239,059
Occupancy	390,846	24,298	3,216	47,833	75,347	466,193	340,092
Communications	126,500	16,696	2,281	73,737	92,714	219,214	206,551
Fees and dues	4,592	88,587	8,761	104,173	201,521	206,113	218,146
Office expenses	161,864	9,301	11,178	21,104	41,583	203,447	297,511
Miscellaneous	72,954	26,929	9,523	38,488	74,940	147,894	96,347
Interest	130,764			7	7	130,771	1,013
Staff recruitment, training, and relations	40,199	68,485	493	20,182	89,160	129,359	122,167
Depreciation	101,586	12,355	1,344	8,371	22,070	123,656	108,485
Transportation	96,180	7,396	157	8,166	15,719	111,899	80,737
Program supplies	82,463					82,463	78,837
Insurance	11,858	13,711		30,344	44,055	55,913	50,475
Equipment lease and maintenance	16,980	3,691	492	3,939	8,122	25,102	24,087
Legal expenses	-					-	33,866
CQI allocation	627,267			(627,267)	(627,267)	-	-
Facility and IT allocation	420,770	63,359	6,837	(490,966)	(420,770)	-	-
Program support allocation	780,074			(780,074)	(780,074)	-	-
TOTAL 2019 FUNCTIONAL EXPENSES	\$ 12,659,537	\$ 1,727,954	\$ 206,190	\$ -	\$ 1,934,144	\$ 14,593,681	\$ 12,952,698
TOTAL 2018 FUNCTIONAL EXPENSES	\$ 10,928,835	\$ 1,822,521	\$ 201,342	\$ -	\$ 2,023,863	\$ -	\$ -

The accompanying notes are an integral part of these financial statements.

EAST BAY AGENCY FOR CHILDREN

STATEMENT OF FUNCTIONAL EXPENSES

For the year ended June 30, 2019

With comparative totals for the year ended June 30, 2018

	Program Services							Total Program Services
	School-Based Behavioral Health	Intensive Behavioral Health	Family and Community Wellness	Trauma Informed Collaborative	Training	Others Programs	2019	
Salaries	\$ 3,145,520	\$ 1,530,956	\$ 1,671,672	\$ 568,768	\$ 42,917	\$ -	\$ 6,959,833	\$ 5,852,824
Fringe benefits (Note 15)	837,341	407,499	444,947	151,374	11,423	-	1,852,584	1,550,744
Total personnel costs	<u>3,982,861</u>	<u>1,938,455</u>	<u>2,116,619</u>	<u>720,142</u>	<u>54,340</u>	<u>-</u>	<u>8,812,417</u>	<u>7,403,568</u>
Contractors	10,558	61,870	154,237	395,216	39,645	120,697	782,223	741,569
Occupancy	113,020	128,479	54,229	59,486	-	35,632	390,846	271,352
Communications	66,518	23,207	31,259	5,516	-	-	126,500	122,428
Fees and dues	1,839	249	1,215	989	300	-	4,592	9,725
Office expenses	31,470	49,089	41,226	34,092	2,822	3,165	161,864	224,874
Miscellaneous	2,402	422	3,357	55,588	284	10,901	72,954	59,411
Interest	-	-	-	-	-	130,764	130,764	410
Staff recruitment, training, and relations	10,975	7,220	19,024	2,365	615	-	40,199	38,451
Depreciation	19,751	34,873	33,132	-	-	33,581	101,586	81,904
Transportation	165	6,553	13,861	55,982	33	-	96,180	59,198
Program supplies	-	37,518	11,160	31,660	-	1,960	82,463	77,862
Insurance	-	4,326	-	-	-	7,532	11,858	2,565
Equipment lease and maintenance	3,657	2,895	7,644	2,784	-	-	16,980	15,680
Legal expenses	-	-	-	-	-	-	-	-
CQI allocation	440,269	186,998	-	-	-	-	627,267	679,148
Facility and IT allocation	181,233	95,617	99,873	41,468	2,500	79	420,770	410,816
Program support allocation	383,945	186,860	204,031	-	5,238	-	780,074	729,874
TOTAL 2019 FUNCTIONAL EXPENSES	<u>\$ 5,248,663</u>	<u>\$ 2,764,631</u>	<u>\$ 2,790,867</u>	<u>\$ 1,405,288</u>	<u>\$ 105,777</u>	<u>\$ 344,311</u>	<u>\$ 12,659,537</u>	<u>\$ 10,928,835</u>
TOTAL 2018 FUNCTIONAL EXPENSES	<u>\$ 4,589,899</u>	<u>\$ 2,224,802</u>	<u>\$ 2,855,402</u>	<u>\$ 1,213,654</u>	<u>\$ 45,078</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

The accompanying notes are an integral part of these financial statements.

EAST BAY AGENCY FOR CHILDREN

STATEMENT OF CASH FLOWS

For the year ended June 30, 2019

With comparative totals for the year ended June 30, 2018

	<u>2019</u>	<u>2018</u>
CASH FLOWS FROM OPERATING ACTIVITIES:		
Change in net assets	\$ 319,309	\$ 2,214,267
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	123,656	108,485
Net (gain) on investments	(51,714)	(39,049)
(Gain) on sale of property	-	(1,435,042)
Change in contracts receivable allowance	(24,815)	(69,410)
Contributions restricted for capital campaign - cash	(175,000)	-
Contributions restricted for capital campaign - pledges	(75,000)	-
(Increase) decrease in operating assets:		
Contracts receivable	(573,731)	(208,576)
Pledges receivable	217,857	(106,184)
Prepaid expenses	70,134	(142,973)
Increase (decrease) in operating liabilities:		
Accounts payable	119,335	677,313
Accrued liabilities and refundable advances	114,587	(103,292)
Deferred revenue	86,500	-
NET CASH PROVIDED BY OPERATING ACTIVITIES	<u>151,118</u>	<u>895,539</u>
CASH FLOWS FROM INVESTING ACTIVITIES:		
Purchase of investments	-	(4,231,221)
Proceeds from sales of investments	1,590,784	2,732,619
Proceeds from sale of property and equipment	-	1,597,913
Purchase of property and equipment	(1,851,789)	(19,000)
NET CASH (USED) PROVIDED BY INVESTING ACTIVITIES	<u>(261,005)</u>	<u>80,311</u>
CASH FLOWS FROM FINANCING ACTIVITIES:		
Collection on capital campaign	175,000	-
Principal payment on capital lease obligations	-	(23,647)
Principal payment on note payable	-	(29,934)
NET CASH PROVIDED (USED) BY FINANCING ACTIVITIES	<u>175,000</u>	<u>(53,581)</u>
NET INCREASE IN CASH AND CASH EQUIVALENTS	65,113	922,269
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>2,201,719</u>	<u>1,279,450</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ 2,266,832</u>	<u>\$ 2,201,719</u>
SUPPLEMENTAL DISCLOSURE:		
Operating activities reflect interest paid of:	<u>\$ 130,771</u>	<u>\$ 1,013</u>
NON-CASH INVESTING AND FINANCING TRANSACTIONS		
Acquisition of property with note payable:	<u>\$ 5,000,000</u>	<u>\$ -</u>

The accompanying notes are an integral part of these financial statements.

EAST BAY AGENCY FOR CHILDREN

NOTES TO FINANCIAL STATEMENTS

1. **Organization**

East Bay Agency for Children (“EBAC”) was incorporated on May 1, 1953, as a nonprofit corporation under the laws of the State of California. EBAC’s mission is to improve the well-being of children, youth and families by reducing the impact of trauma and social inequities. EBAC provides services to approximately 20,000 children, youth, and families annually in Alameda County. EBAC’s major programs include the following:

School-Based Behavioral Health Services

EBAC provides therapy services in Alameda County public schools. Emotional and behavioral challenges can interfere with a child’s own socio-emotional and academic development and can be disruptive to an entire classroom. EBAC mental health therapists, who work on-site at schools, counsel children from mainstream classrooms who have been referred by their teachers, principals, parents, and themselves because they are struggling with issues like anxiety, depression, or aggression. Through art, play, and other therapeutic tools, EBAC’s clinicians help these children develop ways to self-regulate their emotions and behaviors.

These mental health clinicians have a therapy room on the school campus and conduct individual, group, and family therapy as needed to address the specific needs outlined in each child’s formal treatment plan. Additionally, clinicians work with teachers and administrators to create trauma-informed school environments and support a positive school climate. School-Based Behavioral Health serves approximately 1,000 children per year.

Intensive Behavioral Health Services

Counseling Enriched and Intensive Counseling Enriched

Called Counseling Enriched and Intensive Counseling Enriched, these dual educational and therapeutic settings enable children to learn techniques for self-regulating their emotions and behavior while receiving academic instruction. An EBAC mental health therapist works with each child based upon their individualized treatment plan. Behavioral coaches shadow the children all day long in the classroom providing real-time intervention and affirmation to support positive behavioral changes and self-regulation.

Therapeutic Nursery School

The Therapeutic Nursery School (“TNS”) provides early childhood education and comprehensive mental health services for children ages 2 to 6 who need additional support with social, emotional and learning difficulties. Children are referred to the program if their behaviors make it difficult for them to succeed in their current preschool or day care settings. Working with our mental health clinicians and aides, the children develop their individual strengths and practice their social skills, learning to be part of a cooperative group. Services include group therapy, individual therapy and family therapy.

Youth Empowerment Services (YES)

Youth exiting the juvenile justice system require specialized support to give them the best possible chance of success in their transition back to school and home life. EBAC case managers are paired with teens leaving the Alameda County Juvenile Justice Center. These case managers work in tandem with the teen to ensure he or she abides by the terms of probation, enrolls in school and attends, receives necessary and/or court mandated counseling, and integrates into a safe family environment.

continued

EAST BAY AGENCY FOR CHILDREN

NOTES TO FINANCIAL STATEMENTS

1. **Organization**, continued

Family and Community Wellness services

Grief and Illness Support

Circle of Care is a unique program that supports children and their families coping with a life threatening illness or the death of a loved one. This program helps children heal and learn to cope with this traumatic experience through specialized Support Groups, Individual and Family Counseling, Crisis Support, Community Trainings and Outreach. Circle of Care is open to any child and his or her family.

Family Resource Centers

EBAC operates five family resource centers in Oakland, San Leandro, Hayward and Fremont. These centers offer convenient, inviting, and helpful places for parents to come for assistance in accessing a myriad of public benefits important to their family's health and well-ness. With multilingual and multicultural staff, EBAC-run Family Resource Centers help local families access the support services available to them so their children can thrive. Services include: healthcare insurance enrollment and retention (Medi-Cal and Covered California); application assistance for CalFresh (food stamps), CalWorks, Social Security, In Home Support Services, etc.; emergency food and clothing; information and referrals for child support, child care, housing, mental health services, etc.; case management; assistance with school enrollment; and translation and interpretation.

Afterschool Programs

EBAC operates 4 afterschool programs at elementary schools in the Oakland Unified School District. Afterschool programs provide academic support along with enrichment activities, such as arts & crafts, cooking, gardening and music. Often, our program provides the only alternative for children in under-resourced neighborhoods to spend the afterschool hours in a safe and supervised environment. Family engagement activities are a part of our afterschool programs as well and include potlucks, events and showcases as well as educational workshops for parents/guardians on topics they choose, such as nutrition, saving for college, and helping with homework.

School-Based Health Center

EBAC operates the Frick School Health & Wellness Center in East Oakland in conjunction with Native American Health Center. The Frick School Health & Wellness Center provides primary care and mental health services for students and families of Frick Middle School and the surrounding community. Services include: Medical Services, Dental Services, Health Education, Counseling, Case Management, Health Insurance Enrollment Assistance, School Nurse and Youth Development.

Trauma Informed Collaborative

Trauma Transformed

Trauma Transformed works locally and nationally to change the way public health systems understand, respond to, and heal from trauma and oppression. Trauma Transformed works with organizations and government systems to provide training and leadership coaching, offer policy and practice change consultation, and lead convenings of system and community leaders.

EAST BAY AGENCY FOR CHILDREN

NOTES TO FINANCIAL STATEMENTS

1. **Organization**, continued

Training Program

EBAC's Training Program provides training to EBAC staff, other community-based organizations, foster parents, public agency staff and others that provide direct service to foster and/or adopted children and youth. EBAC brings particular expertise in training around trauma informed practices, resiliency strategies and cultural humility and responsiveness.

2. **Summary of Significant Accounting Policies**

A summary of the significant accounting policies applied in the preparation of the accompanying financial statements is as follows:

Basis of Presentation

The accompanying financial statements have been prepared using the accrual basis of accounting.

Net Assets

Net assets, revenues, gains and losses are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Without Donor Restrictions. Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

With Donor Restrictions. Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

Cash and Cash Equivalents

EBAC has defined cash and cash equivalents as all unrestricted highly liquid investments with an original maturity of three months or less.

Contracts Receivable

Contracts receivable uncollateralized obligations from various governmental and private agencies due under normal trade terms requiring payments per contracts. They are stated at the contractual amounts billed. The carrying amount of contracts receivable is reduced by an allowance for losses based on management's assessment of the collectability of charges. Receivables are written off and charged to allowance if management considers them worthless.

continued

EAST BAY AGENCY FOR CHILDREN

NOTES TO FINANCIAL STATEMENTS

2. Summary of Significant Accounting Policies, continued

Pledges Receivable

Pledges receivable include unconditional commitments from foundations and corporations that are recorded at the net realizable value. Pledges that are expected to be received in future years are recorded at present value of their estimated cash flows. Such promises are further discounted using risk premiums.

Investments

EBAC carries investments in marketable securities with readily determinable fair values and all investments in debt securities at their fair value based on quoted prices in active markets in the Statement of Financial Position. Investment advisory fees are netted against the realized and unrealized gains and losses and are included in the change in the appropriate net asset class in the Statement of Activities.

Property and Equipment

Property and equipment are recorded at cost if purchased or at fair value at the date of donation if donated. Depreciation is computed on the straight-line basis over the estimated useful lives of the related assets. Maintenance and repair costs are charged to expense as incurred. Property and equipment are capitalized if the cost of an asset is greater than or equal to five thousand dollars.

Income Taxes

EBAC is exempt from taxation under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d, whereby only unrelated business income is subject to income tax. Management believes that all of EBAC's income was directly related to its exempt purpose; thus the accompanying financial statements do not include any provision for income taxes. Management also believes that EBAC does not have any uncertain tax positions.

Functional Allocation of Expenses

Costs of providing EBAC's programs and other activities have been presented in the Statement of Functional Expenses. During the year, such costs are accumulated into separate groupings as either direct or shared. Shared costs are allocated among program and support services by a method that best measures the relative degree of benefit. EBAC primarily uses direct salaries or total costs to allocate shared costs.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect reported amounts of assets, liabilities, revenues, and expenses as of the date and for the period presented. Actual results could differ from those estimates.

continued

EAST BAY AGENCY FOR CHILDREN

NOTES TO FINANCIAL STATEMENTS

2. Summary of Significant Accounting Policies, continued

Recently Adopted Accounting Pronouncement

In August 2016, the FASB issued ASU 2016-14, *Not-for-Profit Entities (Topic 958): Presentation of Financial Statements of Not-for-Profit Entities*. The ASU amends the current reporting model for nonprofit organizations and enhances their required disclosures. The major changes include: (a) requiring the presentation of only two classes of net assets now titled "without donor restrictions" and "with donor restrictions"; (b) modifying the presentation of underwater endowment funds and related disclosures; (c) requiring the use of the placed-in-service approach to recognize the expirations of restrictions on gifts used to acquire or construct long-lived assets absent explicit donor stipulations otherwise; (d) requiring analysis of expenses by function and nature in either the statement of activities, a separate statement, or in the notes and disclose a summary of the allocation methods used to allocate costs; (e) requiring the disclosure of quantitative and qualitative information regarding liquidity and availability of resources; (f) presenting investment return net of external and direct expenses; and (g) modifying other financial statement reporting requirements and disclosures intended to increase the usefulness of nonprofit financial statements. The ASU is effective for fiscal years beginning after December 15, 2017. The provisions of the ASU must be applied on a retrospective basis for all years presented although certain optional practical expedients are available for the periods prior to adoption. EBAC's financial statements for the year ended June 30, 2019 are presented in accordance with ASU 2016-14.

3. Liquidity and Availability of Resources

EBAC regularly monitors liquidity required to meet its operating needs and other contractual commitments, while also striving to maximize the investment of its available funds. EBAC has various sources of liquidity at its disposal, including cash and cash equivalents, and marketable debt and equity securities.

For purposes of analyzing resources available to meet general expenditures over a 12-month period, EBAC considers all expenditures related to its ongoing activities and the pattern of income from grants, contracts, fundraising, and investments. The Finance Committee of the Board of Directors meets quarterly at a minimum to review all financial aspects of the organization and meets annually with EBAC's financial advisors to review investment results, assess risk, and make recommendations for changes as needed.

In addition to financial assets available to meet general expenditures over the next 12 months, EBAC operates with a balanced budget and anticipates collecting sufficient revenue to cover general expenditures not covered by donor-restricted resources.

continued

EAST BAY AGENCY FOR CHILDREN

NOTES TO FINANCIAL STATEMENTS

3. Liquidity and Availability of Resources, continued

As of June 30, 2019, the following financial assets could readily be made available within one year of the balance sheet date to meet general expenditures:

Cash and cash equivalents	\$ 2,266,832
Account receivable (net) including unbilled receivables	2,665,656
Grant and pledges receivables	255,000
Investments	<u>677,145</u>
Total financial assets	5,864,633
Less: Donor restricted funds – time and purpose	(442,332)
Donor restricted funds – perpetual in nature	(403,225)
Current liabilities and payables	(1,932,737)
Deferred revenue	<u>(86,500)</u>
Financial assets available to meet cash needs for general expenditures within one year	<u>\$ 2,999,839</u>

4. Pledges Receivable

Pledges receivable are recorded as support when pledged unless designated otherwise. All pledges are valued at the estimated fair present value at June 30, 2019 and are deemed fully collectible. Accordingly, no allowance for uncollectible pledges has been recorded as of June 30, 2019. Total amount of pledges receivable of \$255,000 at June 30, 2019 is expected to be collected within one year.

5. Investments

Investments at June 30, 2019 consist of the following:

Mutual funds	\$540,809
Fixed income – certificates of deposits	<u>136,336</u>
	<u>\$677,145</u>

Investment income of \$51,714 on the Statement of Activities is shown net of investment fees of \$3,574.

EAST BAY AGENCY FOR CHILDREN

NOTES TO FINANCIAL STATEMENTS

6. Property and Equipment

Property and equipment at June 30, 2019 consist of the following:

Land	\$ 3,704,461
Building	3,098,663
Equipment	96,118
Leasehold improvement	129,071
Vehicles	11,400
Software	281,127
Construction in progress	<u>1,448,609</u>
	8,769,449
Less: accumulated depreciation	<u>(1,170,757)</u>
	<u>\$ 7,598,692</u>

Depreciation expense for the year ended June 30, 2019 was \$123,656.

7. Accrued Liabilities

Accrued liabilities at June 30, 2019 consist of the following:

Accrued vacation	\$360,555
Accrued payroll	358,362
Other accrued liabilities	75,021
Accrued interest liability	<u>18,750</u>
	<u>\$812,688</u>

8. Lines of Credit

EBAC has a secured revolving line of credit with a bank, in the amount of \$500,000 due December 4, 2019, with interest rate of 5.25%. There were no outstanding balances at June 30, 2019.

9. Note Payable

Note payable at June 30, 2019 consists of the following:

Note payable to a bank, secured by deed of trust, monthly interest only payments, interest rate at 5.25%, due December 2019.

\$5,000,000

continued

EAST BAY AGENCY FOR CHILDREN

NOTES TO FINANCIAL STATEMENTS

10. Commitments and Contingencies

Obligations under Operating Leases

EBAC leases various facilities and equipment under operating leases with various terms. Future minimum payments, by year and in the aggregate, under these leases with initial or remaining terms of one year or more, consist of the following:

<u>Year ending June 30,</u>	
2020	\$24,016
2021	24,016
2022	21,721
Thereafter	<u>2,545</u>
	<u>\$72,298</u>

Rent and equipment lease expenses under operating leases for the year ended June 30, 2019 was \$274,498.

Contracts

EBAC's contracts arrangement are subject to inspection and audit by the governmental funding agencies. Previously funded program costs may be disallowed as the result of such audits. The ultimate liability, if any, which may result from these governmental audits cannot be reasonably estimated and, accordingly, EBAC has no provisions for the possible disallowance of program costs on its financial statements.

11. Net Assets With Donor Restrictions – Purpose Restrictions

Net assets with donor restrictions by time or purpose at June 30, 2019 consist of the following:

Family Resource Center	\$195,000
Trauma Transformed Program	150,786
Capital campaign	75,000
Early Childhood Program	60,000
Youth Empowerment Services	35,800
Other	660
Therapeutic Nursery School	<u>86</u>
	<u>\$517,332</u>

For the year ended June 30, 2019, net assets released from restrictions were \$1,138,453 of which \$175,000 were released from capital restrictions and \$963,453 were released from purpose restrictions.

continued

EAST BAY AGENCY FOR CHILDREN

NOTES TO FINANCIAL STATEMENTS

12. Net Assets With Donor Restrictions – Perpetual in Nature (Endowment)

EBAC's endowment fund consists of donor restricted contributions that are perpetual in nature and board designated funds.

Net assets restricted with donor restrictions that are perpetual in nature represent contributions on which the donor has stipulated that the principal is to be kept intact in perpetuity and only the interest and dividends therefrom may be expended for unrestricted purposes. At June 30, 2019, net assets with donor restrictions that are perpetual in nature were \$403,225.

Generally accepted accounting principles provides guidance on the net asset classification of donor-restricted endowment funds for a nonprofit organization and also requires additional disclosures about an organization's endowment funds (both donor-restricted endowment funds and Board-designated endowment funds).

EBAC classifies as net assets restricted in perpetuity, (a) the original value of the gifts to the endowment, (b) the original value of subsequent gifts to the endowment, and (c) accumulations to the endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund. The remaining portion of the endowment that is not classified net assets with donor restrictions that are perpetual in nature are classified as net assets with donor restrictions by purpose, until those amounts are appropriated for expenditure by EBAC.

Investment Objectives, Asset Allocation, and the Disbursement Policy

EBAC has adopted investment and spending policies, approved by the Board of Directors, for endowment assets that attempt to strike a balance between preserving the nominal value of the endowment, maximizing the total long term investment returns from interest, dividends and capital appreciation, and generating sufficient current income and capital gains to add to EBAC's board designated reserves. All earnings generated by the investment of the endowment is transferred to the board-designated reserves. Endowment assets are invested at a "moderate growth portfolio", appropriate for investors with a long-term investment horizon with a moderate risk tolerance.

Endowment assets composition as of June 30, 2019 is as follows:

	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>	<u>Total Endowment Assets</u>
Board designated endowment funds	\$ -	\$ -	\$ -
Donor-restricted endowment	<u> -</u>	<u>403,225</u>	<u>403,225</u>
Endowment net assets, end of year	<u>\$ -</u>	<u>\$403,225</u>	<u>\$403,225</u>

continued

EAST BAY AGENCY FOR CHILDREN

NOTES TO FINANCIAL STATEMENTS

12. Net Assets With Donor Restrictions – Perpetual in Nature (Endowment), continued

Changes in endowment net assets for the year ended June 30, 2019 are as follows:

	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>	<u>Total Endowment Assets</u>
Endowment net assets, beginning of year	\$ -	\$403,225	\$403,225
Interest and dividend		26,502	26,502
Investment return:			
Net appreciation (realized and unrealized)		4,293	4,293
Transfer of earnings	30,795	(30,795)	-
Appropriation of endowment assets for expenditure	<u>(30,795)</u>	<u>-</u>	<u>(30,795)</u>
Endowment net assets, end of year	<u>\$ -</u>	<u>\$403,225</u>	<u>\$403,225</u>

13. Program Service Fees from Government Agencies

Program service fees from government agencies for the year ended June 30, 2019 consist of the following:

County contracts	\$11,423,224
Other government contracts	993,332
School districts	<u>455,957</u>
	<u>\$12,872,513</u>

14. Fair Value Measurements

The table below presents the balances of assets measured at fair value at June 30, 2019 on a recurring basis:

	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Total</u>
Mutual funds				
Large blend	\$148,270	\$ -	\$ -	\$148,270
Short-term bond	92,990			92,990
High yield bond	54,266			54,266
Non-traditional bond	53,334			53,334
Prime Money Market	34,779			34,779
Large Growth	31,730			31,730
Large Value	31,239			31,239
Mid value	28,828			28,828
Mid cap growth	15,848			15,848
Emerging market	15,382			15,382
Mid cap value	12,710			12,710
Small growth	11,096			11,096
Small blend	<u>10,337</u>			<u>10,337</u>
Fair value at June 30, 2019	<u>\$540,809</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$540,809</u>

continued

EAST BAY AGENCY FOR CHILDREN

NOTES TO FINANCIAL STATEMENTS

14. Fair Value Measurements, continued

The fair values of mutual funds have been measured using quoted prices for identical assets in active markets (Level 1 inputs).

The table below present transactions measured at fair value on a non-recurring basis during the year ended June 30, 2019:

	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Total</u>
Pledged contributions – new	\$ -	\$ -	\$105,000	\$105,000
Fair value at June 30, 2019	\$ -	\$ -	\$105,000	\$105,000

The fair value of pledged contributions - new is measured on a non-recurring basis based on the value provided by the donor at the date of pledge (Level 3 inputs).

15. Employee Benefit Plan

EBAC has a defined contribution retirement plan (“the plan”) available under section 403(b) of the Internal Revenue Code. The plan covers all EBAC employees after one year of service with at least 1,000 hours and provides for voluntary salary deferrals up to certain amounts. EBAC matches 100% of the first 4% of each eligible participant’s compensation that the participant contributed during a plan year. Employer contributions under this plan for the year ended June 30, 2019 was \$148,243.

16. Comparative Totals

The financial statements include certain prior-year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with EBAC’s financial statements for the year ended June 30, 2018, from which the summarized information was derived.

17. Subsequent Events

Management has evaluated subsequent events through December 11, 2019, the date which the financial statements were available for issue. No events or transactions have occurred during this period that appear to require recognition or disclosure in the financial statements.

SUPPLEMENTAL SCHEDULE

EAST BAY AGENCY FOR CHILDREN

SCHEDULE OF ALAMEDA COUNTY AWARDS
For the year ended June 30, 2019

	Mental Health Contract	School Based Health Center (Frick Middle School) for Mental Health	Connecting Kids to Coverage schools project	Dental Case Management Health Services (Denti-Cal)	Delinquency Prevention Network Services for Youth Services Center (DPN)	Total
Contract number	900112-16478	900112-17082	900112-17222	900112-13825	901499-16459	
Contract period:	7/1/18 - 6/30/19	7/1/18 - 6/30/19	7/1/18 - 6/30/19	4/1/17 - 12/31/2020	7/1/18 - 6/30/2021	
Total contract amount	\$ 9,678,973	\$ 119,180	\$ 423,500	\$ 1,116,137	\$ 1,051,482	\$ 12,389,272
Salaries and benefits	\$ 5,517,460	\$ 66,367	\$ 268,380	\$ 165,280	\$ 254,542	\$ 6,272,029
Indirect costs	1,013,842	11,988	37,667	23,085	44,532	1,131,114
Program support	575,171	6,461	26,682		24,829	633,143
Continuous quality improvement (CQI)	624,908					624,908
Facility and IT allocation	261,859	3,132	11,705		12,495	289,191
Occupancy	213,455	523	3,738			217,716
Communications	84,467	1,559	5,576		4,366	95,968
Office expenses	71,815	975	6,752	274	4,352	84,168
Contractors	22,666	26,462				49,128
Depreciation	39,757					39,757
Transportation	18,670	562				19,232
Staff recruitment, training and relations	20,056	100	3,822		4,486	28,464
Equipment lease and maintenance	7,442	727	5,267			13,436
Insurance	4,326		1,981		276	6,583
Fees and dues	3,505	183				3,688
Program expenses			3,000		605	3,605
Meetings and materials		141				141
Total Expenses	\$ 8,479,399	\$ 119,180	\$ 374,570	\$ 188,639	\$ 350,483	\$ 9,512,271
Amount reimbursed by Alameda County as of June 30, 2019	\$ 7,857,985	\$ 89,085	\$ 301,006	\$ 171,798	\$ 290,701	\$ 8,710,575

See independent auditors' report.

EAST BAY AGENCY FOR CHILDREN

**FINANCIAL STATEMENTS,
SUPPLEMENTAL SCHEDULE,
and
ADDITIONAL INFORMATION**

JUNE 30, 2020

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INDEPENDENT AUDITORS' REPORT

To the Board of Directors
East Bay Agency for Children

Report on the Financial Statements

We have audited the accompanying financial statements of East Bay Agency for Children (a nonprofit organization), which comprise the Statement of Financial Position as of June 30, 2020, and the related Statements of Activities, Functional Expenses, and Cash Flows for the year then ended and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of East Bay Agency for Children as of June 30, 2020, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

INDEPENDENT AUDITORS' REPORT

continued

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying Schedule of Alameda County Awards is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Report on Summarized Comparative Information

We have previously audited East Bay Agency for Children's 2019 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated December 11, 2019. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2019, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 7, 2020, on our consideration of East Bay Agency for Children's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of East Bay Agency for Children's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering East Bay Agency for Children's internal control over financial reporting and compliance.

Harrington Group

Oakland, California
December 7, 2020

EAST BAY AGENCY FOR CHILDREN

STATEMENT OF FINANCIAL POSITION

June 30, 2020

With comparative totals at June 30, 2019

	Without Donor Restrictions	With Donor Restrictions	2020	2019
ASSETS				
Cash	\$ 2,902,697	\$ 874,810	\$ 3,777,507	\$ 2,266,832
Contracts receivable - net of allowance of \$60,379	2,338,094		2,338,094	2,665,656
Pledges receivable			-	255,000
Prepaid expenses	416,293		416,293	305,122
Investments (Note 4)	307,402	403,225	710,627	677,145
Property and equipment (Note 5)	9,644,614		9,644,614	7,598,692
TOTAL ASSETS	\$ 15,609,100	\$ 1,278,035	\$ 16,887,135	\$ 13,768,447
LIABILITIES AND NET ASSETS				
LIABILITIES				
Accounts payable	\$ 1,563,615	\$ -	\$ 1,563,615	\$ 1,499,354
Accrued liabilities (Note 6)	879,292		879,292	812,688
Deferred revenue	66,926		66,926	86,500
Note payable (Note 8)	4,954,677		4,954,677	5,000,000
Paycheck Protection Program loan (Note 9)	1,761,700		1,761,700	-
TOTAL LIABILITIES	9,226,210	-	9,226,210	7,398,542
NET ASSETS				
Without donor restrictions	6,382,890		6,382,890	5,449,348
With donor restrictions				
Purpose restrictions (Note 11)		874,810	874,810	517,332
Perpetual in nature (Note 12)		403,225	403,225	403,225
TOTAL NET ASSETS	6,382,890	1,278,035	7,660,925	6,369,905
TOTAL LIABILITIES AND NET ASSETS	\$ 15,609,100	\$ 1,278,035	\$ 16,887,135	\$ 13,768,447

The accompanying notes are an integral part of these financial statements.

EAST BAY AGENCY FOR CHILDREN

STATEMENT OF ACTIVITIES
 For the year ended June 30, 2020
 With comparative totals for the year ended June 30, 2019

	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>	<u>2020</u>	<u>2019</u>
REVENUE AND SUPPORT				
Contracts and fees from government agencies (Note 13)	\$ -	\$ 13,680,003	\$ 13,680,003	\$ 12,872,513
Grants and contributions	527,795	1,119,998	1,647,793	860,762
Contributions - capital campaign		591,952	591,952	250,000
Program fees	421,931		421,931	535,842
Special events - net of expenses \$64,229	214,368		214,368	221,551
Other income	208,422		208,422	120,608
Net gain on investments (Note 4)	33,482		33,482	51,714
Net assets released from capital restrictions (Note 11)	666,952	(666,952)	-	-
Net assets released from purpose restrictions (Note 11)	14,367,523	(14,367,523)	-	-
TOTAL SUPPORT AND REVENUE	<u>16,440,473</u>	<u>357,478</u>	<u>16,797,951</u>	<u>14,912,990</u>
EXPENSES				
Program services	13,393,196		13,393,196	12,659,537
Support services	2,113,735		2,113,735	1,934,144
TOTAL EXPENSES	<u>15,506,931</u>	<u>-</u>	<u>15,506,931</u>	<u>14,593,681</u>
CHANGE IN NET ASSETS	933,542	357,478	1,291,020	319,309
NET ASSETS, BEGINNING OF YEAR	<u>5,449,348</u>	<u>920,557</u>	<u>6,369,905</u>	<u>6,050,596</u>
NET ASSETS, END OF YEAR	<u>\$ 6,382,890</u>	<u>\$ 1,278,035</u>	<u>\$ 7,660,925</u>	<u>\$ 6,369,905</u>

The accompanying notes are an integral part of these financial statements.

EAST BAY AGENCY FOR CHILDREN

STATEMENT OF FUNCTIONAL EXPENSES

For the year ended June 30, 2020

With comparative totals for the year ended June 30, 2019

	Program Services						Total Program Services	
	School-Based Behavioral Health	Intensive Behavioral Health	Family and Community Wellness	Trauma Informed Collaborative	Training	Other Programs	2020	2019
Salaries	\$ 3,499,553	\$ 1,313,763	\$ 1,953,682	\$ 677,971	\$ 74,938	\$ -	\$ 7,519,907	\$ 6,959,833
Taxes and fringe benefits	827,074	310,482	461,708	160,280	17,709	-	1,777,253	1,852,584
Total personnel costs	4,326,627	1,624,245	2,415,390	838,251	92,647	-	9,297,160	8,812,417
Contractors	19,514	125,344	222,255	175,632	73,182	19,636	635,563	782,223
Occupancy	95,940	101,788	42,464	47,970	324	106,104	394,590	390,846
Office expenses	35,505	27,817	68,269	28,220	2,886	21,658	184,355	161,864
Communications	73,870	29,171	39,694	6,848		3,129	152,712	126,500
Interest	9,484	10,531	7,823	9,629		130,064	167,531	130,764
Fees and dues	1,742	21	619	615	765	701	4,463	4,592
Depreciation	8,928	41,598	40,936	9,064		60,085	160,611	101,586
Staff recruitment, training, and relations	9,853	7,262	5,688	2,234	21,664	67	46,768	40,199
Miscellaneous	5,184	3,301	8,098	36,130	219	20,346	73,278	72,954
Transportation	17,689	6,430	11,375	33,143	45		68,682	96,180
Program supplies	5,494	3,479	31,303	21,179			61,455	82,463
Insurance		4,131				4,813	8,944	11,858
Equipment lease and maintenance	3,346	3,221	8,567	2,758			17,892	16,980
Bad debts						5,000	5,000	-
CQI allocation	578,440	179,154					757,594	627,267
Facility and IT allocation	166,584	67,520	97,192	37,581	4,299	883	374,059	420,770
Program support	502,569	188,658	280,551		10,761		982,539	780,074
TOTAL 2020 FUNCTIONAL EXPENSES	\$ 5,860,769	\$ 2,423,671	\$ 3,280,224	\$ 1,249,254	\$ 206,792	\$ 372,486	\$ 13,393,196	\$ 12,659,537
TOTAL 2019 FUNCTIONAL EXPENSES	\$ 5,248,663	\$ 2,764,631	\$ 2,790,867	\$ 1,405,288	\$ 105,777	\$ 344,311		

The accompanying notes are an integral part of these financial statements.

EAST BAY AGENCY FOR CHILDREN

STATEMENT OF FUNCTIONAL EXPENSES

For the year ended June 30, 2020

With comparative totals for the year ended June 30, 2019
continued

	Total Program Services	Support Services			Total Support Services	Total Expenses	
		Management and General	Fundraising	Shared		2020	2019
Salaries	\$ 7,519,907	\$ 1,015,898	\$ 99,309	\$ 1,142,974	\$ 2,258,181	\$ 9,778,088	\$ 8,866,528
Taxes and fringe benefits	1,777,253	240,092	23,470	271,475	535,037	2,312,290	2,360,097
Total personnel costs	9,297,160	1,255,990	122,779	1,414,449	2,793,218	12,090,378	11,226,625
Contractors	635,563	252,846	8,385	381,587	642,818	1,278,381	1,465,032
Occupancy	394,590	44,915	5,126	64,106	114,147	508,737	466,193
Office expenses	184,355	26,818	14,181	41,304	82,303	266,658	203,447
Communications	152,712	15,576	1,920	71,593	89,089	241,801	219,214
Interest	167,531	15,826	1,745	15,851	33,422	200,953	130,771
Fees and dues	4,463	69,077	11,509	115,390	195,976	200,439	206,113
Depreciation	160,611	14,899	1,643	14,922	31,464	192,075	123,656
Staff recruitment, training, and relations	46,768	111,187	1,382	7,833	120,402	167,170	129,359
Miscellaneous	73,278	39,406	12,120	9,529	61,055	134,333	147,894
Transportation	68,682	2,851	112	3,697	6,660	75,342	111,899
Program supplies	61,455				-	61,455	82,463
Insurance	8,944	15,181		34,739	49,920	58,864	55,913
Equipment lease and maintenance	17,892	3,064	370	4,019	7,453	25,345	25,102
Bad debt expense	5,000				-	5,000	-
CQI allocation	757,594			(757,594)	(757,594)	-	-
Facility and IT allocation	374,059	58,558	6,269	(438,886)	(374,059)	-	-
Program support allocation	982,539			(982,539)	(982,539)	-	-
TOTAL 2020 FUNCTIONAL EXPENSES	\$ 13,393,196	\$ 1,926,194	\$ 187,541	\$ -	\$ 2,113,735	\$ 15,506,931	
TOTAL 2019 FUNCTIONAL EXPENSES	\$ 12,659,537	\$ 1,727,954	\$ 206,190	\$ -	\$ 1,934,144	\$ 14,593,681	

The accompanying notes are an integral part of these financial statements.

EAST BAY AGENCY FOR CHILDREN

STATEMENT OF CASH FLOWS
For the year ended June 30, 2020
With comparative totals for the year ended June 30, 2019

	2020	2019
CASH FLOWS FROM OPERATING ACTIVITIES:		
Change in net assets	\$ 1,291,020	\$ 319,309
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	192,075	123,656
Net (gain) on investments	(33,482)	(51,714)
Change in contracts receivable allowance	-	(24,815)
Contributions restricted for capital campaign - cash	(591,952)	(175,000)
Contributions restricted for capital campaign - pledges	-	(75,000)
(Increase) decrease in operating assets:		
Contracts receivable	327,562	(573,731)
Pledges receivable	255,000	217,857
Prepaid expenses	(111,171)	70,134
Increase (decrease) in operating liabilities:		
Accounts payable	64,261	119,335
Accrued liabilities and refundable advances	66,604	114,587
Deferred revenue	(19,574)	86,500
	1,440,343	151,118
NET CASH PROVIDED BY OPERATING ACTIVITIES		
CASH FLOWS FROM INVESTING ACTIVITIES:		
Proceeds from sales of investments	-	1,590,784
Purchase of property and equipment	(2,237,997)	(1,851,789)
	(2,237,997)	(261,005)
NET CASH (USED) BY INVESTING ACTIVITIES		
CASH FLOWS FROM FINANCING ACTIVITIES:		
Collections on capital campaign	591,952	175,000
Principal payments on note payable	(45,323)	-
Proceeds from Paycheck Protection Program loan	1,761,700	-
	2,308,329	175,000
NET CASH PROVIDED BY FINANCING ACTIVITIES		
NET INCREASE IN CASH	1,510,675	65,113
CASH, BEGINNING OF YEAR	2,266,832	2,201,719
CASH, END OF YEAR	\$ 3,777,507	\$ 2,266,832
SUPPLEMENTAL DISCLOSURE:		
Operating activities reflect interest paid of:	\$ 200,953	\$ 130,771
NON-CASH INVESTING AND FINANCING TRANSACTIONS		
Acquisition of property with note payable:	\$ -	5,000,000
Refinancing of note payable:	\$ 5,000,000	\$ -

The accompanying notes are an integral part of these financial statements.

EAST BAY AGENCY FOR CHILDREN

NOTES TO FINANCIAL STATEMENTS

1. **Organization**

East Bay Agency for Children (“EBAC”) was incorporated on May 1, 1953, as a nonprofit corporation under the laws of the State of California. EBAC’s mission is to improve the well-being of children, youth and families by reducing the impact of trauma and social inequities. EBAC transformational programs help children, youth, and families recover from trauma; build upon existing resilience to protect against long-term harm from past or future exposure to adversity; and when possible, prevent exposure to adverse childhood experiences. EBAC’s major programs include the following:

School-Based Behavioral Health Services

Clinically trained EBAC therapists provide culturally-sensitive and trauma-informed treatment to more than 1,000 students annually in 41 elementary, middle, and high schools in seven school districts throughout Alameda County. In collaboration with teachers and primary care givers, students who have been impacted by trauma can access individual, family, and group therapy to help them learn and regulate their behavior.

Intensive Behavioral Health Services

Counseling Enriched Special Day Classes

EBAC’s Counseling Enriched programs provide services to middle and high school youth in Oakland and Alameda school district special education classes. Through one-on-one counseling with EBAC clinical therapists and support in the classroom from EBAC behavioral coaches, children and youth learn how to form positive relationships with others and to regulate their emotions and behaviors. EBAC staff help families and caregivers stabilize their home life and increase their ability to support high-needs children

Therapeutic Nursery School

The Therapeutic Nursery School provides a safe and nurturing place for children --ages two to five—who have struggled in traditional preschools. At EBAC’s nursery school, children receive intensive counseling and nurturing support to help them and their developing brains overcome the impact of trauma. EBAC offers tools to regulate their emotions and behaviors so they can make friends, trust adults, and control anger and frustration

Youth Empowerment Services (YES)

Case managers and clinical therapists from EBAC’s Youth Empowerment Services (YES) program work with children and youth at risk of truancy, gang involvement, substance abuse, and other risky behaviors to help them identify positive goals and develop tools and motivation to achieve them. EBAC staff –working collaboratively with young people and their families at home, in the community, and at school - provide life coaching, support academic planning and achievement, support school attendance, offer behavioral health counseling, and help build skills for developing caring relationships with adults and peers.

EAST BAY AGENCY FOR CHILDREN

NOTES TO FINANCIAL STATEMENTS

1. **Organization**, continued

Family and Community Wellness Services

Family Resource Centers

To help parents provide more stability and become self-sufficient and resilient, EBAC's five Family Resource Centers help connect families to critical medical and dental services, food sources, housing, and more; understand their child's development and needs; and strengthen social connections. Resource Specialists speak 11 languages providing families - including immigrants and refugees - trauma-informed, culturally appropriate support.

Afterschool Programs

EBAC offers culturally and developmentally appropriate, trauma-informed afterschool programs for more than 500 children in four Oakland elementary schools. These programs provide childcare and support services for working parents through a safe, supportive place for children to build healthy relationships with adults and their peers; do homework and study; participate in enrichment classes; and build confidence and self-esteem.

Grief Support – Circle of Care

Children, youth, and families can experience tremendous psychological, physical, and emotional distress when someone close to them faces a life-threatening illness or dies. EBAC's Circle of Care program offers workshops, peer support groups, and a social network so that grieving families with children have a safe place to explore feelings, share experiences, build skills, and begin to heal. Children and teens navigate the stages of their grief through age-appropriate play, games, art, crafts, and music.

Frick Health and Wellness Center

EBAC runs the Health and Wellness Center at Frick Impact Academy, a middle school in East Oakland, so that students, families, and the surrounding community – who previously had limited access to healthcare - can receive convenient, high quality basic health services like reproductive health, dental care, crisis counseling, and health education. EBAC offers trauma-informed, mindfulness-based programs and support services for the staff of Frick who are under stress daily

Trauma Informed Collaborative

Trauma Transformed

EBAC's system transformation work, led by Trauma Transformed, works locally and nationally to change the way our public health systems understand, respond to, and heal from trauma and oppression. Trauma Transformed works with organizations and government systems to provide training and leadership coaching, offer policy and practice change consultation, and lead convenings of system and community leaders.

EAST BAY AGENCY FOR CHILDREN

NOTES TO FINANCIAL STATEMENTS

1. **Organization**, continued

Training Program

EBAC's Training Program provides training to EBAC staff, other community-based organizations, foster parents, public agency staff and others that provide direct service to foster and/or adopted children and youth. EBAC brings particular expertise in training around trauma informed practices, resiliency strategies and cultural humility and responsiveness.

2. **Summary of Significant Accounting Policies**

A summary of the significant accounting policies applied in the preparation of the accompanying financial statements is as follows:

Basis of Presentation

The accompanying financial statements have been prepared using the accrual basis of accounting.

Net Assets

Net assets, revenues, gains and losses are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Without Donor Restrictions. Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

With Donor Restrictions. Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

Contracts Receivable

Contracts receivable are uncollateralized obligations from various governmental and private agencies due under normal trade terms requiring payments per contracts. They are stated at the contractual amounts billed. The carrying amount of contracts receivable is reduced by an allowance for losses based on management's assessment of the collectability of charges. Receivables are written off and charged to allowance if management considers them worthless.

continued

EAST BAY AGENCY FOR CHILDREN

NOTES TO FINANCIAL STATEMENTS

2. Summary of Significant Accounting Policies, continued

Pledges Receivable

Pledges receivable include unconditional commitments from foundations and corporations that are recorded at the net realizable value. Pledges that are expected to be received in future years are recorded at present value of their estimated cash flows. Such promises are further discounted using risk premiums.

Investments

EBAC carries investments in marketable securities with readily determinable fair values and all investments in debt securities at their fair value based on quoted prices in active markets in the Statement of Financial Position. Investment advisory fees are netted against the realized and unrealized gains and losses and are included in the change in the appropriate net asset class in the Statement of Activities.

Property and Equipment

Property and equipment are recorded at cost if purchased or at fair value at the date of donation if donated. Depreciation is computed on the straight-line basis over the estimated useful lives of the related assets. Maintenance and repair costs are charged to expense as incurred. Property and equipment are capitalized if the cost of an asset is greater than or equal to five thousand dollars.

Revenue and Revenue Recognition

EBAC recognizes contributions when cash, securities, or other assets; an unconditional promise to give; or a notification of a beneficial interest is received. Conditional promises to give – that is, those with a measurable performance or other barrier and a right of return – are not recognized until the conditions on which they depend have been met.

A portion of EBAC's revenue is derived from cost-reimbursable federal and state contracts and grants, which are conditioned upon performance requirements and/or the incurrence of allowable qualifying expenses. Amounts received are recognized as revenue when EBAC has incurred expenditures in compliance with specific contract or grant provisions.

Income Taxes

EBAC is exempt from taxation under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d, whereby only unrelated business income is subject to income tax. Management believes that all of EBAC's income was directly related to its exempt purpose; thus the accompanying financial statements do not include any provision for income taxes. Management also believes that EBAC does not have any uncertain tax positions.

continued

EAST BAY AGENCY FOR CHILDREN

NOTES TO FINANCIAL STATEMENTS

2. Summary of Significant Accounting Policies, continued

Functional Allocation of Expenses

Costs of providing EBAC's programs and other activities have been presented in the Statement of Functional Expenses. During the year, such costs are accumulated into separate groupings as either direct or shared. Shared costs are allocated among program and support services by a method that best measures the relative degree of benefit. EBAC primarily uses direct salaries or total costs to allocate shared costs.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect reported amounts of assets, liabilities, revenues, and expenses as of the date and for the period presented. Actual results could differ from those estimates.

Recently Adopted Accounting Pronouncement

In June 2018, FASB issued ASU 2018-08, *Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made*. This standard assist entities in evaluating whether transactions should be accounted for as contributions or exchange transactions and determining whether a contribution is conditional. EBAC has implemented the provisions of ASU 2018-08 applicable to both contributions received and to contributions made in the accompanying financial statements under a modified prospective basis. The presentation and disclosures of revenue have been enhanced in accordance with the standard. The adoption of this standard did not have a significant impact on the financial statements.

Comparative Totals

The financial statements include certain prior-year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with EBAC's financial statements for the year ended June 30, 2019, from which the summarized information was derived.

Subsequent Events

Management has evaluated subsequent events through December 7, 2020, the date which the financial statements were available for issue. No events or transactions have occurred during this period that appear to require recognition or disclosure in the financial statements. However, Management would like to disclose that the Line of Credit referenced in Note 7 is in the process of being renewed at an increased amount.

EAST BAY AGENCY FOR CHILDREN

NOTES TO FINANCIAL STATEMENTS

3. Liquidity and Availability of Resources

EBAC regularly monitors liquidity required to meet its operating needs and other contractual commitments, while also striving to maximize the investment of its available funds. EBAC has various sources of liquidity at its disposal, including cash and cash equivalents, and marketable debt and equity securities.

For purposes of analyzing resources available to meet general expenditures over a 12-month period, EBAC considers all expenditures related to its ongoing activities and the pattern of income from grants, contracts, fundraising, and investments. The Finance Committee of the Board of Directors meets quarterly at a minimum to review all financial aspects of the organization and meets annually with EBAC's financial advisors to review investment results, assess risk, and make recommendations for changes as needed.

In addition to financial assets available to meet general expenditures over the next 12 months, EBAC operates with a balanced budget and anticipates collecting sufficient revenue to cover general expenditures not covered by donor-restricted resources.

As of June 30, 2020, the following financial assets could readily be made available within one year of the statement of financial position date to meet general expenditures:

Cash	\$3,777,507
Contracts receivable (net) including unbilled receivables	2,338,094
Investments	<u>710,627</u>
Total financial assets	6,826,228
Less: Donor restricted funds – time and purpose	(874,810)
Donor restricted funds – perpetual in nature	<u>(403,225)</u>
Financial assets available to meet cash needs for general expenditures within one year	<u>\$5,548,193</u>

4. Investments

Investments at June 30, 2020 consist of the following:

Mutual funds	\$361,067
Cash and cash Sweep	206,060
Fixed income – certificates of deposits	<u>143,500</u>
	<u>\$710,627</u>

Investment income of \$33,482 on the Statement of Activities is shown net of investment fees of \$2,619.

continued

EAST BAY AGENCY FOR CHILDREN

NOTES TO FINANCIAL STATEMENTS

5. Property and Equipment

Property and equipment at June 30, 2020 consist of the following:

Land	\$ 3,704,461
Building	6,591,973
Equipment	96,118
Leasehold improvement	129,071
Software	281,127
Construction in progress	<u>193,296</u>
	10,996,046
Less: accumulated depreciation	<u>(1,351,432)</u>
	<u>\$ 9,644,614</u>

Depreciation expense for the year ended June 30, 2020 was \$192,075.

6. Accrued Liabilities

Accrued liabilities at June 30, 2020 consist of the following:

Accrued vacation	\$436,361
Accrued payroll	391,550
Other accrued liabilities	<u>51,381</u>
	<u>\$879,292</u>

7. Line of Credit

EBAC has a secured revolving line of credit with a bank, in the amount of \$500,000 due December 4, 2020, with interest rate of 4.75%. There was no outstanding balance at June 30, 2020.

8. Note Payable

Note payable at June 30, 2020 consists of the following:

Note payable to a bank, secured by deed of trust, monthly payments of \$25,853, including interest at a rate 3.75%, due January 2030.	<u>\$4,954,677</u>
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continued

EAST BAY AGENCY FOR CHILDREN

NOTES TO FINANCIAL STATEMENTS

8. Note Payable, continued

Principal payments the note payable are as follows:

<u>Year ending June 30,</u>	
2021	\$ 113,625
2022	128,792
2023	133,775
2024	138,480
2025	144,309
Thereafter	<u>4,295,696</u>
	<u>\$4,954,677</u>

9. Paycheck Protection Program Loan

In April 2020, EBAC received loan proceeds in the amount of \$1,761,700 under the Paycheck Protection Program ("PPP"). The PPP, established as part of the U.S. Small Business Administration's (SBA) Coronavirus Aid, Relief and Economic Security Act ("CARES Act"), provided for loans to qualifying businesses for amounts up to 2.5 times of the average monthly payroll expenses of the qualifying business. The loans and accrued interest are forgivable after a period of up to twenty-four weeks (the "covered period") as long as the borrower uses the loan proceeds for eligible purposes, including payroll, benefits, rent and utilities, and maintains its full-time staff equivalency levels. The amount of loan forgiveness will be reduced if the borrower terminates employees or reduces salaries during the covered period.

The unforgiven portion of the PPP loan is payable over two years at an interest rate of 1%, with a deferral period for loan payments of either (1) the date that SBA remits the borrower's loan forgiveness amount to the lender or (2) if the borrower does not apply for loan forgiveness, 10 months after the end of the borrower's loan forgiveness covered period.

10. Commitments and Contingencies

Obligations under Operating Leases

EBAC leases various facilities and equipment under operating leases with various terms. Future minimum payments, by year and in the aggregate, under these leases with initial or remaining terms of one year or more, consist of the following:

<u>Year ending June 30,</u>	
2021	\$24,883
2022	22,588
2023	2,779
2024	<u>525</u>
	<u>\$50,775</u>

Rent and equipment lease expense under operating leases, including monthly leases, for the year ended June 30, 2020 was \$175,915.

continued

EAST BAY AGENCY FOR CHILDREN

NOTES TO FINANCIAL STATEMENTS

10. Commitments and Contingencies, continued

Contracts

EBAC's contract arrangements are subject to inspection and audit by the governmental funding agencies. Previously funded program costs may be disallowed as the result of such audits. The ultimate liability, if any, which may result from these governmental audits cannot be reasonably estimated and, accordingly, EBAC has no provisions for the possible disallowance of program costs on its financial statements.

Impact of COVID-19 Virus

Following the State of California "Safer at Home" guidelines, EBAC, as an essential business, has been conducting its business activities while practicing social distancing protocols and allowing for remote work opportunities. The overall, long-term financial impact of the COVID-19 virus on EBAC cannot be foreseen at this time and is not reflected in these financial statements.

11. Net Assets With Donor Restrictions – Purpose Restrictions

Net assets with donor restrictions by time or purpose at June 30, 2020 consist of the following:

Trauma Transformed Program	\$799,150
Health Center & Wellness	46,744
Family Resource Center	<u>28,916</u>
	<u>\$874,810</u>

For the year ended June 30, 2020, net assets released from restrictions were \$15,034,475 of which \$666,952 were released from capital restrictions and \$14,367,523 were released from purpose restrictions.

12. Net Assets With Donor Restrictions – Perpetual in Nature (Endowment)

EBAC's endowment fund consists of donor restricted contributions that are perpetual in nature and board designated funds.

Net assets restricted with donor restrictions that are perpetual in nature represent contributions on which the donor has stipulated that the principal is to be kept intact in perpetuity and only the interest and dividends therefrom may be expended for unrestricted purposes. At June 30, 2020, net assets with donor restrictions that are perpetual in nature were \$403,225.

Generally accepted accounting principles provides guidance on the net asset classification of donor-restricted endowment funds for a nonprofit organization and requires additional disclosures about an organization's endowment funds (both donor-restricted endowment funds and Board-designated endowment funds).

EAST BAY AGENCY FOR CHILDREN

NOTES TO FINANCIAL STATEMENTS

12. Net Assets With Donor Restrictions – Perpetual in Nature (Endowment), continued

EBAC classifies as net assets restricted in perpetuity, (a) the original value of the gifts to the endowment, (b) the original value of subsequent gifts to the endowment, and (c) accumulations to the endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund. The remaining portion of the endowment that is not classified net assets with donor restrictions that are perpetual in nature are classified as net assets with donor restrictions by purpose, until those amounts are appropriated for expenditure by EBAC.

Investment Objectives, Asset Allocation, and the Disbursement Policy

EBAC has adopted investment and spending policies, approved by the Board of Directors, for endowment assets that attempt to strike a balance between preserving the nominal value of the endowment, maximizing the total long term investment returns from interest, dividends and capital appreciation, and generating sufficient current income and capital gains to add to EBAC's board designated reserves. All earnings generated by the investment of the endowment is transferred to the board-designated reserves. Endowment assets are invested at a "moderate growth portfolio", appropriate for investors with a long-term investment horizon with a moderate risk tolerance.

Endowment assets composition as of June 30, 2020 is as follows:

	Without Donor Restrictions	With Donor Restrictions	Total Endowment Assets
Board designated endowment funds	\$ -	\$ -	\$ -
Donor-restricted endowment	<u> </u>	<u>403,225</u>	<u>403,225</u>
Endowment net assets, end of year	<u>\$ -</u>	<u>\$403,225</u>	<u>\$403,225</u>

Changes in endowment net assets for the year ended June 30, 2020 are as follows:

	Without Donor Restrictions	With Donor Restrictions	Total Endowment Assets
Endowment net assets, beginning of year	\$ -	\$403,225	\$403,225
Interest and dividend		20,318	20,318
Investment return:			
Net appreciation (realized and unrealized)		15,782	15,782
Transfer of earnings	36,100	(36,100)	-
Appropriation of endowment assets for expenditure	<u>(36,100)</u>	<u> </u>	<u>(36,100)</u>
Endowment net assets, end of year	<u>\$ -</u>	<u>\$403,225</u>	<u>\$403,225</u>

continued

EAST BAY AGENCY FOR CHILDREN

NOTES TO FINANCIAL STATEMENTS

13. Contracts and fees from Government Agencies

Contracts and fees from government agencies for the year ended June 30, 2020 consist of the following:

County contracts	\$11,691,604
Other government contracts	1,453,643
School districts	<u>534,756</u>
	<u>\$13,680,003</u>

14. Fair Value Measurements

The table below presents the balances of assets measured at fair value at June 30, 2020 on a recurring basis:

	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Total</u>
Mutual funds				
Large blend	\$ 73,106	\$ -	\$ -	\$ 73,106
Short-term bond	69,361			69,361
High yield bond	39,448			39,448
Non-traditional bond	40,113			40,113
Large growth	45,614			45,614
Large value	59,498			59,498
Mid cap growth	10,942			10,942
Mid cap value	8,461			8,461
Small growth	7,509			7,509
Small blend	<u>7,015</u>			<u>7,015</u>
Fair value at June 30, 2020	<u>\$361,067</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$361,067</u>

15. Employee Benefit Plan

EBAC has a defined contribution retirement plan (“the plan”) available under section 403(b) of the Internal Revenue Code. The plan covers all EBAC employees after one year of service with at least 1,000 hours and provides for voluntary salary deferrals up to certain amounts. EBAC matches 100% of the first 4% of each eligible participant’s compensation that the participant contributed during a plan year. Employer contributions under this plan for the year ended June 30, 2020 was \$137,112.

SUPPLEMENTAL SCHEDULE

EAST BAY AGENCY FOR CHILDREN

SCHEDULE OF ALAMEDA COUNTY AWARDS
For the year ended June 30, 2020

County Department Contract number Contract period Total contract amount	EPSDT Mental Health Contract		CESDC and L-CESDC Mental Health Contract		School Based Health Center (Frick Middle School) for Mental Health		Connecting Kids to Coverage schools project		Child Abuse Prevention, Intervention & Treatment		Neighborhoods Ready for School Initiative		Trauma Informed Services (TIS)		Delinquency Prevention Network Services for Youth Services Center		Dental Case Management Health Services (Dent-Cal)		Total	
	BHCS 900112-18388 7/1/19 - 6/30/20 \$ 10,173,930	BHCS 900112-18993 7/1/19 - 6/30/20 \$ 533,250	HCSA 900112-18670 7/1/19 - 6/30/20 \$ 119,180	HCSA 900112-18789 7/1/19 - 6/30/20 \$ 400,000	DCFS 900112-18601 7/1/19 - 6/30/20 \$ 67,800	ALL IN 901757-18248 6/5/19 - 9/30/21 \$ 150,000	BHCS 900112-18210 5/19/19 - 6/30/20 \$ 49,850	Probation 901499-16459 7/1/18 - 6/30/2021 \$ 1,722,492	HCSA 900112-13825 4/1/17 - 12/31/2020 \$ 1,190,964											
Salaries and benefits	\$ 5,272,890	\$ 344,588	\$ 65,827	\$ 275,929	\$ 67,800	\$ 8,929	\$ 34,452	\$ 379,385	\$ 278,878	\$ 6,728,678									\$	
Indirect costs	1,058,474	65,726	11,988	49,363		11,451														\$
Continuous Quality Improvement (CQI)	723,544	34,050																		\$
Program support	612,478	40,024	8,178	30,088		1,037														\$
Facility and IT	205,867	13,191	2,748	12,177		614														\$
Contractors	132,923	7,448	26,462			55,343														\$
Occupancy	156,524	3,609	621	2,055																\$
Communications	91,040	4,692	703	4,334		65														\$
Office expenses	48,447	5,620	1,890	4,302		7,169														\$
Depreciation	46,945	564																		\$
Transportation	17,985	1,542	155	1,656																\$
Staff recruitment, training, and relations	14,561	1,954		1,578																\$
Program expenses	561	48																		\$
Interest	10,356	597																		\$
Meetings and materials	6,023	438	273	665		228														\$
Equipment lease and maintenance	5,721	116	311			23														\$
Insurance	41,131																			\$
Fees and dues	1,765	9	24																	\$
Total Expenses	\$ 8,409,635	\$ 524,216	\$ 119,180	\$ 382,144	\$ 67,800	\$ 84,859	\$ 45,052	\$ 561,839	\$ 348,967	\$ 10,545,692										\$
Amount reimbursed by Alameda County as of June 30, 2020	\$ 7,970,263	\$ 508,196	\$ 89,385	\$ 347,110	\$ 45,849	\$ 55,000	\$ 37,565	\$ 513,332	\$ 360,164	\$ 9,926,866										\$

See independent auditors' report.

ADDITIONAL INFORMATION

**Independent Auditors' Report on Internal Control Over Financial Reporting
and on Compliance and Other Matters Based on an Audit of Financial Statements
Performed in Accordance With *Government Auditing Standards***

To the Board of Directors
East Bay Agency for Children

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of East Bay Agency for Children (a nonprofit organization), which comprise the Statement of Financial Position as of June 30, 2020, and the related Statements of Activities, Functional Expenses, and Cash Flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 7, 2020.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered East Bay Agency for Children's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of East Bay Agency for Children's internal control. Accordingly, we do not express an opinion on the effectiveness of East Bay Agency for Children's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether East Bay Agency for Children's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

**Independent Auditors' Report on Internal Control Over Financial Reporting
and on Compliance and Other Matters Based on an Audit of Financial Statements
Performed in Accordance With *Government Auditing Standards***
continued

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Harrington Group

Oakland, California
December 7, 2020

**RISE Community School
New Highland Academy**

8521 A Street
Oakland, CA 94621
(510) 729-7733 (office)
(510) 729-7734 (fax)

June 11, 2021

To Whom it May Concern,

I am pleased to provide this letter of recommendation in support of East Bay Agency for Children's (EBAC) continued service in providing afterschool programming to students and families of RISE Community School and New Highland Academy.

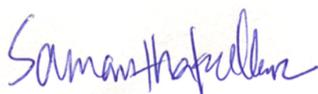
The programming that EBAC provides is of the highest quality. They are organized and have excellent communication among their staff, with school day staff, and with families. EBAC is flexible and responsive to the needs of the school community, which have been invaluable characteristics during the uncertainty we all experienced over the past year.

We share EBAC's commitment to improving outcomes for RISE and NHA students and their families. We support EBAC's program in order to provide a significant positive impact on student achievement, health, and well-being, enrich student learning, and enable families to participate in school-wide events.

During the school year, EBAC staff and the RISE/NHA Site Coordinator and School Principal meet regularly in order to ensure a safe school campus and supportive afterschool program. We look forward to watching students thrive during the academic and enrichment opportunities that EBAC offers.

Please contact me at Samantha.Keller@ousd.org or 510-729-7733 should you need further information regarding the partnership between East Bay Agency for Children and RISE Community School/New Highland Academy. I am confident that EBAC's afterschool program will yield a dramatic return, not only for our students and families, but for the East Oakland community as a whole.

Sincerely,



Samantha Keller
Principal
RISE Community School, New Highland Academy
Oakland, CA
510-729-7733



To Whom It May Concern,

This letter is in support of the productive partnership shared between Sequoia Elementary School and the East Bay Agency for Children (EBAC), After School Program. The staff and leadership of the afterschool program have proven to be most valuable partners in advocating for students' needs and their success.

The entire afterschool program staff were active participants in a series of voluntary evening events designed to foster a stronger, more inclusive school community. The staff shared their experiences and highlighted areas in which improvement was needed to make all feel welcome and supported.

The staff also participates during the school day as members of the coordination of supports team. They regularly were able to contribute invaluable insight as to family circumstances and needs. Additionally, they supported lunchtime social groups to meet social emotional needs of students.

When the COVID pandemic hit our school, the EBAC staff were the first to propose supporting in person learning. They contributed greatly to our Learning Hub Advisory Committee and helped establish protocol which would support not only our learning hub, but practices across the school district and region. The EBAC staff were the first Sequoia staff to return to supporting student learning in person-for our students with the most need.

The support, professionalism and allyship experienced during my tenure at Sequoia was invaluable and is one that I hope will continue for years to come.

Sincerely,

Ms. Ada Carter, MME

Principal, Sequoia Elementary, OUSD

SEQUOIA HEALTHY START

Sequoia Healthy Start (SHS) is a collaborative program of EBAC staff, community members, parents, teachers, and administrators. Together, we have provided educational and family support services at Sequoia Elementary School since 2000.

VISION

Every student's spark is kindled, nurtured and encouraged to radiate!

MISSION

SHS exposes students to a variety of academic and enrichment activities, carried out in a safe and supportive environment. We support and encourage students to use their voice, build their character, and connect with their communities.

CORE VALUES

- I am Responsible
- I am Respectful
- I am Honest
- I am Compassionate

The SHS Program offers services in two **major areas of activity**:

1. Afterschool Program—Academic Support and Enrichment Activities for students in grades 1 - 5.
2. Family Engagement Activities—Family Potlucks, Events and Workshops.

SHS is a program of East Bay Agency for Children (EBAC). Founded in 1952, EBAC's mission is to improve the well-being of children, youth and families by reducing the impact of trauma and social inequities. Our impact goal is to ensure that communities are resilient and achieve racial and economic equity. EBAC is committed to building a comprehensive, place-based continuum of accessible, trauma-informed and culturally relevant services that build resiliency, aid in recovery, and, where possible, prevent exposure to adverse childhood experiences. EBAC provides critical direct services and supports throughout Alameda County to 16,000 children, youth and family members annually who are impacted by trauma and experiencing disproportionate barriers to health, wellness and opportunity due to poverty, racism, incarceration, family separation, violence, immigration status, and food, housing and employment insecurity. EBAC strives to provide services in a manner where individuals and families feel safe, seen, heard, valued and supported.

EBAC's afterschool programs help to fulfill our vision of reducing barriers that contribute to wellness for socio-economically disadvantaged and racially marginalized families by providing youth with access to high quality academic and enrichment activities that may otherwise have been inaccessible or cost prohibitive. Afterschool participants gain important social and leadership skills, feel a sense of pride and accomplishment in learning new things, and have opportunities to be physically active. EBAC

Afterschool staff is committed to supporting our youth participants in growing, thriving and meeting their full potential.

ABOUT SHS AFTERSCHOOL PROGRAM

PROGRAM INSTRUCTORS

Sequoia Healthy Start is staffed with a Program Coordinator, Part-Time Mental Health Clinician and at least 6 part-time program instructors. All staff are employed by our parent agency, EBAC. All of our staff are well-qualified and screened. In order to work for EBAC, staff must undergo a rigorous hiring process including two in-person interviews, three phone reference checks, TB testing and both Department of Justice and FBI fingerprint background checks.

All Healthy Start staff have extensive training in various areas such as: youth development, trauma-informed practices, asset-based language, social emotional learning, positive discipline and behavior management, relationship building, SAPQA (evaluation assessment tool), California Quality Standards, social/racial justice, abuse reporting and cultural competency. Our instructors are also trained in the areas of emergency preparedness (earthquake, fire, lockdown and general student safety and injury.) All staff receive ongoing training throughout the school year.

We pride ourselves on the quality of our instructors many of whom come back year after year. Several have also been hired on by the school-day as support staff and teachers. As a result of our high retention rate and our strong collaborative partnership with Sequoia school, our instructors are very successful in building a safe and supportive environment for our students. Please get to know our incredible instructors!

FUNDING

The Healthy Start Afterschool Program is funded through government grants and parent fees. Our program receives After-School Education and Safety (ASES) funds from the state and also relies on sliding scale parent fees to help support the quality of our program.

ENROLLMENT

Enrollment in the **Healthy Start Afterschool Program** is open to students in grades 1-5 and is filled based on our priority list (created in partnership with the school administration): academic need, social and/or emotional need, and students who need to be engaged in

learning and students with siblings already enrolled in the program. There are limited spots in each of the grades. Students not accepted into the program will automatically be placed onto our waiting list. Wait listed students will be moved into the Healthy Start Program as soon as space is available. We can help refer families to other programs within a 5 mile radius.

EVALUATION & EVIDENCE BASED-PROGRAMMING

EBAC programs use a research based youth development approach in order to create a safe, supportive, and productive environment for youth. The approach, pictured in the pyramid below, is premised on the belief that youth will thrive if a youth worker sets up an environment for youth in which needs are met and learning is encouraged. Students must feel safe and supported in order to be able to have positive interactions and meaningful engagement. EBAC programs utilize the School Age Program Quality Assessment (SAPOA) Tool to perform observational self-assessments of the program. Programs also receive site visits from an outside evaluator. Based on the information from both the self-assessments and site visit data, programs are able to tailor professional development and program improvement plans.



PROGRAM COMPONENTS

There are two main components of the Healthy Start Afterschool Program: Academic Support and Enrichment Activities.

Healthy Start has an open-door policy and encourages Parents/Guardians to discuss their child's behavior or performance with our instructors. Parents/Guardians may also arrange to sit in on classes and observe.

ACADEMIC SUPPORT

The goal of the academic support component is to improve students' academic skills and support school day success. Students are divided into grade-level classes and work with an Academic Instructor for an entire school year on literacy skills, math skills, and social-emotional skills. All projects are closely aligned with school-day goals and Common Core California State Standards. The Academic Instructors are supported by our Quality Support Coach (QSC) who is a school-day staff member. The QSC ensures that the Healthy Start Program is connected and academically aligned to Sequoia School. Academic Instructors meet with the students' school-day teachers throughout the year. Students also have time to do their independent reading.

ENRICHMENT ACTIVITIES

The goal of the enrichment activities is to expose students to a variety of classes, opportunities and to support their individual interests. The enrichment component is divided into a lower grade (1st/2nd grade) and upper grade (3rd-5th) track. The lower grade students participate in grade-level enrichment activities such as: Arts & Crafts, Team-building, Legos, Music, and Gardening. The upper grade students participate in mixed group (3rd-5th) enrichment activities such as: Recreation, Drumming, Visual Arts, Gardening, Science Club, and Cooking & Nutrition.

Upper grade students request the classes they want to participate in. We do our best to place students in the classes they have selected as well as exposing them to a variety of classes. Students rotate enrichment classes two times per year.

All of the students in our program complete projects to perform or display at our showcases. We have three showcases scheduled this year. Our Fall Showcase, Winter Showcase, and our Spring Showcase and potluck dates TBD. This potluck gives our community the chance to celebrate the school year together and for students in performing classes to share their skills. You don't want to miss this great event!

For the 2021-2022 school year we are offering two options for Afterschool Programming.

Option 1: Academic and Enrichment Program

- Program operating hours: M, T, TH, & F: 3-6:00 p.m.;
W: 1:25-6:00 p.m.
- Students must attend five days/week.
- Students may not leave earlier than 5:45 p.m. or 4:30 p.m. on Wed. without signing and returning an early release form.
- Students receive both academic support and enrichment activities every day.
- Students receive snack and juice every day.
- Limited spots available.

Option 2: Enrichment Only Program

- Program operating hours: M, T, TH, & F: 3:00-4:45 p.m.;
W: 1:25-4:45 p.m.
- Students must attend five days/week.
- Students must be picked up by 4:45 p.m. every day.
- Students may not be picked up earlier than 4:30 p.m. without signing and returning an early release form.
- Students receive enrichment activities only.
- **NO Academic Support!**
- Students receive snack and juice every day.
- Limited spots available.

STUDENT ATTENDANCE POLICIES & PROCEDURES

- For safety reasons it is necessary for the Healthy Start Program staff to know where each student is at all times.
- For funding purposes we must have accurate attendance data. **Funding for this program is reliant on student attendance.**
- In order to evaluate our afterschool program, we look at attendance to monitor and measure student progress. High attendance is one possible measure of a program's interest to students. Therefore, we can only attribute students' successes to our program if they actually attend!

For these reasons, we follow the OUSD attendance policies:

SIGN-IN

Students must report to the cafeteria after school is dismissed and sign in on the sign-in sheet at their designated table. Students that have recess first must sign-in before going to recess. Students can sign only themselves in. Attendance is taken at 3:10 p.m. on Mondays, Tuesdays, Thursdays, and Fridays and at 1:30 p.m. on Wednesdays. Students who are late must have a note from their school-day teacher. We are required to follow OUSD's missing children's procedure for students who cannot be located. Truancy can be grounds for permanent dismissal.

PICK-UP & SIGN-OUT

Students enrolled in the Enrichment Only Program are dismissed at 4:45 p.m. everyday. Students enrolled in the Academic and Enrichment Program are dismissed at 6:00 p.m. every day.

When students are picked up, they **must** be signed out in the cafeteria. Only authorized persons who are 18 years old and older may sign a student out. Students will **only** be released to people listed on the student's pick-up list unless a parent/guardian sends a note or calls us. It is important to keep this information up-to-date. **It is also important that students know who has permission to pick them up.**

****IMPORTANT NOTE:** If the parents disagree over who has custody of the child, please speak to the Program Coordinator. We cannot deny a parent any rights unless we have a copy of the court paper showing a parent has lost parental rights.

EARLY PICK-UPS

Funding for this program is reliant on student attendance for the full 3 hours/day, 5 days/week. Therefore, students in the Enrichment Only Program must stay until 4:45 p.m. everyday. Students who are in the Academic and Enrichment Program **may not** be picked up before 6:00 p.m. on Monday, Tuesday, Thursday, and Friday. On Wednesday only, students **may not** be picked up before 4:30 p.m. *Early release forms may be signed for doctor's appointments and other circumstances. Early release forms must be on file in order to excuse the early pick-up. Early release forms can be found on the Early Release clipboard located in the cafeteria or parents/guardians can send in a written notice or email.* If a student has 3 unexcused early pick-ups, they may be permanently dismissed from the program.

LATE PICK-UPS

Students in the Enrichment Only Program must be picked up promptly by 4:45 p.m. everyday. Students in the Academic and Enrichment Program must be picked up promptly by 6:00 p.m. If a student is picked up late 3 times they may be permanently dismissed from the program.

ABSENCES

If a student attended school during the school-day, but was absent from the Healthy Start Program, it is considered an unexcused absence. We must have a note or phone call to excuse the absence, and it helps prevent us from looking for the student after school. If a student was sick during the school-day, a note or phone call to the Healthy Start Program is greatly appreciated but not required. If a student receives 3 unexcused absences, they may be permanently dismissed from the program.

WALK-HOMES

Students are dismissed from the program at 4:45 p.m. (Enrichment Only) or 6:00 p.m. Students are permitted to walk-home as long as the Healthy Start Program has written permission from the parent/guardian and they are at least 8 years old. Walk-home forms are available in the Healthy Start Office.

POSITIVE BEHAVIOR & DISCIPLINE SYSTEMS

"Every student's spark is kindled, nurtured and encouraged to radiate!" In order to put this vision into action, we must build a

climate that provides our students with a safe and supportive environment to learn. Our program behavior system is structured around our 4 Core Values which students and instructors are exposed to and expected to model. Each of us should be able to say at all times:

- I am RESPONSIBLE
- I am RESPECTFUL
- I am HONEST
- I am COMPASSIONATE

If students represent these values they will be celebrated through our positive behavior system. In the event that a student disrupts the safe and supportive climate, we will follow our structured discipline system. The Healthy Start Program follows the Sequoia School Agreements and many of our systems are the same. There are more details on our systems, policies, and agreements after The Sequoia Way.

THE SEQUOIA WAY

CORE VALUES

I am RESPONSIBLE.	I am RESPECTFUL.
<ul style="list-style-type: none"> ▪ I follow through on things. ▪ I make my own choices between right and wrong. ▪ I can be trusted with important matters. 	<ul style="list-style-type: none"> ▪ I care about how other people feel. ▪ I believe other people’s thoughts, ideas, and feelings are important. ▪ I treat people and things kindly and politely.
I am HONEST.	I am COMPASSIONATE.
<ul style="list-style-type: none"> ▪ I tell the truth. ▪ I am the “real me” at all times. ▪ I keep my word. 	<ul style="list-style-type: none"> ▪ I think about how other people feel by putting myself in their place, especially when they are going through a difficult time. ▪ I do something to help.
I am a PROBLEM SOLVER.	
<ul style="list-style-type: none"> ▪ I feel _____ when you _____ and I would like you to _____. 	

CAFETERIA

I am RESPONSIBLE.	I am RESPECTFUL.
<ul style="list-style-type: none"> ▪ I walk. ▪ I sit in my seat to eat and when I am finished. ▪ I clean up my area. ▪ I eat my own food. ▪ If I need to stay in the classroom, I bring a note from my teacher. 	<ul style="list-style-type: none"> ▪ I use voice level 1-2. ▪ I listen to all adults. ▪ I line up quietly and carefully.
I am HONEST.	I am COMPASSIONATE.
<ul style="list-style-type: none"> ▪ I sign myself in and no one else. ▪ I take one snack and one juice. ▪ I admit when I make a mistake. 	<ul style="list-style-type: none"> ▪ I sort my trash. ▪ I make space for others. ▪ I use kind words.

YARD

I am RESPONSIBLE.	I am RESPECTFUL.
<ul style="list-style-type: none"> ▪ I play where I can be seen by an adult. ▪ I walk on the white top. ▪ I use the bathroom and get water during recess time. ▪ I only play with SHS students and equipment. ▪ I stop moving when the whistle blows. 	<ul style="list-style-type: none"> ▪ I solve problems with other students peacefully. ▪ I use equipment properly. ▪ I put equipment back when I'm done. ▪ I keep balls away from building walls.
I am HONEST.	I am COMPASSIONATE.
<ul style="list-style-type: none"> ▪ I wait my turn, play fairly and follow the rules of the game. ▪ I tell an adult if something goes wrong. ▪ I admit when I make a mistake. 	<ul style="list-style-type: none"> ▪ I include all SHS students. ▪ I share SHS equipment with SHS students. ▪ I use kind words.

HALLWAYS/STAIRWELLS

I am RESPONSIBLE.	I am RESPECTFUL.
<ul style="list-style-type: none">▪ I walk with my buddy.▪ I carry a pass.▪ I stay in line.▪ I stay to the right side.	<ul style="list-style-type: none">▪ I am silent.▪ My hands are at my sides.▪ I look at, but do not touch, bulletin boards.
I am HONEST.	I am COMPASSIONATE.
<ul style="list-style-type: none">▪ I walk silently, even when nobody is watching.▪ I admit when I make a mistake.	<ul style="list-style-type: none">▪ I respect personal space.▪ I help others in need.

BATHROOM

I am RESPONSIBLE.	I am RESPECTFUL.
<ul style="list-style-type: none">▪ I am quick.▪ I flush the toilet.▪ I wash my hands.▪ I stay where I can see the door.	<ul style="list-style-type: none">▪ I respect the privacy of others.▪ I use only what I need.
I am HONEST.	I am COMPASSIONATE.
<ul style="list-style-type: none">▪ I tell an adult if there is a stranger in the bathroom or in the building.▪ I tell an adult if there is a problem.▪ I admit when I make a mistake.	<ul style="list-style-type: none">▪ I conserve resources.▪ I put all my trash in the garbage can.

POSITIVE BEHAVIOR SYSTEM

Positive Behavior System	Description	Procedures
<p style="text-align: center;">“Caught You” Tickets</p>	<p>“Caught You” Tickets are used to immediately reward positive behavior choices, especially in common school spaces like the cafeteria, yard, hallways, and bathrooms.</p>	<ul style="list-style-type: none"> ▪ Any instructor who sees a student following expectations in common areas will give student a quick verbal recognition of what they saw the student doing. ▪ Instructor will fill out ticket and place completed ticket in green box in the SHS office. ▪ At the end of each month, the PC will add the SHS tickets to the Sequoia Sings raffle for students to win a frozen fruit bar. ▪ Each “Caught You” ticket generates an extra “Spark Buck” for the day.
<p style="text-align: center;">Spark Note</p>	<p>The Spark Notes are used to highlight positive behaviors during class time.</p>	<ul style="list-style-type: none"> ▪ When an instructor sees a student exhibit behavior that matches or exceeds the Spark Values, they fill out a yellow Spark Note and tell families about student behavior at pick-up. ▪ The Spark Note is sent home to families. ▪ Each Spark Note generates an extra “Spark Buck” for the day.
<p style="text-align: center;">Spark Bucks</p>	<p>Spark Bucks can be traded in for prizes to reinforce positive behavior and program attendance on a monthly basis.</p>	<ul style="list-style-type: none"> ▪ Each student receives one Spark Buck (SB) for each day the student is present at program. They will receive an additional SB if they receive a “Caught You” Ticket or Spark Note. ▪ Instructors can give additional SBs to support their classroom behavior system. ▪ At the end of each month, the PC tallies all SB. All students are given the opportunity to purchase prizes from their class’s “Spark Store” with their earned SB. ▪ The more days students attend the program and the better their behavior the more SB they receive and the more prizes they can purchase.
<p style="text-align: center;">Spark Attendance Certificates</p>	<p>Spark Attendance certificates are used to recognize students who have perfect attendance each semester.</p>	<ul style="list-style-type: none"> ▪ Students who have attended program every day for the fall or spring semester will receive a Spark Attendance Certificate. ▪ Certificates will be handed out at program-wide awards ceremonies.
<p style="text-align: center;">Class Parties</p>	<p>Class Parties are earned by each grade level during their Homebase, Buddy, and Academic Support Time.</p>	<ul style="list-style-type: none"> ▪ Each grade level instructor will implement their own system for the grade level group to earn a class party. ▪ Class parties are earned for positive behavior shown by the entire group. ▪ The type of party will vary depending on student interest.

PBIS DISCIPLINE SYSTEM

Student Behavior	Intervention	Expectations & Follow Through
<ul style="list-style-type: none"> ▪ Violation of Sequoia School Agreements ▪ Violation of the SHS Student Policies ▪ Failure to represent Core Values ▪ Disrupting ▪ Refusal to follow request ▪ Off-task ▪ Name calling/put downs, teasing ▪ Play fighting/rough play <p>(SHS Student Policies and Sequoia School Agreements are listed on the following pages)</p>	Verbal Reminder/Re-teach <ul style="list-style-type: none"> ▪ Student is given opportunity to practice expected behavior after verbal prompting from instructor 	<ul style="list-style-type: none"> ▪ Student follows all directions given by instructor ▪ Repeated violations will lead to another intervention
	Student Moved/Buddy Class <ul style="list-style-type: none"> ▪ Student sits in “chillville” location for quiet reflection ▪ Student goes to buddy classroom to write/draw response to “Why are you here?” 	<ul style="list-style-type: none"> ▪ Student follows all directions given by instructor ▪ Breaks are for 5-10 minutes ▪ Only 1 student in buddy classroom at a time ▪ Repeated violations will lead to another intervention
	Community Service/Reflective Walking or Jogging <ul style="list-style-type: none"> ▪ Student performs community service projects during recess/group times ▪ Student quietly walks or jogs 	<ul style="list-style-type: none"> ▪ Student follows all directions given by instructor ▪ 5-10 minutes only, cannot be entire recess time ▪ Repeated violations will lead to another intervention
<ul style="list-style-type: none"> ▪ Any consistent and/or repeated violation of Agreements, Policies or failure to represent Core Values or continuance of behaviors listed above ▪ Leaving a supervised area without permission ▪ Roughness leading to injury ▪ Threats to another person ▪ Swearing 	Spot Note/Office Visit <ul style="list-style-type: none"> ▪ Only after 3 pre-interventions in classroom ▪ Instructor fills out blue Spot Note describing student behavior & interventions used 	<ul style="list-style-type: none"> ▪ Student (with instructor/PC present) will inform parent/guardian of behavior that day, and discuss situation & solutions ▪ Parents and Student will fill out and sign parent portion of spot note together <ul style="list-style-type: none"> ▪ PC will make a copy of Referral Form ▪ Original will go home to family, copy will be filed into student file
<ul style="list-style-type: none"> ▪ Receiving two Referral Forms in one day ▪ Receiving three Referral Forms in one week ▪ Fighting ▪ Inappropriate touching ▪ Disrespect to peers and/or adults based on socio-economic background, gender, race, physical ability, sexual orientation, religion, or cultural values ▪ Bullying (includes cyberbullying) ▪ Weapons ▪ Leaving school grounds without permission 	Warning Letters <ul style="list-style-type: none"> ▪ Letter #1 is sent home on letterhead describing behavior in detail, conference is set up with parent/guardian to discuss behavior & set behavior plan ▪ Letter #2 is sent home on letterhead describing behavior in detail, conference is set up with parent/guardian to discuss behavior, behavior plan is discussed & modified if necessary ▪ Letter #3 is sent home (along with letters #1 and #2) describing behavior in detail, final conference arranged, and student is immediately dismissed from program. 	<ul style="list-style-type: none"> ▪ PC may inform school day teacher and/or principal of student behavior/incident if appropriate ▪ Letter #1: After conference, student works with Healthy Start instructors to follow behavior plan ▪ Letter #2: Student follows behavior plan with support from Healthy Start instructors ▪ Letter #3: Dismissal is immediate. Student waits quietly in Healthy Start Office to be picked up by parent/guardian

The previous page describes in detail our positive behavior and discipline systems. Below are the SHS Student Policies and the Sequoia School Agreements that students should follow and instructors will enforce in order to maintain a safe and supportive environment.

SNACK TIME	Students must sign themselves into program and place their back packs on their designated table within 10 minutes of the bell ringing. Students who need to stay in their classroom should bring a note from their teacher <u>when the bell rings</u> , sign in to program, and <u>then</u> return to class.
	Students may return to their classrooms to get forgotten items only if it is within the first 30 minutes of program i.e. during snack & recess time. Students must ask permission from their instructor and take a buddy.
	Students may share snacks from home if they have enough for everyone in their class, and should offer it to each person.
	All students are given one snack and juice. Students may get a second snack only after they finish their original snack. They can pick up a 2 nd snack from the share table in the middle of the cafeteria.
	Students must sign in and ask permission from their instructor before buying a frozen fruit bar or fundraising item.
	Students may eat one item from fundraisers, bake sales or classroom parties. All other snacks must be saved for home.
RECESS/ OUTDOORS	All students must “freeze” after the 1 st whistle and line up after the 2 nd whistle is blown.
	The climbing structure and green mat are for structure play only. Tag and ball sports must be played on the blacktop, not the green concrete. Students must stay out of garden, art space and auditorium if no adults are present.
	Students must be in visible sight of an instructor at all times, and within the red lines of the playground.
	Students must sit on the bench while eating their frozen fruit bar outside. All other food must be eaten in the cafeteria.
	If toys or other objects were brought from home for a “share” day, they must stay in student backpacks until it is “share” time.
READING TIME	All Academic & Enrichment students will be provided with reading time during program and are expected to bring their “book bags” to program with them. Instructors will fill out reading logs as needed. Students must let instructors know when they begin reading so they can be timed.
	If students come to program without their “book bags” they are expected to pick a book at their reading level from the SHS library and to read quietly for the allotted time.
AUDITORIUM	During rainy day recess students can participate in the organized high energy activity run by an instructor. Balls and other sports equipment are allowed if the activity calls for it.
	Students should stay off the stage and piano area unless given permission by an instructor.

BATHROOM	Students should use the bathroom or get water during snack, recess, and bathroom break at 4:30. They are allowed to go during class, but must forfeit minutes of recess time in exchange.
	Students must ask permission and take a buddy to the bathroom at all times, even during snack and recess. A buddy who is not using the bathroom must stay where they can see the doorway to the bathroom at all times.
GENERAL	Students must ask permission and take a buddy when leaving any supervised area.
	Adults must be present if a student is entering the SHS Office.
	Students may use the office phone to call home in cases of emergency or sickness.
COMMUNITY SERVICE INFRACTIONS	Coming late to program without a note.
	Not signing in or throwing back packs.
	Bathroom or water use during class time.
	Lining up late when the whistle blows.
	Not cleaning up after self, during recess or class.
	Breaking any policies listed above or any other minor infractions.

SHARED SEQUOIA SCHOOL AGREEMENTS:

The following are agreements we expect all members of the Sequoia Community to practice daily:

1. Respect the personal space and belongings of others. Aggressive behavior, fighting and/or play fighting are unsafe and will be addressed immediately.
2. Respect the personal beliefs of ALL people. Racial and homophobic slurs are not tolerated. Bullying—physical, verbal or in cyberspace-- is not allowed.
3. Students are not allowed on the playground before 8:20 am or after 3:00 pm without direct supervision.
4. Parents are not allowed to approach other people’s children to discuss disciplinary concerns. Please report any issues to your child’s teacher or to the office.
5. Toys, trading cards or electronic devices must be left at home, unless previous arrangements have been made with the classroom teacher.
6. If a child needs a cell phone for before and after school contact, the cell phone is to be turned off and not visible during school hours, including lunch and recess. Students may use the office phone at any time during the school day. If found to be disrupting the learning process, the procedure is as follows: 1st reminder, student will be verbally warned to put phone away. 2nd reminder, phone will be brought to the office. Student may collect it at the

end of the day. 3rd reminder, Parent will be contacted and must pick up the phone. Student will then be required to leave phone in the office during the day, or with the classroom instructor.

7. Personal P.E. equipment may be brought from home if it is shared with other students at the same grade level and clearly marked with the student's name. Sequoia is not responsible for lost or stolen property.
8. Before and after school, there are no wheels permitted in the school yard, this includes: scooters, heelies, blades, skateboards, bikes, or hover boards.
9. Baseball caps and other hats are not permitted in the classroom. Students may wear these at recess for sun protection if desired.
10. Junk food (candy, gum, chips, Taki's, or soda) are not permitted based on the OUSD Student Healthy Foods Policy. Please refrain from placing them in lunches or for snacks. Students will not be allowed to eat them.
11. Students should only bring money to school for lunch or transportation. Sequoia or SHS are not responsible for lost money.

As part of PBIS, we will teach all students to use "I-messages" when they have a conflict with another student. You can reinforce the same language at home by following this prompt:
"I feel _____ when you _____.
I would like _____."

Note: As a condition of admittance into the Healthy Start Program, all students signed a behavior contract indicating their responsibility for their behavior. We have also clearly stated our behavior system here.

Parents/guardians will be notified if their child is disruptive, aggressive or disrespectful and students may be permanently dismissed from the program.

PARENT/GUARDIAN BEHAVIOR

It is important to remember that we are all here to provide a safe and supportive environment for our students. We all work very hard to set positive examples for our students to follow. Keeping this in mind, if you have any problems or concerns please speak to the PC. We have an open door policy and are receptive to receiving feedback and comments from parents/guardians. We are all striving to provide an environment where "every student's spark is kindled, nurtured and encouraged to radiate!"

Ways in which parents/guardians can help keep our campus and program safe:

- Please inform us of any strange behavior seen on campus.
- Please do not allow your child to sign themselves out and then linger on campus. If they are signed out please advise them to go straight home. Once a student has signed out of the program they will no longer be supervised by our program instructors.
- Please pick up your child on time.
- Please come to the cafeteria when signing out your child from the program and allow our instructors to call your child to come to the cafeteria.

INSTRUCTOR VALUES, EXPECTATIONS & POLICIES

The Healthy Start Program sets high expectations for both our students and our instructors. Listed below are our Instructor Spark Values, Expectations and Policies.

INSTRUCTOR SPARK VALUES

I am RESPONSIBLE.	I am RESPECTFUL.
<ul style="list-style-type: none"> ▪ I come to work with a good attitude. ▪ I come to work on time and I am prepared for class. ▪ I prepare lessons that are educational and fun. ▪ I state my expectations clearly, simply and positively. ▪ I have relevant back-up plans for students who finish early or when my lesson isn't working. ▪ I protect students' physical and emotional safety. 	<ul style="list-style-type: none"> ▪ I start each day with a fresh slate; for myself and my students. ▪ I listen with an open mind to the said and unsaid thoughts and ideas of my students. ▪ I encourage student input. ▪ I speak in a calm, respectful voice. ▪ I focus on student strengths and solutions. ▪ I keep my word. I follow through on what I promise. ▪ I keep student and parent confidences.
I am HONEST.	I am COMPASSIONATE.
<ul style="list-style-type: none"> ▪ I am consistent and fair. ▪ I hold myself to the same expectations and values as my students. ▪ I know my limits. I ask for support and help when I need it. ▪ I admit when I make mistakes and I model appropriate behavior. ▪ I am here to have fun and learn with my students. 	<ul style="list-style-type: none"> ▪ I greet each student with a smile and show them that I am happy to see them. ▪ I spend positive time with each student every day. ▪ I recognize each student's personality and acknowledge their efforts. ▪ I understand that all students have different learning styles and I meet them at their level. ▪ I am patient and kind.

MISCELLANEOUS INFORMATION

MEDICATION

Afterschool programs shall be accessible for all students, including those with chronic health conditions. Chronic health conditions should not be a barrier to program participation. All students must have a chronic health form completed and on file with the afterschool program. Parents/guardians should ensure that forms are filled out with student chronic health conditions, medications, if any, are needed during afterschool program hours.

If a child is in need of medications during afterschool hours, the Afterschool Coordinator will be trained by an OUSD school nurse.

- Families must bring in a second set of medications for the afterschool program.
- All medications will be reviewed by the school nurse.
- Medication must be brought by an adult in its original container labeled by a licensed pharmacist with the child name, physician's name and dosage of medication.
- Medications will be stored in a place accessible to afterschool staff but in a locked cabinet (not accessible to students).
- A daily log will be maintained to record medications the student is required to take during afterschool.

SUSPECTED CHILD ABUSE

All employees working with youth are legally mandated reporters. It is our responsibility to report when one "has knowledge of or observes a child, in his/her professional capacity or within the scope of his or her employment, who he/she knows or reasonably suspects has been the victim of child abuse..." The primary intent of the reporting law is to protect the child.

A report to a "child protective agency" must be made immediately by phone. A written report must be forwarded within 36 hours of receiving the information regarding the incident. Written reports must be submitted on Justice Forms.

SNACK

Every student is provided with a snack and juice every day. Food should be eaten during snack time and in the cafeteria. Students are welcome to bring their own snack from home. However, please remember that **soda, candy, cookies, chips, gum and other junk foods are not allowed**. We follow the Oakland Unified School District Healthy Food Guidelines. Foods and snacks must be from one of the following sources:

- Fruit
- Vegetables – but not french fries or other fried vegetables.
- Dairy food – but not high-fat dairy foods.
- Protein – Examples include nuts, seeds, eggs, legumes, low-fat cheese.
- Whole grain food. This means grains such as wheat, corn, rice, barley, oats, quinoa, and rye when eaten in their “whole form.”

We encourage families to send healthy snacks with their child. Only foods that do not need preparation can be sent with your child (i.e. no microwavable snacks.)

We ask our students not to share their snacks unless they have enough snack for their entire class. This has cut down on student arguments during snack time.

FAMILY WORKSHOPS

Sequoia Healthy Start Program works in partnership with the SPTO and school administration to support family events at Sequoia School. Please see the school calendar or yahoo group for workshop dates and times.

VOLUNTEERS & COMMUNITY PARTNERS

ADULT VOLUNTEERS

If you are a parent interested in volunteering with our Healthy Start Afterschool Program please stop by the Healthy Start Office. We are always happy to have volunteer help.

Areas you can help with:

- Office support: database entry, bulletin boards, certificate maker, inventory, translation, etc.
- Special events support: class parties, showcases, end of the year party, etc.

- Instructor support: academic and enrichment classroom helpers
Field trip chaperones and drivers: walking field trips to the library and Dimond Park, etc.

YOUTH VOLUNTEERS

Middle or High School Students have an option to volunteer with our program. They can volunteer as a classroom helper or in the Healthy Start Office. If you know of any youth interested in volunteering, please have them contact the PC. Students who volunteer with our program will fill out an application and permission slip, go through a mandatory volunteer training, and commit to a set schedule.

EBAC RIGHTS OF PERSONS SERVED & EBAC GRIEVANCE POLICY

EBAC protects and promotes the rights of all persons served. This commitment guides our delivery of services. The purpose of this policy is to ensure that persons receiving services from EBAC have a clear understanding of their rights and have access to mechanisms to present and resolve their grievances. EBAC provides multiple means by which participants can voice complaints and file grievances when they may have concerns related to the care or services received. EBAC has identified written protocols related to resolving formal complaints, including grievances and appeals. EBAC welcomes the valuable information received from participants and encourages participants to communicate complaints and provide feedback to the agency.

PARTICIPANT RIGHTS

Our organization implements policies promoting the following rights of persons served by EBAC. All participants have the right to:

- be treated fairly and respectfully;
- confidentiality and/or privacy of information;
- freedom from abuse, financial or other exploitation, retaliation, humiliation and neglect;
- a clear, supported complaint process;
- refuse services from EBAC (the refusal of services does not preclude individuals from accessing services from EBAC in the future);
- receive services in a manner that is non-coercive and protects the clients right to self-determination; and
- have families and/or legal guardians participate in decision making.

- access information pertinent to you in sufficient time to facilitate your decision making and access their own records informed consent or refusal or expression of choice regarding: service deliver, release of information, concurrent services, composition of the service delivery team, involvement in research projects, adherence to research project guidelines and ethics if applicable
- access or referrals to self-help support services, legal entities for appropriate representation
- Fair investigation and resolution of alleged infringement of rights
- Other legal rights

EBAC is committed to the goal of affecting individual change amongst our participants, recognizing the unique capacities and strengths of each person. In working with participants, EBAC will respect and acknowledge individual diversity such as (but not limited to):

- race
- culture
- gender
- sexual orientation
- spiritual beliefs
- socioeconomic status
- language
- immigration status

LANGUAGE BARRIERS

EBAC makes all attempts to employ staff who can communicate in the primary language of our diverse participants. Attempts will be made to acquire an interpreter for other languages when possible. Please contact EBAC at (510) 268-3770 if you have any grievances.

PROGRAM FEES

We thank all of our families for supporting our efforts to continue serving the same number of students and retaining program quality. These fees allow us to preserve the quality of our programming despite significant reductions in the grants that have traditionally supported our program.

Just a reminder, families are not being charged the full cost of the program. Program fees are based on a sliding scale according to families' GROSS (before taxes) monthly household income. We do not ask for proof of income, but expect all families to be honest and fair. By requesting a sliding scale discount and indicating your family income, you make a financial declaration that the income stated is true.

- The amount you contribute will remain confidential.
- You may qualify to claim childcare credit on your income taxes.

- Please let us know if you have financial difficulties so we can work with you to make the program accessible. We do not turn any families away due to the inability to pay.
- EBAC Tax ID #: 94-1358309

Program fees are due on the 7th of every month (unless otherwise discussed with the PC). If the 7th falls on a weekend then the payments are due the following Monday. Invoices for late payments will be sent out before the end of the month. We charge 10 equal payments, starting in **August** with the last payment due in **May**. Our program fees are based on an average of program hours rather than by the exact number of days in a particular month. While some months have less school days, other months have more school days and/or minimum days.

We accept cash, cashier's check, check, money order or bill pay (**MADE OUT TO: East Bay Agency for Children (EBAC), 3730 Lincoln Ave, Oakland, CA 94602**). Please write your child's name on the memo line. If a check bounces you will be charged a \$25 return check fee. Please deliver payment directly to the PC. Receipts will be given out for cash payments only, please see PC if you need a receipt for check payments.



Strategy: Comprehensive Afterschool Programs
Annual Grant Funding: \$85,000

Program Score Card

These select performance measures were identified by program staff, OFCY and the evaluation team as indicative of programs' quality and success in working towards the strategic objectives for the Comprehensive Afterschool Programs strategy.

Because of the shelter-in-place order enacted in March 2020, the "progress toward projected enrollment and attendance" indicators consider attendance from 7/1/2019 through 3/31/2020 only. For the "Total Hours of Service" and "Average Hours of Service" measures, programs were assessed on their progress toward their projections through the end of the third quarter (March 31, 2020). However, **programs did not have the full year to enroll the number of youth they projected serving**, which is an annual target.

Program Achievements: How much did we do?

Total Youth Served: 111	Average Daily Attendance through 3/31/20: 69
Total Hours of Service Provided: 44,109	Average Hours of Attendance per Participant: 397

Program Performance and Quality: How well did we do it?

Progress Toward Projected Enrollment and Attendance (through 3/31/2020)

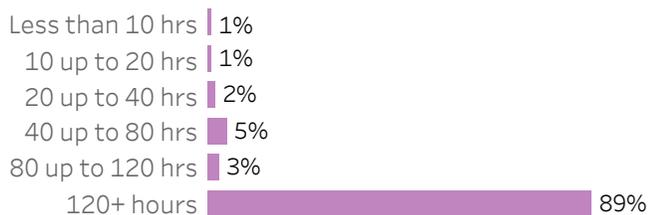
Strategy Average (elementary programs)

Measure	Program Performance	Strategy Average (elementary programs)
Progress towards projected number of youth served	111%	113%
Progress towards projected average hours of attendance	94%	89%
Progress towards projected hours of service	105%	102%
Progress towards projected ADA	84%	91%

* In addition to these performance measures, the Comprehensive Afterschool Programs Strategy has indicators that draw on participant survey to assess youth perceptions of program quality and progress toward desired participant outcomes. Because of the shelter-in-place order, programs were not required to administer the participant survey in FY2019-2020. Additional quality and outcome indicators will be included in future years of this evaluation.

Program Attendance

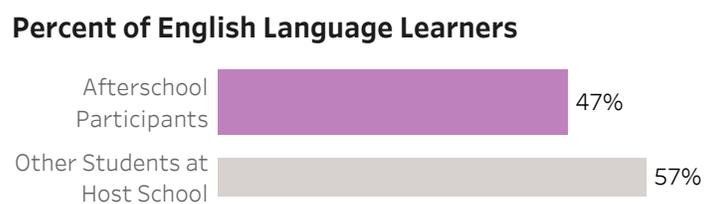
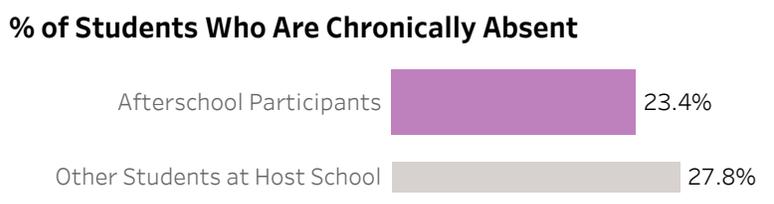
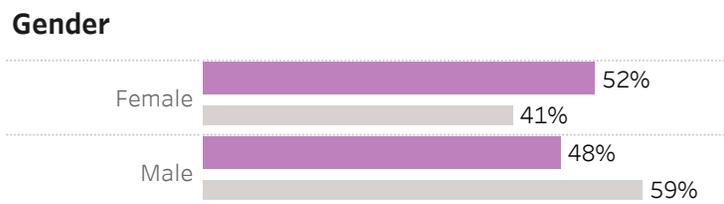
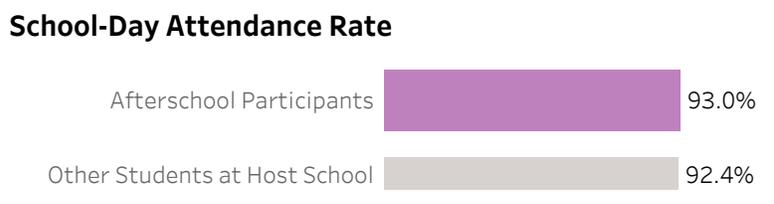
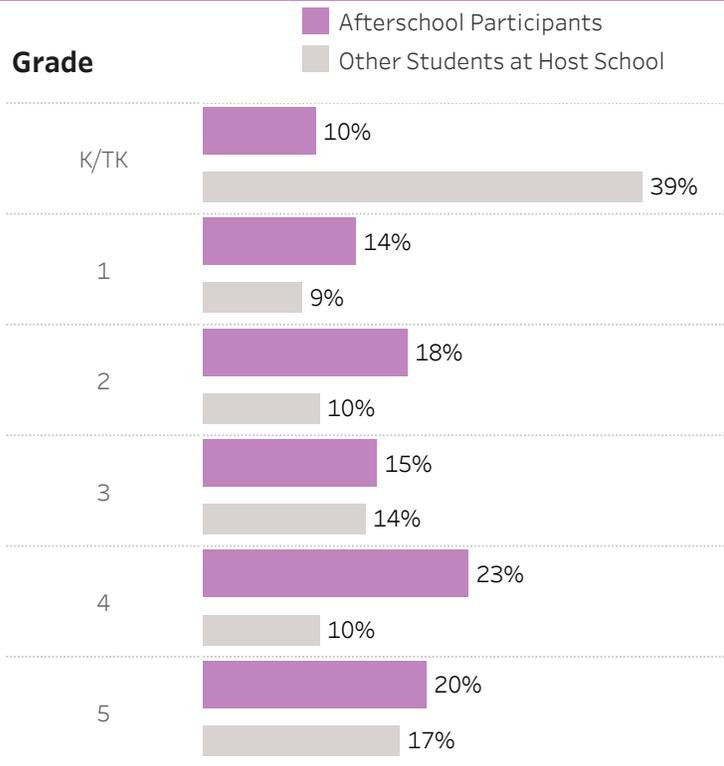
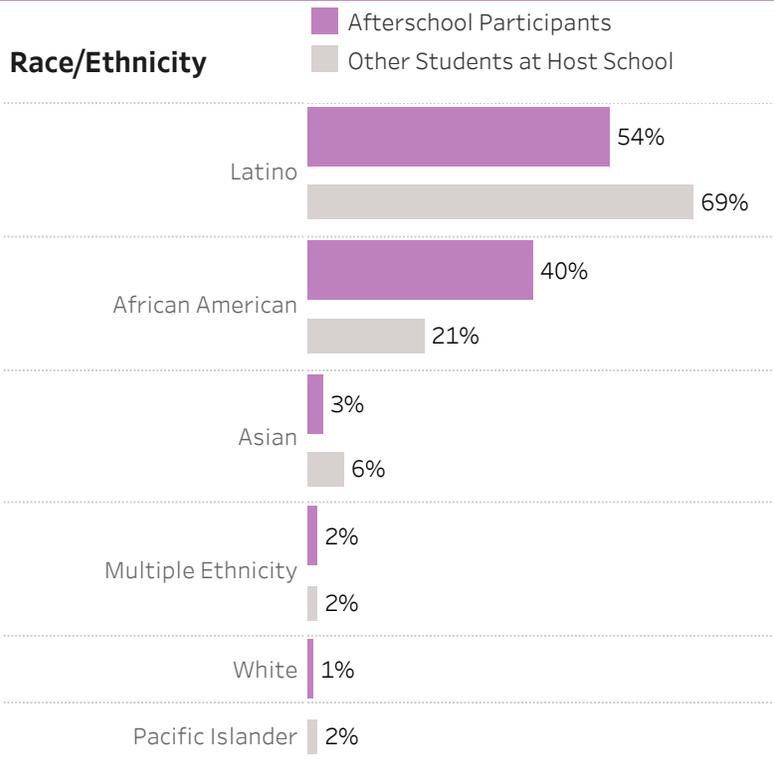
Hours of Program Attendance



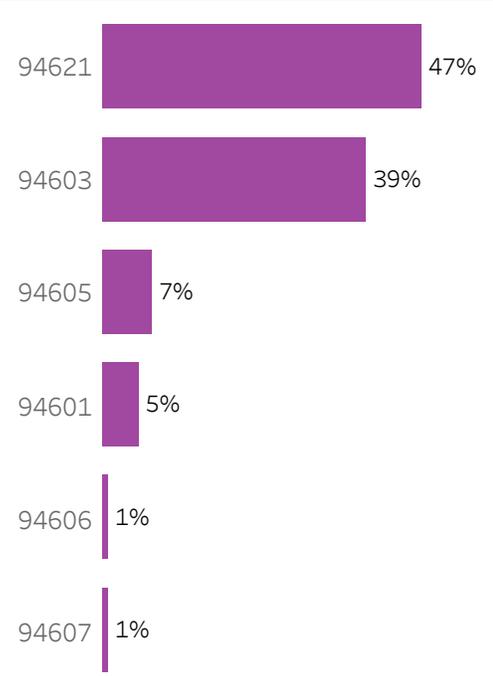
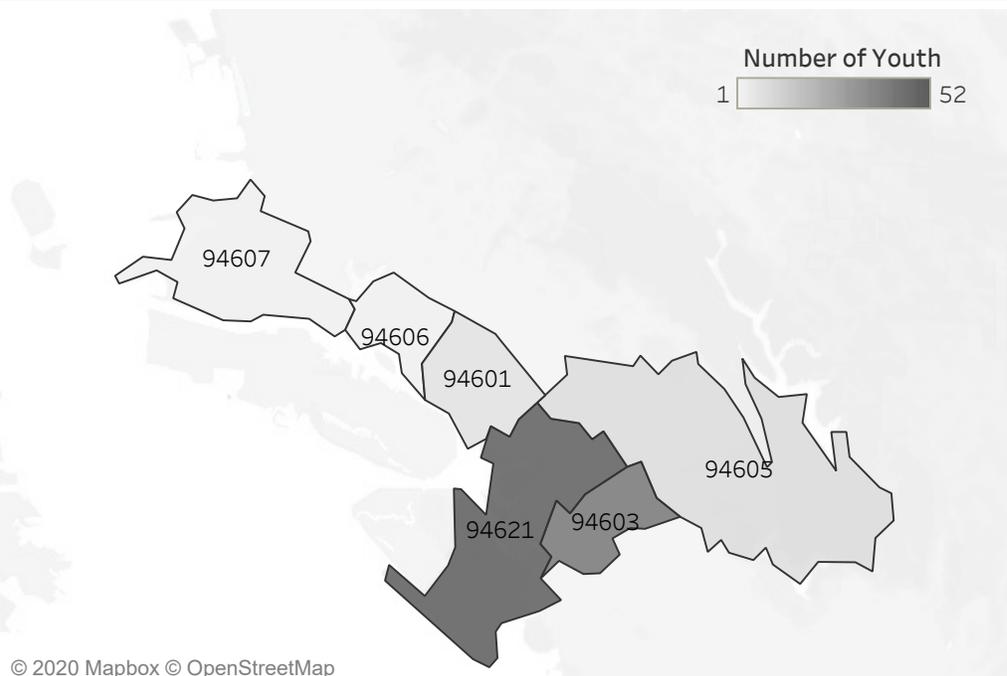
Percent of Days Attended (days attended/days enrolled)



Youth Demographics Total Enrollment: 111



Distribution of Participants by Zip Code



EBAC Afterschool Programs 2018-19 Evaluation

Parent / Caregiver Survey



Directions: In order to improve our afterschool program, we are very interested in knowing your opinions. This survey is not a test. There are no wrong answers. This survey is anonymous, so please respond honestly.

Mark your answers by filling in the bubbles.

	Yes	No	Don't Know
1. This afterschool program is a safe place for my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. This afterschool program helps my child get along better with other children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I am satisfied overall with this afterschool program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. In this program, my child has opportunities to develop leadership skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. My child enjoys attending this afterschool program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The afterschool staff listen to me when I have a question or comment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. This program has made me aware of services in the school or community that are available to my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. This afterschool program helps me be more connected to my child's school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The afterschool program provides opportunities/classes for my child that they wouldn't otherwise have access to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. In this program my child learns skills that help with his/her school work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Because my child is in this afterschool program, I see my child's growth in new areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Because my child is in this afterschool program, I get chances to see or hear about what my child is learning (through events like performances and presentations).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. The adults in this program care about my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. My child can get help from an adult if he/she is bullied in this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. In this program my child learns how to manage his/her emotions/feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. In this program my child has opportunities to learn how to be healthy (exercise classes, cooking, gardening, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. The staff in this program are responsive to the individual needs of my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. My child can talk to me about what he/she does during the afterschool program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please see the back for a few more questions!

Why do you or your child(ren) need afterschool services: (Please check all that apply)

- My child(ren) needs academic and/or homework support.
- My child(ren) needs social interactions.
- This program provides my child(ren) with opportunities to participate in on site enrichment activities.
- I need free/low cost afterschool care.
- This program allows my family to work or go to school by providing childcare.

Thank you for helping EBAC improve its services. The questions below are more general EBAC questions. Check the box that best matches how you feel about the EBAC programs and staff you received services from or interacted with. Write-in responses are also very much appreciated. Thank you!

Was the support you (or the child in your care) received from EBAC helpful?

- No, Definitely Not No, Not Really Yes, generally Yes, definitely

Was the support EBAC provided the right approach for you (or the child in your care)?

- No, Definitely Not No, Not Really Yes, generally Yes, definitely

Did you like the EBAC staff member(s) who worked with you/the child in your care?

- No, Definitely Not No, Not Really Yes, generally Yes, definitely

Would you tell a friend about the EBAC program you/the child in your care participated in?

- No, Definitely Not No, Not Really Yes, generally Yes, definitely

Was the EBAC program/staff respectful of your family background and language?

- No, Definitely Not No, Not Really Yes, generally Yes, definitely

What was your favorite thing about this EBAC afterschool program?

How can we improve on this EBAC afterschool program?

Thank you for taking the time to fill out this parent survey. Your responses mean a lot to us and will be taken into consideration for planning for next school year.

EBAC Afterschool Programs 2018-19 Evaluación Encuesta para Padres y guardianes de familia



east bay agency for children

Instrucciones: Para mejorar nuestro programa para después de clases, nos interesa saber sus opiniones. La encuesta presente no es un examen, sus opiniones no serán calificadas como “respuestas incorrectas.” La encuesta presente es anónima, por favor de responder con honestidad.

<i>Marque sus respuestas llenando las burbujas.</i>	Si	No	Incierto/a
1. El programa para después de clases es un lugar seguro para mi hijo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. El programa le ayuda a mi hijo a llevarse bien con otros niños.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Estoy satisfecho con el programa para después de clases.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. En este programa, mi hijo tiene la oportunidad de desarrollar habilidades de liderazgo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Mi hijo disfruta de participar en este programa para después de clases.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. El equipo de personal me escucha cuando tengo alguna pregunta o comentario.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. El programa me ha informado sobre servicios disponibles para mi hijo en la escuela o en la comunidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. El programa me ayuda a involucrarme más en la escuela de mi hijo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. El programa después de la escuela proporciona oportunidades a las que mi hijo de otra manera no tendría acceso.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. En este programa, mi hijo aprende habilidades que le ayudan con su trabajo en la escuela.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Debido a que mi hijo está en este programa después de la escuela veo el crecimiento de mi hijo en nuevas áreas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Debido a que mi hijo está en este programa después de la escuela, tengo posibilidades de ver lo que mi hijo está aprendiendo (a través de eventos como actuaciones y presentaciones).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Los adultos del programa se interesan por mi hijo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Mi hijo puede recibir ayuda de un adulto si alguien lo/la intimida durante este programa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. En este programa, mi hijo(a) aprendió como controlar sus emociones.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. En este programa, mi hijo(a) tiene oportunidades para aprender ser mas saludable (clases de ejercicio, clases de cocinar, jardineria, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Los adultos de el programa son sensible a las necesidades inviduales de mi hijo(a).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Mi hijo(a) me puede hablar sobre lo que hace durante el programa de despues de la escuela.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Hay mas preguntas atras de esta hoja!

Porque necesitan su hijos(as) los servicios de el programa de despues de la escuela: (Por favor seleccionar todo lo que appliqué)

- Mi Hijo(a) necessita apoyo academico y apoyo para hacer su tarea.
- Mi hijo(a) necessita interaccion social.
- Este programa le brinda oportunidades a mi hijo(a) para participar en actividades de enriquecimiento.
- Necesito cuidado de niños despues de la escuela gratis/bajo costo.
- Este programa déjã que mi familia vaya a trabajar o asistir la escuela porque propociona cuidado de niños.

Marque la casilla que coincide lo que sientes por los programas EBAC y personal que ha recibido servicios desde o interactuado. Las respuestas escritas también son muy apreciados. Gracias!

¿Fue útil el apoyo que usted (o el niño bajo su cuidado) recibió de EBAC?

- Definitivamente No En Realidad, No En General, Sí Sí Definitivamente

¿Fue el EBAC apoyo proporcionado el enfoque correcto para usted (o el niño bajo su cuidado)?

- Definitivamente No En Realidad, No En General, Sí Sí Definitivamente

¿Te gustó el personal de EBAC que trabajó contigo (o el niño bajo su cuidado)?

- Definitivamente No En Realidad, No En General, Sí Sí Definitivamente

Si estuvieras un amigo en una situación parecida, ¿le recomendarías los servicios de EBAC?

- Definitivamente No En Realidad, No En General, Sí Sí Definitivamente

¿Fueron proporcionados los servicios de EBAC de una manera respetuosa considerando tus antecedentes familiares y cultura?

- Definitivamente No En Realidad, No En General, Sí Sí Definitivamente

Cuál fue su parte favorita de este programa EBAC or miembro del personal?

Cuál fue su cosa menos favorita de este programa EBAC or miembro del personal?

Gracias por tomar el tiempo y llenar esta encuesta de paders. Sus respuestas son muy importantes para nosotros y van hacer consideradas para planear el programa para el proximo año.

Client Satisfaction Survey – 2018-2019 – Youth Service Recipient

Please help EBAC improve its services by providing responses to each of the questions below. Check the box that best matches how you feel about the EBAC programs and staff you received services from or interacted with. Write-in responses are also very much appreciated. Thank you!

Was the support you received from EBAC Afterschool Program helpful?

- No, Definitely Not
 No, Not Really
 Yes, Generally
 Yes, Definitely

Did you like the EBAC Afterschool Program staff member(s) who worked with you?

- No, Definitely Not
 No, Not Really
 Yes, Generally
 Yes, Definitely

Would you recommend the EBAC Afterschool Program to a friend?

- No, Definitely Not
 No, Not Really
 Yes, Generally
 Yes, Definitely

Was the EBAC Afterschool Program staff respectful of your family background and language?

- No, Definitely Not
 No, Not Really
 Yes, Generally
 Yes, Definitely

What was your favorite thing about this EBAC Afterschool Program or staff member?

What was your least favorite thing about this EBAC Afterschool Program or staff member?

- 3rd grade
 4th grade
 5th grade

Thank you very much for your time!

Client Satisfaction 18-19 - Youth (Sequoia ASP)

#	QUESTIONS	Yes, Definitely	Yes, Generally	No, Not Really	No, Definitely Not	Total Yes's	Total No's	% YES	% NO
1	Support received was helpful	16	17	7	1	41	8	83.7%	16.3%
2	Liked the staff member you worked with	21	16	4	1	42	5	89.4%	10.6%
3	Would tell a friend about the program	23	12	4	1	40	5	88.9%	11.1%
4	Services were respectful of your language/background	20	15	4	1	40	5	88.9%	11.1%

#	QUESTIONS	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total Yes's	Total No's	% YES	% NO
1	In this program, I try new things	12	17	10	3	0	42	3	93.3%	6.7%
2	I learned new information about a topic that interests me	17	11	8	6	1	43	7	86.0%	14.0%
3	I feel I belong at this program	18	13	8	3	1	43	4	91.5%	8.5%
4	If someone bullies my friends or me at this program, an adult steps in to help	16	6	14	7	0	43	7	86.0%	14.0%
5	This program helps me to think about the future	4	10	13	8	7	42	15	73.7%	26.3%
6	I get the opportunity to talk about what I'm learning at this program	8	12	10	13	2	45	15	75.0%	25.0%
7	Because of this program I feel more comfortable being around people who look or sound different than me	17	11	13	0	1	42	1	97.7%	2.3%
8	The adults in this pgram tell what I am doing well	7	12	15	6	2	42	8	84.0%	16.0%
9	Youth at this program respect each other	8	6	17	6	5	42	11	79.2%	20.8%
10	Because of this program, I am better able to handle problems and challenges when they arise	11	8	9	6	8	42	14	75.0%	25.0%
11	I feel safe in this program	17	12	9	1	3	42	4	91.3%	8.7%
12	I am interested in what we do at this program	11	19	7	3	2	42	5	89.4%	10.6%
13	At least one adult here understand what my life is like outside of the program	14	18	4	2	4	42	6	87.5%	12.5%
14	Since coming to this program, I work better with others on a team	11	16	10	4	3	44	7	86.3%	13.7%
15	The people who work at this program understand my family's culture	6	6	18	7	4	41	11	78.8%	21.2%

Client Satisfaction 18-19 - Caregivers (Sequoia ASP)

#	QUESTIONS	Yes		No	IDK	Total Yes'	Total No's	% YES	% NO
1	This afterschool porgram is a safe place for my child	31		0	0	31	0	100.0%	0.0%
2	This program helps my child get along better with other children	29		0	0	29	0	100.0%	0.0%
3	I am satisfied overall with this program	31		0	0	31	0	100.0%	0.0%
4	My child had the opportunities to develop leadership skills	26		0	5	31	5	86.1%	13.9%
5	My child enjoys attending this afterschool program	31		0	0	31	0	100.0%	0.0%
6	The staff listen to me when I have a question or comment	29		2	0	31	2	93.9%	6.1%
7	The program made me aware of services in the school or community	21		4	5	30	9	76.9%	23.1%
8	This program helps me be more connected to my child's school	29		2	0	31	2	93.9%	6.1%
9	This program provides opportunites/classes for my child that they wouldn't otherwise have access to	25		3	2	30	5	85.7%	14.3%
10	In this program my child learns skills that help with their school work	27		1	3	31	4	88.6%	11.4%
11	Because my child is in this program, I see their growth in new areas	28		2	1	31	3	91.2%	8.8%
12	Because my child is in this program I get chances to see or hear about what my child is learning	30		1	0	31	1	96.9%	3.1%
13	The adults in this program care about my child	31		0	0	31	0	100.0%	0.0%
14	My child can get help from an adult if they feel bullied in the program	31		0	0	31	0	100.0%	0.0%
15	This program my child learned how to manage feelings/emotions	31		0	0	31	0	100.0%	0.0%
16	In this program my child has opportunities to learn how to be healthy	30		0	0	30	0	100.0%	0.0%

17	The staff in this program are responsive to the individual needs of my child	28		0	1	29	1	96.7%	3.3%
18	My child can talk to me about what they did during the program	31		0	0	31	0	100.0%	0.0%

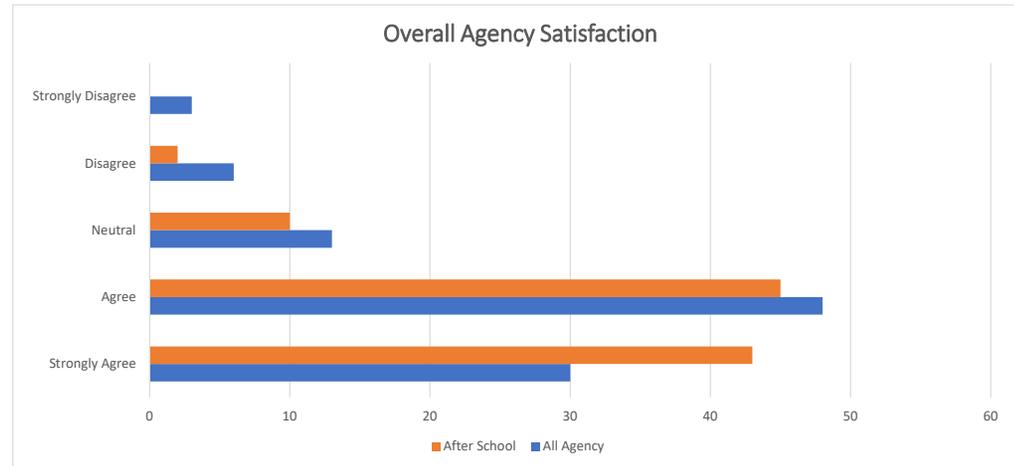
Client Satisfaction 18-19 - Caregiver (Sequoia)

#	QUESTIONS	Yes, Definitely				Total Yes'	Total No's	% YES	% NO
1	My child(ren) need academic and/or hw support	14				14	0	100.0%	0.0%
2	My child(ren) need social interactions	15				15	0	100.0%	0.0%
3	This program provides my child(ren) with opportunities to participate in on site enrichment activities	21				21	0	100.0%	0.0%
4	I need free/low cost afterschool care	22				22	0	100.0%	0.0%
5	This program allowed my family to work or go to school by providing childcare	31				31	0	100.0%	0.0%

Client Satisfaction 18-19 - Caregiver (Sequoia)

#	QUESTIONS	Yes, Definitely	Yes, Generally	No, Not Really	No, Definitely Not	Total Yes'	Total No's	% YES	% NO
1	Support received was helpful	27	4	0	0	31	0	100.0%	0.0%
2	Right Approach for you (or child)?	24	7	0	0	31	0	100.0%	0.0%
3	Liked the staff member you worked with	28	3	0	0	31	0	100.0%	0.0%
4	Would tell a friend about the program	30	1	0	0	31	0	100.0%	0.0%
5	Services were respectful of your language/background	30	1	0	0	31	0	100.0%	0.0%

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
All Agency	30	48	13	6	3
After School	43	45	10	2	0





Training and Professional Development (Excerpted from Human Resources Manual)

Training and Evaluation of Competencies:

Employees are given initial training when they are first placed at their worksite. There are opportunities for training throughout the year via the online Relias Learning training database, through training provided by East Bay Agency for Children's Continuous Quality Improvement Department, through trainings provided by individual programs, via trainers who are contracted to present at All-Agency Training, and through position specific trainings identified by employees and/or their managers. Training is encouraged and supported throughout an employee's tenure with EBAC. Employee performance is officially evaluated at the initial 6-month performance review, and annually thereafter.

Training Documentation:

Employees are provided training at their time of hire, and on an ongoing basis thereafter. Standard information is shared with employees during their new hire orientation, and position specific information is shared with employees when they are assigned to their worksites. Training is documented in a variety of ways. At time of hire, there are various personnel policies that are reviewed with staff. Employees sign off on those specific policies, and signed copies are maintained in the employees' personnel files.

Employees are assigned yearly training courses via the online Relias Learning platform. Those training records are stored automatically. When an employee completes training outside of the Relias Learning platform, the employee is required to turn in an "Individual Training Tracking Form", and these training sheets are entered into a database to track the number of official training hours an employee completes in a given fiscal year.

Examples of some of the trainings received are indicated below, and their accompanying EBAC policy/procedure is noted:

1. Minimum Competencies – This varies by position. EBAC provides ongoing training, via the Relias Learning online platform, and in-person training, to all of our staff members. As an example, clinical employees receive ongoing training and coaching from their clinical supervisors on a weekly basis. Their minimum clinical competencies are judged and evaluated based on quality of treatment plans, notes, and Utilization Reviews; and appropriate feedback and training is provided as needed.

2. Confidentiality: Employee Confidentiality Agreement, HIPAA Privacy and Protection of Personal Health Information Policy and Agreement.
3. Customer Service.
4. Rights and Input of Persons Served Manual.
5. Diversity: Equal Employment Opportunity and Rights and Input of Persons Served manual.
6. Ethical Codes of Conduct: Code of Ethics.
7. Promoting Wellness of Persons Served: Rights and Input of Persons Served manual.
8. Person Centered Practice: Rights and Input of Persons Served manual.
9. Mandatory Reporting: Suspected Child/Elder Abuse Reporting Guidelines.
10. Rights of Persons Served: Rights and Input of Persons Served manual.
11. Rights of Personnel: Employee Grievance Procedures.
12. Unique Needs of Persons Served: Rights and Input of Persons Served manual.
13. 12-Hours of Social Justice and Healing Training, in support of EBAC's equity goals.

Provision of Services by Personnel:

EBAC is diligent in ensuring that all of our staff have, and maintain, the required professional education, degrees, certifications, training and competencies that are legally required, and that allow them to efficiently and effectively provide the best level of service possible. We verify these requirements at time of hire, and as necessary, on an ongoing basis during the employee's tenure with EBAC. Examples of some of our procedures are:

- Legislation governing practices – We provide all of our clinical services following BBS guidelines. Administratively, we adhere to Board of Behavioral Sciences (BBS) clinical requirements (i.e. business cards are formatted correctly; charts and treatment plans are maintained in accordance with best practice).
- Licensure requirements – Clinical staff that are governed by BBS regulations must provide proof of BBS registration at time of hire; and must provide proof of successful renewal upon expiration.
- Registration/Certification requirements – Clinical staff must meet all BBS requirements, and receive a BBS license in order to provide services.
- Professional degrees – For EBAC jobs that require a professional degree (other than BBS licensed staff as the BBS verifies education as part of their process) employees are required to provide transcripts proving that they have received the specified degree.
- Professional training to maintain established competency levels/on the job training requirements. Training is provided on an ongoing basis to staff. Training is position/job specific. Training is available in various forms, and is delivered throughout an employee's tenure with EBAC. Clinical Supervisors provide training throughout the year during individual and group supervision. EBAC provides Trauma Informed Care training to all of our clinical staff. EBAC utilizes an All Agency Training to train all staff on subjects we feel are of particular importance.
- Professional standards of practice – All EBAC staff are governed by EBAC's Code of Ethics. Employee performance is monitored on an ongoing basis. Yearly performance evaluations are one method of tracking and documenting adherence to policy standards. Ongoing training and feedback is provided as necessary.

EBAC Afterschool Training Schedule Draft 21-22

Training	Content	Trainer	When	Number of Hours	Who Should Attend
OUSD Summer Institute	CQI/Compliance Social Emotional Learning Other topics	OUSD	July 26-28	16 hours	Site Coordinators and Afterschool Director
EBAC All Agency Training	Past topics: Agency Policies & Compliance; Implicit Bias and Micro-Aggressions as it Relates to Being a Trauma Informed Agency	EBAC Senior Management, Outside trainers	August 3-4	16 hours	All Agency staff
School Site Level Professional Development	School policies and goals	Site Principal and leadership team	August and ongoing		Site Coordinator, Afterschool staff
EBAC All Afterschool Training	Past topics: Playworks Group Management, SEL Skills to Resolve Conflict- How do we use prevention strategies to de-escalate conflict?; Trauma Informed Classroom Practices;	Outside trainers	August 6	8 hours	Afterschool Director, Site Coordinators and Afterschool Staff
EBAC All Management Trainings	Leadership/ Management Topics have included: Reflective Supervision with a Trauma Informed lens; Transformational Leadership; Practical Management & Employee Morale; etc.	EBAC HR Director and Consultant	Quarterly	4 hours each (16 hours total)	Afterschool Director and Site Coordinators
Social Justice and Healing Trainings	Examples: How to Become an AntiRacist, Deconstructing Colorism, Understanding Internalized Oppression - Training intentionally offered to providers by self Identified racial identities (Black Identified Professions, BIPOC, White)	EBAC Training Department	Ongoing	12 hours	All staff
Bi-Monthly OUSD Site Coordinator Meetings	OUSD topics (evaluation, compliance, etc.)	OUSD, PCY, etc.	Bi-Monthly	2 hours	Site Coordinators and Afterschool Director
Monthly EBAC Site	Recap OUSD Site Coordinator Meeting	Afterschool	Monthly	2 hours	Site Coordinators and

EBAC Afterschool Training Schedule Draft 21-22

Coordinator Meetings	information; Trainings on topics requested by Coordinators: Time Management; Coaching through appraisal process; and how to ask reflective questions; etc.	Director			Afterschool Director
Monthly Site level trainings	SEL content, Youth Development, CQI, California Quality Standards; E-Learning Calsac, etc.	Site Coordinator	Monthly	2-4 hours	Site Coordinators and Afterschool Staff
EBAC Family and Community Wellness Department Trainings	Past topics: LGBTQ Inclusiveness; De-escalation; Protective Factors;	Senior Director of FCW and outside Trainers	Twice a year	8 hours total	Afterschool Director , Site Coordinators and Afterschool Staff
EBAC Family and Community Wellness Department Supervisor Trainings	Past Topics: Fatherhood; Difficult Conversations; Culturally Inclusive Leadership	Senior Director of FCW and outside Trainers	3 times/year	12 hours total	Afterschool Director and Site Coordinators
Relias - Online Training Platform for EBAC Staff	Topics include: Hipaa, Safety, Mandated Reporting, Sexual Harassment, Bomb Threat, Earthquake, Fire, etc.	Online platform	Annually	Depends	Afterschool Staff, Site Coordinators and Afterschool Director
Other Trainings and Conferences	Bridging the Bay Conference; How Kids Learn; Calsac E-Learning; etc.	Bridging the Bay, etc.	Depends	Depends	Afterschool Staff, Site Coordinators and Afterschool Director
First Aid/CPR Training	Basic First Aid and Adult, youth and infant CPR (2 year certification)	Heart Start CPR		5 hours	Afterschool Staff, Site Coordinators and Afterschool Director



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

11/4/2020

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

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

PRODUCER Cook, Disharoon & Greathouse, Inc. 1942 Embarcadero Oakland CA 94606	CONTACT NAME: Lynda Reynolds-Brown
	PHONE (A/C No. Ext): (510) 437-1900 FAX (A/C No.): (510) 437-1979
	E-MAIL ADDRESS: lbrown@cdginsurance.com
	INSURER(S) AFFORDING COVERAGE
	INSURER A: Nonprofits Insurance Alliance
	INSURER B:
	INSURER C:
	INSURER D:
	INSURER E:
	INSURER F:
INSURED East Bay Agency for Children 2828 Ford Street Oakland CA 94601	NAIC #

COVERAGES

CERTIFICATE NUMBER: CL2011314235

REVISION NUMBER:

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

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input checked="" type="checkbox"/> LOC <input type="checkbox"/> OTHER:	X		202008866	11/14/2020	11/14/2021	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 500,000 MED EXP (Any one person) \$ 20,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 3,000,000
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS			202008866	11/14/2020	11/14/2021	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ Hired Auto P.D. \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$			202008866UMBNO	11/14/2020	11/14/2021	EACH OCCURRENCE \$ 1,000,000 AGGREGATE \$ 1,000,000
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N	N/A				PER STATUTE OTH-ER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$
A	IMPROPER SEXUAL CONDUCT LIQUOR LIABILITY			202008866	11/14/2020	11/14/2021	EACH CLAIM & AGGREGATE \$1,000,000 EACH CLAIM & AGGREGATE \$1,000,000

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

Per Acord guidelines, please refer to 2nd page COMMENTS/REMARKS section for Additional Insured and special endorsement information.

The General Liability policy includes Social Services Professional Liability: \$3,000,000 Aggregate/\$1,000,000 Each Claim

CERTIFICATE HOLDER**CANCELLATION**

Oakland Unified School District Attn: Risk Management 1000 Broadway, Suite 440 Oakland, CA 94607	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE L Reynolds-Brown/LB <i>Lynda A. Reynolds-Brown</i>

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COMMENTS/REMARKS

Oakland Unified School District, its officers employees, volunteers or agents are Additional Insured per the attached policy form #CG2026 0413, provided it is required in a written contract between the Named Insured and the Additional Insured.

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.

- A. Section II – Who Is An Insured** is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" caused, in whole or in part, by your acts or omissions or the acts or omissions of those acting on your behalf:
1. In the performance of your ongoing operations; or
 2. In connection with your premises owned by or rented to you.

However:

1. The insurance afforded to such additional insured only applies to the extent permitted by law; and
2. If coverage provided to the additional insured is required by a contract or agreement, the insurance afforded to such additional insured will not be broader than that which you are required by the contract or agreement to provide for such additional insured.

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

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

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

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

**WAIVER OF OUR RIGHT TO RECOVER FROM OTHERS ENDORSEMENT-CALIFORNIA
BLANKET BASIS**

We have the right to recover our payments from anyone liable for an injury covered by this policy. We will not enforce our right against the person or organization named in the Schedule. (This agreement applies only to the extent that you perform work under a written contract that requires you to obtain this agreement from us.)

The additional premium for this endorsement shall be calculated by applying a factor of 2% to the total manual premium, with a minimum initial charge of \$350, then applying all other pricing factors for the policy to this calculated charge to derive the final cost of this endorsement.

This agreement shall not operate directly or indirectly to benefit anyone not named in the Schedule.

Schedule

Blanket Waiver

Person/Organization	Blanket Waiver – Any person or organization for whom the Named Insured has agreed by written contract to furnish this waiver.
----------------------------	---

Job Description	Waiver Premium (prior to adjustments)
All CA Operations	1999.00

This endorsement changes the policy to which it is attached and is effective on the date issued unless otherwise stated.
(The information below is required only when this endorsement is issued subsequent to preparation of the policy.)

Endorsement Effective: 07/01/2020

Policy No.: EAWC012046

Endorsement No.:

Insured:

Premium \$

Insurance Company: Cypress Insurance Company

Countersigned by _____



APPENDIX IV: OUSD Expanded Learning Lead Agency MOU Boilerplate Checklist

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



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



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

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

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

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

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


Signature

Josh Leonard, Chief Executive Officer

Name and Title of Signatory

June 21, 2021

Date

East Bay Agency for Children

Name of Organization

APPENDIX V: Appeals Process for Applicants

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

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

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

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

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

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



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Request for Proposal (RFP) 21-115ExLO

**EXPANDED LEARNING LEAD AGENCY
FOR EXPANDED LEARNING OFFICES**

* **Submit proposals and all questions/inquiries to:**

**OAKLAND UNIFIED SCHOOL DISTRICT
Attention: Procurement Department
900 High Street, 2nd Floor
OAKLAND, CA 94601**

email: procurement@ousd.org

phone: (510) 434-4337

**Proposals Due:
03/31/2022 at 2:00PM**

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

Submission Deadline & Process:

Bids must be received prior to or on **March 31, 2022 at 2:00pm**

Provider to submit:

- (1) Hardcopy Proposal
- (1) USB - Electronic RFP version

Proposal shall be clearly marked: **“Response to RFP No. 21-115ExLO”**

Proposal shall be submitted to:

**OAKLAND UNIFIED SCHOOL DISTRICT
EXPANDED LEARNING LEAD AGENCY
FOR EXPANDED LEARNING OFFICES
Attention: PROCUREMENT DEPARTMENT
900 High Street
OAKLAND, CA 94601**

Bids received later than the designated time and specified date will be returned to the proposer unopened. **Facsimile (FAX) copies of the proposal will not be accepted.**

The District reserves the right to accept or reject any or all proposals or any combination thereof and to waive any irregularity in the bidding process.

Copies of the RFP/Bid documents may be obtained from **Oakland Unified School District, Procurement Department’s website** <https://www.ousd.org/procurement>, if you have specific questions or concerns regarding RFP, you may contact us by email to: procurement@ousd.org.

** Applications submitted after 2:00 pm (PST) on March 31, 2022 will not be considered.*

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

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This RFP document and additional materials referenced within can be accessed at the OUSD website: www.ousd.org/afterschool. Select the “2022 Lead Agency Request for Proposals ” link under “Afterschool Programs.” Any updates on the RFP process will be posted here and you may sign up for our mailing list, so applicants are encouraged to visit the webpage.

B. Schedule

Event	Date	Info
RFP Process 2022 Announced	March 16, 2022	Save-the-Date
RFP Digital Application Released	March 16, 2022	
RFP Pre -Bid Conference (Virtual)	Session: March 22, 2022 @ 4:00 pm (PST)	Zoom link on Procurement Website
RFP Deadline for Questions	March 25, 2022	
RFP Submission Dates	March 31, 2022 by 2:00 pm (PST)	
RFP Proposal/Bid Opening (Virtual)	April 5, 2022 @ 11:00 am (PST)	Zoom link on Procurement Website
Lead Agency Status Notifications	April 12, 2022	
Deadline to Appeal Decision	April 17 , 2022	
Status Notification Publicized	April 17, 2022	
School Site/Lead Agency Confirmation of Partnership	April 17 - April 24, 2022 (tentative)	
OUSD MOU Approval Season	April 2022	
Lead Agency Service Contract	July 1, 2022 - June 30, 2025	

OUSD will use every effort to adhere to the schedule. However, OUSD reserves the right to amend the schedule, as it deems necessary, and will post a notice of amendment at www.ousd.org/procurement.

Proposers are advised that the District reserves the right to amend this RFP at any time. Amendments will be done formally by providing written amendments to all potential Proposers known to have received a copy of the RFP. Proposers must acknowledge receipt of any and all RFP amendments. This shall be done by signing the Acknowledgement of Amendment(s) to RFP form. If a Proposer desires an explanation or clarification of any kind regarding this RFP, the Proposer must make a written request for such explanation. Requests should be addressed via email to:

Rosaura M. Altamirano
Senior Manager, Supply Chain & Logistics
rosaura.altamirano@ousd.org

The District will advise all Proposers known to have received a copy of the RFP of the explanation or clarification, by email or by formal RFP amendment via email as the District may in its sole discretion deem appropriate.

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

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

C.Required Supporting Documentation

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

- 1) One (1) sample Expanded Learning Program weekly schedule -
Please list all activities with a short description of each activity
- 2) Program budget pertaining to the program schedule (see
Application Question 2 in Appendix II for details)
- 3) Profit and loss statement and/or Copy of 2021 990 Tax Form
- 4) Copy of Monitoring Reports and/or other external evaluations of the program
(maximum of 1)

- 5) Organizational chart of agency that illustrates how the OUSD Expanded Learning Program is to be supported administratively and programmatically (indicate specific names next to titles of staff whenever possible)
- 6) Copy of organization's 501(c)(3) letter
- 7) Bank Statements to show proof of operating cash reserves (see Application Question 2 in Appendix II for details)
- 8) Job description for Site Coordinator and Program Instructor
- 9) Copy of IRS Letter Certifying Tax Exempt Status
- 10) Proof of "Active" status with the office of the California Secretary of State
- 11) Board Roster and Minutes – Include the current board roster indicating officers and affiliations as well as Minutes from the 2022-2023 school year.
- 12) Signed Letter of Agreement (see Section N)
- 13) Most recent audited financial statements within 2 years and summary of the audit findings
- 14) Letters of Reference (maximum of 2)
- 15) Documents demonstrating fulfillment of minimum Proposals (see Section M)
- 16) Certificate of current insurance

D. Introduction and Overview

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

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

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

Term of the List of Qualified Agencies

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

The selection of the expanded learnings & summer program Lead Agency is at the discretion of the school site administrator (Principal). School site administrators will select a Lead Agency from the list of approved fee-based after-school providers by assessing the quality/capacity of the current expanded learning program, identifying program goals, and

considering any other factors relevant to the school site. Supplemental school programs will be chosen by the district. Yearly program plans are created through a partnership between the Lead Agency and school site administrators to ensure both parties are meeting overall program expectations.

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

Overview of OUSD Expanded Learning Programs

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

When programming is conducted in-person, over 9,000 students across 80 schools participate in OUSD expanded learning programs that operate Monday - Friday until 6:00 pm. Students who participate in expanded learning programs every day receive an additional 540 hours of learning by the end of the school year, equivalent to 90 additional days of school. In these valuable after-school hours, students engage in youth development activities that foster their physical health, social-emotional learning/well-being, and support their academic achievement in school. In order to meet these goals, the quality and success of the District's expanded learning programs is critical.

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

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

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

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

SAMPLE AFTER-SCHOOL ACTIVITIES BY CATEGORY

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

E. Funding

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

- After-School Education & Safety (ASES) for elementary, middle, and K-8 schools are state funds. ASES grants are three-year renewable funding sources.
- 21st Century Community Learning Center (21st CCLC) grants for elementary, middle, and K-8 schools are federal funds. 21st CCLC grants are awarded based on a highly competitive application process, and last for five years.
- 21st Century After-School Safety and Enrichment for Teens (ASSETS) grants for high schools are federal funds. 21st Century ASSETS grants are awarded based on a highly competitive application process, and last for five years.
- Expanded Learning Opportunities - Program (ELO-P) funding is a universal grant that supports all TK - 6th Grade OUSD's unduplicated students' access to free expanded learning opportunities.

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

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

- ASES: \$10.18/student/day for K-8th Grade students
- 21st Century: \$10.18/student/day for K-8th Grade students
- 21st Century ASSETS: \$10.10/student/day for high school students
- ELO-P: \$10.18/student/day for 1st-6th Grade students
- ELO-P: \$19.88/student/day for Tk-K students

Other considerations for the allocations of funds

- Distance/Remote/Hybrid Programming:
 - During a state or national emergency CDE could expand learning programs to have the flexibility to provide adaptive services that best meet the needs of our students and communities and are required by OUSD, Region 4 ACOE and CDE.
- Other considerations for the allocations of funds are that:
 - OUSD elementary and middle school ASES grants can only be used to provide expanded learning programming daily (180 days) immediately after the school day and facilitate programming for at least 15 hours a week until at least 6:00 pm.
 - OUSD High School ASSETS base grants can be used to operate programs before school, after school, weekends and during summer/intersession in accordance with grant guidelines.
 - Some sites may also receive 21st Century related grants including Supplemental funding (to support summer programming).
 - ASES and 21st CCLC grant funds are intended to complement, but not supplant, other funding provided by OUSD, school sites, or community partners.
 - ASES and 21st CCLC Grant funds are inadequate to cover the true cost of running a high quality expanded learning program. OUSD and its Lead Agency community partners are committed to leveraging additional funding and resources to match grants provided by the California Department of Education.
 - ASES/21st Century grants are attendance-based grants.
 - ELO-P funding must be used to provide expanded learning opportunities during out-of-school time; before school, after-school, summer/intersession at no cost to unduplicated students.

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

F. OUSD Expanded Learning / Program Operation

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

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

Below is an outline of operational requirements.

Please note that the below list of compliance requirements is not exhaustive. Lead Agencies are expected to know and comply with these and other district and state and federal requirements not listed here, including but not limited to state and federal laws and requirements outlined in applicable OUSD Board policies and the Memorandum of Understanding ("MOU") with OUSD which all Lead Agencies selected to serve a school site must sign and have approved by OUSD's Governing Board. A sample MOU is attached as Appendix III. Please note this MOU is subject to change depending on District needs. Applicants are encouraged to review it for more program requirement specifics.

G. Base-line Expanded Learning Program Requirements

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

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

An expanded learning program must include the following:

- To satisfy **ASES Funding**:
 - Educational and literacy component to provide tutoring and/or homework assistance,
 - Educational enrichment component and,
 - Daily physical activity/recreation component and
- To satisfy **21st CCLC E/M**:
 - Educational and literacy component to provide tutoring and/or homework assistance,
 - Educational enrichment component,
 - Physical activity/recreation component, and
- To satisfy **ASSETs**:
 - Educational and literacy component to provide tutoring and/or homework assistance,
 - Educational enrichment component,
 - Physical activity/recreation component, and
- To satisfy **ELO-P**:
 - Offer 9 Hours of Programming (School day hours count toward the 9 hours)
 - Support TK-6th grade students
 - 175 school days & 30 days intersessions (For the purpose of this site plan, the scope of work will be for a total of 60 school days)
 - TK/K staff ratio 10:1
 - Must offer the program to all [unduplicated](#) TK-6 grade students
 - Parallel ASES Compliance Reporting
 - ELO-P funding can not be used to provide school day support ([CDE Guidance](#))

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

Required Program Hours

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

H. Staffing

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

Programs must operate with a minimum staff to student ratio of 1:20 for 1-12 grade and 1:10 for TK-K. Unless otherwise advised due to the health and safety of the students. It is highly recommended that each expanded learning program have a Site Coordinator who is full-time and situated at the school site during the day. The California Education Code provides that "selection of the program site [coordinator] shall be subject to the approval of the school site principal." The Lead Agency must notify school principals of any expanded learning staff changes.

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

I. Enrollment, Attendance and Evaluation Documentation

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

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

J. Contract and Payments

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

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

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

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

K. Guidelines for Charging Fees

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

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

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

L. RFP Process

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

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

Organizations completing this 2022 RFP process will be assessed and scored into one of the following three categories:

- 1) **Highly Recommended:** Community organization has adequately demonstrated its capacity to serve in the Lead Agency role and to fulfill *all* Lead Agency responsibilities outlined by OUSD and listed in Section III of this RFP. This *highly recommended* status will be valid for up to 3 years, depending on the organization's successful results in OUSD's annual Lead Agency evaluation process.
- 2) **Conditionally Recommended:** Community organization has adequately demonstrated its capacity to serve in the Lead Agency role and to fulfill *most, though not all*, of the Lead Agency responsibilities outlined by OUSD and listed in Section III of this RFP. Organizations receiving this *conditionally recommended* status will be provided with specific feedback from the RFP Review Team on areas of responsibility where the organization has not adequately demonstrated effective capacity. This *conditionally recommended* status will be valid for up to one year. Within that year, the community organization will be asked to provide the OUSD EXLO with additional evidence of its ability to fulfill all Lead Agency responsibilities, including documentation of the organization's efforts to improve based on feedback from the RFP Review Team. At the end of this first conditional year, the community partner will be re-assessed by the OUSD EXLO team and re-categorized as *highly recommended*, *conditionally recommended*, or *not recommended*. Re-assessment will include results of the annual Lead Agency evaluation process, if the organization is currently serving as a Lead Agency.

- 3) **Not Recommended:** Community organization has not adequately demonstrated its capacity to serve in the Lead Agency role and to fulfill most of the Lead Agency responsibilities outlined by OUSD and listed in Section III of this RFP. Organizations receiving this *not recommended* status will not be included in the list of qualified community organizations that will be shared with Principals and stakeholders. An organization receiving this *not recommended* status may submit another Lead Agency RFP at a future date when the OUSD ASPO opens up a new RFP cycle, if the organization has made significant improvements in strengthening its capacity to serve in the Lead Agency role. Organizations can appeal by following the instructions in the appeals process described in Appendix V.

OUSD will notify an agency of its determination by April 22, 2022 via email. If OUSD determines that an agency is Not Recommended, the agency shall have the opportunity to contest that determination. Additional details regarding this process are contained in Section L.

The school site administrator may choose an approved Lead Agency to work on an annual basis; subject to the District's annual availability of funds, satisfactory contractor performance with respect to meeting targeted attendance goals, the contractor's ability to provide a quality program that supports school and district objectives, community partner evaluation criteria set forth by the District, and/or any other factors relevant to the school site. Beginning in 2022, OUSD will implement a new annual evaluation process to assess each community partner's effectiveness in fulfilling Lead Agency responsibilities.

M. Minimum Proposals

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

Lead Agency: Elementary School

Lead Agency: Middle School (including K-8)

Lead Agency: High School

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

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

- Providing program services to the students in the service category (ies) being applied for. Specifically, evidence of a positive track record of the capacity to effectively coordinate the entirety of a school’s afterschool and/or extended learning year-long program as well as successful collaboration with the school site administrator, faculty and staff.
- Agency administrative capacity to comply with compliance and fiscal policies of the OUSD and CDE, including: agency administration manual; fiscal and personnel policies; attendance records; cost allocation plans, etc.
- Hiring, retention, and provision of professional development of appropriately qualified staff to provide services to OUSD students in a culturally and linguistically competent and age appropriate manner with a focus on youth development strategies.
- Capacity to effectively engage a large number of diverse students on an ongoing basis who demonstrate the desire and enthusiasm to participate in the program at a very high and consistent rate. Additionally, the agency can illustrate specific examples and strategies it has developed that actively engage parents and family members throughout the school year.
- Maintaining collaborative relationships with school site leadership in the development and implementation of a quality expanded learning program that supports the district’s and the school’s goals.

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

N. Application Submission Contents

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

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

- 1) **Proposal Cover Sheet** (see Appendix I for sample)
- 2) **Letter of Agreement** (no more than one (1) page): A one-page letter signed by the person authorized to obligate the proposing agency to perform the commitments contained in the application. The letter should

state that the proposing agency is willing and able to perform the commitments contained in the application.

- 3) **Written Responses to Application Questions** (no more than 10 double-spaced pages in response to the four (4) titled sections that appear in Appendix II Application Questions), signed under penalty of perjury,
- 4) **Supporting Documents**, listed in (Appendix III).
- 5) **Boilerplate Checklist:** “ Expanded Learning Program and Services Agreement” - Submission of the Signed Boilerplate Checklist (Appendix IV) will constitute a representation by your firm that it has read all of the clauses contained in the OUSD Lead Agency Memorandum of Understanding. The sample contract for the services detailed in this RFP (Appendix IV, version for Fiscal Year 21-22), and that your firm is willing to comply with OUSD contracting requirements.
- 6) **Sample Program Schedule and Summary:** Based on the sample program budget in question (2), please provide a sample program schedule along with a short description of each activity. No more than (2) pages.

O. Application Submission Details

Applications must be received by, **March 31, 2022**

All applications will be submitted:

- (1) Hardcopy Proposal
- (1) USB - Electronic RFP version

Proposal shall be clearly marked: “**Response to RFP No. 21-114CSSS**”
Proposal shall be submitted to:

OAKLAND UNIFIED SCHOOL DISTRICT
INCREASING POSITIVE CULTURE & CLIMATE
COMMUNITY SCHOOLS STUDENT SERVICES

Attention: PROCUREMENT DEPARTMENT

900 High Street
OAKLAND, CA 94601

*** Applications submitted after 2:00 pm on March 31, 2022 will not be considered.*

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

FORMAT

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

P. Evaluation and Selection

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

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

Evaluation Rubric

Performance Area	Expectations for Highly Recommended Lead Agencies
<p>Organizational Capacity and District Alignment</p> <p>(25 Points)</p>	<ul style="list-style-type: none"> ● Agency has a clear mission and vision that complements OUSD’s vision for community schools and college, career, and community ready students. ● Agency can clearly articulate how expanded learning partnership with Oakland schools makes sense for their organization, and why they are well positioned to engage in partnership with OUSD. ● Agency has extensive experience serving the Oakland community and/or in communities of similar demographics, assets, and challenges. ● Agency has extensive experience working in partnership with school sites and district leaders. ● Agency has organizational experience in the hiring, retention, and provision of professional development to appropriately qualified staff to provide services to OUSD students in a culturally and linguistically competent and age appropriate manner with a focus on youth development strategies. ● Agency has the capacity to serve OUSD’s diverse student demographics.
<p>Fiscal Management and Resource Development</p> <p>(25 Points)</p>	<ul style="list-style-type: none"> ● Agency has accurate documentation that highlights how the Lead Agency will allocate funds to run quality expanded learning programs based on grant requirements detailed in the funding description. i.e. 1:20 ratio for 1-12 grade and 1:10 ratio for TK-k programs etc. ● Agency has a strong budget template that clearly illustrates staffing costs, a salaried full time coordinator, supplies, administrative costs and additional contributions to enhanced programming. ● Agency clearly describes how they will secure additional funding to support the contracted funds. ● Agency is able to clearly describe its systems, structures and processes to ensure sound fiscal management of grant funds and how to comply with grant-related record keeping for auditing purposes. ● Agency has audited financial statements and can produce accurate fiscal reports upon request. ● Agency has strong fee structures in place to support a fee-based program. Including processes to identify unduplicated students and ensure that fees are not charge to these families.

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

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

Q. Terms & Conditions for Receipt of Applications

Errors and Omissions by Applicant

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

Change Notices

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

Failure to Object to Errors and Omissions in Application

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

Financial Responsibility

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

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

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

Reservations of Rights by the District

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

- Reject any or all applications;
- Reissue a Request for Proposals ;
- Prior to submission deadline for applications, modify all or any portion of the selection procedures, including deadlines for accepting responses, the specifications or requirements for any materials, equipment or services to be provided under this RFP, or the requirements for contents or format of the applications;
- Procure any materials, equipment or services specified in this RFP by any other means;
- Determine that no project will be pursued.

No Waiver

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

R. Standard Contract Provisions

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

APPENDIX I: RFP Application

2022 OUSD Request for Proposals Application (Template)

(Email procurement@ousd.org for template)

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

Cover Sheet Template:

Cover Sheet Template			
Organization Name			
Primary Contact Person:		Secondary Contact Person:	
Email:		Email:	
Telephone #:		Telephone #:	

Service Category: Check the grade levels your organization is interested in serving.	
	Elementary (TK-5)
	Elementary/Middle (TK-8)
	Middle (6-8)

Does your organization have 501c3 status? Please provide documentation of this status in your supporting documentation section.		Yes
		No
Are you currently an OUSD Approved Lead Agency Partner?		Yes
		No
Have you served as an OUSD Lead Agency partner before in past years? If so, please identify the years and durations served.		Yes
		No
		# Years
Do you currently serve in the Lead Agency role for any other school districts besides OUSD?		Yes
		No
If yes , please list all school districts you have served.		
How many school sites does your organization have the capacity to serve as a lead agency?		# Sites
In the box below, please briefly explain your rationale for this number of sites?		

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

Signature: _____ Date: _____

APPENDIX II: Application Questions

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

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

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

2. FISCAL MANAGEMENT AND RESOURCE DEVELOPMENT (2 pages)

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

- Your budget should also show secured leveraged funds (including program fees), and resources that you would contribute to the operational costs of running an after-school program.
 - Elementary/Middle School Funding: $(\$10.18 \times (65\% \text{-total UDS}) \times 175 \text{days})$
 - Ex: $(100 \text{ Unduplicated students} \times \$10.18 \times 175 \text{day}) \times 65\% = \mathbf{\$115,797}$
 - Your budget must detail:
 - Projected Program Fees
 - Staffing costs for service delivery, staff training, and prep time
 - Full time site coordinator
 - Any agency management-level staff who will be paid by grant funds for support of direct service programming
 - Supplies, materials, curriculum, books, field trips, etc.
 - Agency administrative costs not to exceed 4% of contracted amount Note:
 - Your budget does not need to include snack costs

- Describe how your organization will secure fees to ensure that program operations can sustain both ELO-P funded students and fee-based families. Organization's are recommended to have a digital fee platform to accurately track revenue from fees and should be available upon request for audit purposes. How will fees and additional funding help cover the costs of operating an OUSD expanded learning program? Indicate sources and dollar value of contributions already secured and resources already leveraged. Describe your funding strategies and potential funding opportunities.

- Describe your organization's system, structures and processes to ensure sound fiscal management of grant funds, including expenditure reporting and payroll processes. How will your organization ensure compliant use of grant funds and proper maintenance of fiscal and other grant-related records for auditing purposes? Also discuss whether your organization has audited financial statements and the audit results secured within the last 2 years.

3. AGENCY INFRASTRUCTURE (2 Pages)

- Using an organizational chart, describe how the OUSD expanded learning program will be supported administratively and programmatically. Specifically, identify and describe the agency staffing, systems, and processes that will ensure each of the listed Lead Agency responsibilities will be fulfilled effectively.

- Describe the administrative systems and procedures your agency will put in place to ensure that your expanded learning program(s) is/are operating fully in compliance with requirements set forth by OUSD and the CA Dept. of Education. (*Unless otherwise stated by CDE under extenuating circumstances all sites are required to*):
 - Student ratio of 1:20 or better;
 - Staff meet OUSD Instructional Aide requirement (48 college units or Instructional Aid Certificate)

- Full time school Site Coordinator stationed at each school site during the day
 - 85% attendance documented by daily OUSD mandated attendance protocols
 - Professional record keeping and reproduction upon request for district audits
- Describe the role of the Site Coordinator who will be the primary point(s) of contact for the OUSD expanded learning partnership, and who will maintain active collaboration with the school site leadership. Describe how this individual will ensure strong partnership with OUSD, the partnering school site(s), and other community partners working within OUSD expanded learning programs.

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

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

APPENDIX III. Instructions for RFP Application Submission:

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

Required Supporting Documentation Instructions:

All proposals will need to be in a Hardcopy Proposal and USB - Electronic RFP version. Any files missing could result in a disProposal from the RFP process.

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

- One (1) sample Expanded learning program schedule with activity summary
- A sample budget pertaining to the program schedule and activity summary
- Profit and loss statement and/or copy of 2020 990 Tax Form
- Copy of Monitoring Reports and/or other external evaluations of the program (maximum of 1)
- Organizational chart of agency that illustrates how the OUSD Expanded Learning Program is to be supported administratively and programmatically (indicate specific names next to titles of staff whenever possible)
- Copy of organization's 501(c)(3) letter
- Bank statements to show proof of operating cash reserves (reference application question 2 in appendix II for details)
- Job description for site coordinator and program instructor
- Copy of IRS letter certifying tax exempt status
- Proof of "active" status with the office of the California Secretary of State Board roster and minutes – Include the current board roster indicating officers and affiliations as well as Board approved minutes from the 2021-2022 school year.
- Signed letter of agreement (as elaborated upon in Section N)
- Most recent audited financial statements within 2 years and summary of the audit findings
- Letters of reference (maximum of 2)
- Documents demonstrating fulfillment of minimum Proposals (outlined in Section 13)
- Copy of certificate of current insurance

APPENDIX IV: OUSD Expanded Learning Lead Agency MOU Boilerplate Checklist

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

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

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

OUSD AFTER-SCHOOL LEAD AGENCY MOU SAMPLE CONTRACT

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

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

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

Signature

Date

Name and Title of Signatory

Name of Organization

APPENDIX V: Appeals Process for Applicants

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

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

The appellant must submit the appeal by April 17, 2022 (i.e., 5 business days after the Lead Agency Notification Date). If the appellant fails to file an appeal prior to the applicable appeals deadline, the appellant waives any and all rights to challenge the decision of the District, whether by administrative process, judicial process, or any other legal process or proceeding.

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

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

Appellants will receive written notice of the outcome of their appeal April 24, 2022. In the event that an applicant’s appeal is successful, the agency will be treated as all other prequalified agencies.

APPENDIX I: RFP Application

2022 OUSD Request for Proposals Application (Template)

(Email procurement@ousd.org for template)

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

Cover Sheet Template:

Organization Name	East Bay Agency for Children		
Primary Contact Person:	Cory Ervin-Stewart	Secondary Contact Person:	Reka Lal
Email:	cory.ervin-stewart@ebac.org	Email:	reka@ebac.org
Telephone #:	510-292-6752	Telephone #:	510-844-6722

Service Category: Check the grade levels your organization is interested in serving.	
X	Elementary (TK-5)
	Elementary/Middle (TK-8)
	Middle (6-8)

Does your organization have 501c3 status? Please provide documentation of this status in your supporting documentation section.	X	Yes
		No
Are you currently an OUSD Approved Lead Agency Partner?	X	Yes
		No
Have you served as an OUSD Lead Agency partner before in past years? Sequoia since 1999, Peralta since 2013, RISE since 2016, New Highland since 2020. Also provider of program first under OUSD from 1995-2005 and currently under Education for Change since 2005 at Achieve Academy. Former lead partner at East Oakland Pride from 2013-2016. If so, please identify the years and durations served.	X	Yes
		No
	27	# Years
Do you currently serve in the Lead Agency role for any other school districts besides OUSD?	X	Yes
		No
If yes , please list all school districts you have served.		
EBAC serves in the Lead Agency role for Education for Change.		
How many school sites does your organization have the capacity to serve as a lead agency?	1	# Sites
In the box below, please briefly explain your rationale for this number of sites?		
EBAC has the capacity to expand to one additional site at this time. EBAC is intentional when expanding services. We look at balancing the quantity of sites with the level of quality we can provide. At this time that number is one additional site.		

On behalf of East Bay Agency for Children (Agency), I, Josh Leonard (name)
Chief Executive Officer (Position), declare under penalty of perjury under the laws
of the State of California that the foregoing is true and correct.

Signature: 

Date: March 25, 2022

ORGANIZATIONAL CAPACITY

- East Bay Agency for Children's (EBAC) mission and vision fully align with Oakland Unified School District's (OUSD) mission and vision to create a Full Service Community District focused on serving the whole child, eliminating inequity, providing quality education, cultivating resilience, and preparing students for academic and life success. EBAC's mission is to improve the well-being of children, youth and families by reducing the impact of trauma and social inequities. EBAC's vision is to build a continuum of accessible, trauma-informed and culturally relevant services that proactively build resiliency, aid in recovery, and, where possible, prevent exposure to adverse childhood experiences. We believe in equity, utilizing strategies that recognize and are responsive to the unique needs of marginalized children and families. EBAC's wellness, educational and safety net services serve the whole child and contribute to the hub of resources and support available through the Full Service Community Schools model.

EBAC is well positioned to serve students as Expanded Learning Lead Agency, presently serving in this role at 4 OUSD elementary schools (Sequoia since 1999, Peralta since 2013, RISE Community School since 2016, and New Highland Academy since 2020) and 1 program originally under OUSD from 1995-2005 and currently under Education for Change, a charter school management group, since 2005 at Achieve Academy. EBAC also served as Lead Agency at East Oakland Pride from 2013-2016. All programs receive excellent ratings from evaluators (monitoring report attached). Our Program Director (PD) of Afterschool Services has managed EBAC afterschool programs for 18 years. Our 4 Site Coordinators (SC) between them have 20 years of experience managing EBAC afterschool programs and 44 years of experience working in afterschool. EBAC is equipped and has infrastructure to provide programming in in-person,

hybrid, or other configuration. Families in crisis are connected to EBAC family resource centers (FRCs) for support in accessing resources to address individual challenges/meet basic needs.

- Founded in 1952, EBAC is a well-established and trusted partner in Oakland communities and provides a continuum of programs at OUSD schools and community locations. Our afterschool sites are located in highly diverse neighborhoods of Oakland. Site data for the 2021-22 school year: 1) Sequoia: enrollment: 439; 28% receive Free or Reduced Lunch (FRL), 6% are English Language Learners (ELL); 2) Peralta: enrollment: 347; 18% FRL, 3% ELL; 3) RISE: enrollment: 214; 94% FRL, 45% ELL; 4) New Highland: enrollment: 317; 94% FRL, 65% ELL; and 4) Achieve: enrollment: 638; 96% FRL, 71% ELL. Letters of reference attached.

EBAC partners with community-based organizations and public agencies in Oakland, such as Alameda County (Behavioral Healthcare, Nutrition Services, Social Services Agency); Alameda County Community Food Bank; Challenge Island; Destiny Arts Center; Education for Change; Girls on the Run; Girls Scouts of Northern California; La Clínica de la Raza; Maker's Ed; Oakland Fund for Children and Youth (OFCY); Oakland Literacy Coalition; OUSD; Oakland Youth Chorus; Raising a Reader; Supreme MMA; Tiny Techs; and Young Rembrandts.

- EBAC recognizes and values the importance of elevating the voices of those with lived experience. We utilize input from afterschool students/families and other participants to guide program implementation, development and expansion.

EBAC has strong relationships with district administrators, education professionals, school communities and service providers, developed over decades and during our experience as a Lead Agency. We have extensive experience in meeting, collaborating and coordinating with these stakeholders to execute/enhance/integrate each school's program goals for expanded learning. This work includes ongoing meetings to determine expanded learning activities that meet the

interests/needs/priorities of each school and identifying EBAC/community resources that can provide access to social services. Other EBAC/district collaborations include public benefits enrollment for Oakland/San Leandro/Hayward school district FRCs and partnership with Education for Change to operate an FRC on the Achieve Academy campus.

During the pandemic, we partnered with families, school sites, teachers, and district personnel to connect families to technology; provide check-in calls to families to assess their emergency, academic and mental health needs; offer meaningful and quality virtual programming to students; and provide in-classroom support to school day teachers. We also relied on these partnerships to reinstate our staff to on-site work. We were among the first (and the largest) sites to open in-person learning hubs, supporting 36 students at Sequoia and 15 students at Peralta 3 days/week. Launching the hub required working collaboratively and transparently with schools, families, nutritional services, EBAC and school COVID teams, testing sites, custodial staff, and others to open a safe program that served as a model for other schools, including those served by other EBAC programs.

- EBAC applies a trauma-informed, social justice approach to hiring, selecting candidates who exemplify agency values and the culture of the school/community, and who represent/are from the communities served. EBAC encourages applications from candidates who may lack technical/educational requirements/qualifications but have valued lived experience, providing professional development support/mentoring upon hiring to cultivate/expand their talent.

EBAC has a dedicated recruiter who vets applications. The hiring process consists of 2 interviews, 3 professional references, FBI/Department of Justice clearance, TB test, and meeting Instructional Aide standards. EBAC promotes staff retention by setting clear expectations, supporting staff in meeting those expectations through training/coaching/access to resources, and

offering competitive compensation/benefits. All staff are formally evaluated annually. Staff complete a self-appraisal each year. Raises are given annually. All SCs and Afterschool Instructors (AIs) have 4 appraisal goals: Equity, Supporting EBAC's Strategic Plan, Program Performance and Quality Assessment, and Personal Staff Development.

Professional development is a priority at EBAC. Training is offered throughout the year, via Relias Learning online and Calsac e-Learning; our Continuous Quality Improvement (CQI) Department, individual programs, and/or contracted trainers; and position-specific trainings. All EBAC staff are required to attend Trauma Informed Systems training and 12 hours of social/racial justice and healing training (training policy attached). Training opportunities for SCs and AIs on all levels equate to 32-40 hours. All afterschool staff also are trained on asset-based language, social emotional learning, and cultural competency.

FISCAL MANAGEMENT AND RESOURCE DEVELOPMENT

- EBAC's sample budget, Budget Narrative and Profit and Loss Statement are attached.
- EBAC has a healthy operating cash flow. A \$1,500,000 line of credit can be accessed if necessary. We have over 3 months of operating reserves (bank statements attached).

EBAC's afterschool services funding strategy involves multiple funding sources. No families are turned away from services due to an inability to pay. For families unable to pay, we provide services with funds from a combination of sources. Thus far in the 2021-2022 fiscal year, EBAC has secured \$240,000 from Oakland Fund for Children and Youth (OFCY), \$612,852 from ASES (\$460,240 from OUSD and \$152,612 from Education for Change), and \$10,000 from the Joseph & Vera Long Foundation. Unrestricted funds from foundation, corporations and individuals will support the additional costs. EBAC has pending proposals totaling \$25,000 for support of afterschool programs and is actively researching/applying for

additional funding. We also seek in-kind donations, strengthen relationships with community partners, and identify collaborative opportunities to garner support. EBAC has consistently received ASES grants and 3-year funding from OFCY to cover partial costs of programming.

For families who are able to pay, we charge fees on a sliding scale based on income. These fees will be relied upon heavily to help cover operating costs at ELO-P funded sites. Fees will be determined on a site-by-site basis to ensure we collect the amount needed to support a quality program. We leverage ASES funds at all 5 of our sites and have OFCY funds at the 3 sites that qualify for funding. Fees are collected at the two sites ineligible for OFCY funds.

EBAC is highly experienced in collecting program fees, with systems in place for many years. EBAC offers families an online payment system, including a convenient recurring monthly payment option. Reports of all transactions are available for tracking and auditing purposes. Families are provided receipts and tax letters at the end of the fiscal year.

EBAC's financial statements are independently audited annually. A Single Audit and review of Internal Controls is performed to ensure EBAC complies with the Federal Government's Uniform Guidance and Government Auditing Standards. There have been no findings for several years, including within the last 2 fiscal years. EBAC follows Federal, State and Local rules, regulations and policies. Financials which include program and consolidated statements of activities are reviewed monthly by a Finance Committee who report to EBAC's Board of Directors. EBAC has an Audit Committee reporting to its Board that meets periodically to review audits, auditors, and any significant accounting issues. Internal controls have been developed to ensure the agency follows Generally Accepted Accounting Procedures (GAAP).

EBAC's Chief Financial Officer, Roger A. Ailshie, is a Certified Public Accountant who has worked at EBAC for the last six years. Mr. Ailshie has over 30 years of experience in

accounting and financial management. He is well-versed in GAAP, Government Regulations and Auditing Standards, and the Uniform Guidance (formerly OMB Circulars A-122 and A-133).

EBAC develops a Board approved agency budget for each fiscal year. The budget is then inputted into Abila's MIP Fund Accounting System. Monthly budget reports are provided to the Management staff and Board to manage EBAC's programs and departments.

AGENCY INFRASTRUCTURE

- Please see EBAC's organizational chart and associated structure description attached.
- EBAC complies with all OUSD and CDE requirements. Our afterschool programs include academic and enrichment components that are offered Monday-Friday for at least 177 school days/year; begin at the end of the regular school day and operate until 6 p.m.; and are offered with a 1:20 staff to student ratio or better (1:10 for our TK/K students). Students use the AERIES generated sign in/out sheets. Attendance is checked monthly to meet the 85% ADA requirements. Documents are saved in the OUSD Google drive. All staff, contractors and volunteers must pass a TB test and receive Live Scan clearance. AIs meet/exceed minimum requirements for OUSD Instructional Aide positions. Each program has a full time SC at the site during the day and a designated Quality Support Coach (QSC) who works collaboratively with the SC, Principal and PD to support the AIs. The QSC supports the programs through the CQI process by participating on the self-assessment team and providing coaching/support to staff. Both the SC and QSC attend all required OUSD meetings/trainings. Our PD has extensive experience managing grants and record keeping; ensuring compliance; supervising/training/coaching staff; and managing contracts/MOUs/invoices. The PD works with SCs to ensure quality programming and that program data is collected/submitted according to grant guidelines.

Afterschool programs adhere to all applicable Board of Education policies. Family Handbooks (sample attached) detailing program policies are given to families at all sites.

- Reka Lal, PD, is the primary point of contact and will maintain active collaboration with school site leadership. Her role and a description of her partnership with OUSD, school sites and other community partners is described in the Organizational Chart attachment. At the site level, EBAC has experienced SCs who manage daily programming at 5 sites and include: Deanna Grant, Sequoia, 4 years of experience (13 years total experience at Sequoia); Sherice Tyler, Peralta, 9 years of experience (14 years total experience coordinating afterschool programs); Ruth Snowden, RISE and New Highland, 6 years of experience (10 years total experience coordinating afterschool programs); and Gabriela Perez, Achieve, 1 year of experience (6 years total experience working at EBAC). These SCs are the first point of contact with partner schools and are supported by Ms. Lal. Three of our 4 SC's tenure at their respective sites exceeds that of the principals. Because of this, SCs are invaluable and have created long lasting, trusted relationships with school staff, administration and families.

YOUTH DEVELOPMENT EXPERTISE, PROGRAM QUALITY ASSESSMENT PROCESS, AND SCHOOL DISTRICT ALIGNMENT

- EBAC's afterschool programs model OUSD youth development priorities and the California Quality Standards (CQS) in the following ways:

Safety: Our programs follow OUSD/EBAC protocols for logistical safety. Staff are well versed in creating an emotionally/physically safe environment for youth and are trained in trauma-informed practices, asset-based language, social emotional learning principles, de-escalation, cultural competency, and Mental Health First Aid. Last year with Covid, distance learning and in-person learning hubs, we expanded our definition and understanding of safety to

include cyber/technology safety and COVID precautions. Returning to in-person programming after a year of distance learning strengthened our focus on students' social emotional learning.

Relationship Building: We promote youth connection to school through connection with caring adults in a safe environment. EBAC employs staff who reflect youth demographics/are from the community. Our high staff retention rates help to deepen relationships with families/communities from year to year. Staff also promote youth connection to school by creating opportunities to interact with grade/non-grade level peers in small/large groups.

Youth Participation: Youth choose their enrichment classes and can make choices within the classes and individual assignments. Staff collect youth input when creating lesson plans, have youth lead when possible and encourage youth to support one another. Youth feedback is a crucial element in ensuring that EBAC afterschool programs meet youth needs and expectations.

Community Involvement: Family engagement is key to successful programs. EBAC hosts Student Showcases to bring families and the community together to celebrate youth accomplishments. Our staff connect parents to the school day, interact/communicate with families daily due to the program structure, and are able/expected to inform families about their child's progress/behavior. In this manner, EBAC is able to provide quality programming by knowing the families/building trusting relationships with them. Staff also connect their lessons to what is happening in the community/what is relevant in the youth's lives at school and at home.

Skill Building: EBAC afterschool programs provide a wide variety of enrichment activities for youth to experience and develop new skills. Staff support youth by creating safe spaces for them to take risks, fail and try again. Staff also model the skills and break them down into smaller steps. Staff encourage youth in their success and in their attempts, and all youth are given the opportunity to demonstrate these skills at showcases hosted throughout the school year.

EBAC afterschool programs create a safe environment that promotes equity and values and embraces students' diversity. Enrichment programming frequently explore and celebrate cultural and other diversity through art, dance, music, literature, poetry, and other creative formats.

Noteworthy recent challenges to serving Oakland students include barriers to virtual learning such as technology access, connectivity and experience, lack of a quiet place to work, and overwhelming household stressors during the pandemic. Noteworthy successes: Despite the challenges of COVID-19, EBAC opened 2 learning hubs and brought staff from other sites to support students' return to campus. Our well-established relationships with families and students enabled us to support the hubs and provide the social and emotional supports students needed.

- EBAC and OUSD had for many years used SAPQA (EBAC was a pilot site) to support youth development. Recently, we moved to using CQS which, like SAPQA, is designed with the assumption that for youth to learn, their basic needs must first be met. Each of our afterschool programs work towards the CQS, but vary individually on where they succeed/areas of growth.

Diversity, access and equity are areas of both strength and need for growth. Each year EBAC provides more training to staff in the areas of diversity, access, equity, and social/racial justice and healing. We recruit/hire staff who reflect the communities served. An area for growth is accommodating the various developmental needs/abilities of students. Although we train on how to work with children physically and emotionally, some students need more individualized supports. We ensure staff are aware of that need and meet with parents/school day staff to best support the student. We also provide specialized training if needed. This is an ongoing area of growth, as some needs require practice experience rather than knowledge through training alone.

- Staff receive annual training on youth development practices, CQS and the Truth, Hope, Change, Curiosity and Celebration (THC3) model (sample attached). During these trainings,

staff practice defining the standards and suggest best practices/strategies of their own, taking into consideration our program/community. Staff also participate in a self-assessment that supports the OUSD ASSESS, PLAN and IMPROVE process. THC3 allows for truthful conversation about what is/is not working within the programs, what we hope to see/are curious about, and celebration of successes. This cycle of inquiry involves a team of direct service staff, SC, QSC, and PD. Staff identify areas of support/professional development needed, which begins the planning phase. SCs and PD identify areas for growth based on THC3 data and team discussion. Plans are then created with details on how the programs will reach their goals/hopes, marking the beginning of the improvement phase. This cycle can occur at any time, but assessment of whether program quality has been enhanced occurs at the end of the year or earlier if needed.

- EBAC's CQI efforts remain grounded in a participant-focused philosophy, geared toward ensuring the best possible outcomes for persons served while consistently gaining input on services offered. EBAC's CQI Department sets goals that are evaluated and revised annually.

EBAC utilizes OFCY surveys and site visit and self-assessment data to assess afterschool program and service effectiveness. Participant and caregiver satisfaction surveys also are collected to gauge satisfaction, program impact and retention (samples attached). All of this data is used to support EBAC's program quality improvement process.

Twice a year, EBAC conducts a survey of staff's experience on 25 items (staffing, recognition and growth, leadership, compensation, environment, quality, satisfaction) and compares response totals to those of 75 similar organizations in the country. EBAC uses the results to guide changes/improvements to programs, services and culture. Afterschool staff scores on agency satisfaction rank the highest among all of the agency's staff (see attached).

Program Schedule Description

				Which required CDE component d	Explain how the activity is meeting CDE requirements. How are you ensuring it is high-quality?
Items	Program Title	Description	Staff/Contractor	<i>Use drop down menu</i>	
1	Creative Expressions	Students will have the opportunity to use their vivid imaginations while learning the crafts and techniques of jewelry making, lanyard, friendship bracelets, clay miniature sculpting and more!	Staff	Educational Enrichment	All of our classes intentionally support the first 5 quality standards (safe and supportive environment, active and engaged learning, skill building, youth voice and leadership and healthy choices and behaviors).
1	Fiber Works	Students gain a foundational knowledge of sewing by experimenting with the many shapes that create garments. Miniature projects will be produced using Barbie and Ken dolls as models. Some materials will be provided but donations are welcomed and encouraged.	Staff	Educational Enrichment	All of our classes intentionally support the first 5 quality standards (safe and supportive environment, active and engaged learning, skill building, youth voice and leadership and healthy choices and behaviors).
1	Crafts and Leisure	Similar to our leisure club, this class' only difference will be a DIY craft activities available to students each week.	Staff	Educational Enrichment	All of our classes intentionally support the first 5 quality standards (safe and supportive environment, active and engaged learning, skill building, youth voice and leadership and healthy choices and behaviors).
1	Tiny Techs	Students play with Legos and learn how to make their lego creations move and interact.	Contractor	Educational Enrichment	All of our classes intentionally support the first 5 quality standards (safe and supportive environment, active and engaged learning, skill building, youth voice and leadership and healthy choices and behaviors).
1	Story Time	Students will read age appropriate books with the opportunity to discuss and create their own books, make alternate endings and more!	Staff	Educational and Literacy Component	All of our classes intentionally support the first 5 quality standards (safe and supportive environment, active and engaged learning, skill building, youth voice and leadership and healthy choices and behaviors).
1	Destiny Arts	Destiny Arts instructor Ms. Paula will teach a variety of dance styles. This class gives students a chance to perform in and outside of school while also learning Destiny Arts' five fingers of violence prevention.	Contractor	Educational Enrichment	All of our classes intentionally support the first 5 quality standards (safe and supportive environment, active and engaged learning, skill building, youth voice and leadership and healthy choices and behaviors).
1	Cooking	All age groups can learn to cook nutritious and delicious snacks with Ellen. Students will be cutting and chopping under close supervision and having lots of fun as well, the class will also cater the monthly PPTG meetings.	Contractor	Educational Enrichment	All of our classes intentionally support the first 5 quality standards (safe and supportive environment, active and engaged learning, skill building, youth voice and leadership and healthy choices and behaviors).
1	Origami	Students get to explore the fascinating art of paper folding with Ellen in this fun class.	Contractor	Educational Enrichment	All of our classes intentionally support the first 5 quality standards (safe and supportive environment, active and engaged learning, skill building, youth voice and leadership and healthy choices and behaviors).
1	Arts N Crafts	Students will get the chance to learn how to utilize house hold items and other items to make fun and exciting art projects. Perfect for beginners, this easy but fun class will help kids explore their imagination! Students will have portfolios to take home at the end of the class session.	Staff	Educational Enrichment	All of our classes intentionally support the first 5 quality standards (safe and supportive environment, active and engaged learning, skill building, youth voice and leadership and healthy choices and behaviors).
1	Snacks and Stories	In Snacks and Stories students will be read a story every week and completing a food based activity related to the story that they read. Every other week, the activities will include some sort of snack, which will range from sweet to savory. Snacks and Stories will explore the connections between storytelling and food in a fun and whimsical way.	Staff	Educational Enrichment	All of our classes intentionally support the first 5 quality standards (safe and supportive environment, active and engaged learning, skill building, youth voice and leadership and healthy choices and behaviors).
1	Little Rembrandts	Little Rembrandts teach students the skills necessary to draw complex images. As they learn to draw and color, students discover the world around them, communicate more and develop fundamental skills that prepare them as learners. Our original curriculum introduces concrete ideas and techniques that enlarge their visual vocabularies, enrich their imaginations and their minds.	Contractor	Educational Enrichment	All of our classes intentionally support the first 5 quality standards (safe and supportive environment, active and engaged learning, skill building, youth voice and leadership and healthy choices and behaviors).
1	Challenge Island	Students will be working with Challenge Island an international educational enrichment franchise with S.T.E.A.M. and 21st century learning as their focus. Our program will begin with the volcano challenge.	Contractor	Educational Enrichment	All of our classes intentionally support the first 5 quality standards (safe and supportive environment, active and engaged learning, skill building, youth voice and leadership and healthy choices and behaviors).

1	Liesure Club	This activity is for the students who need down-time from an over stimulated environment and day time structure. Art, writing materials, board games, reading materials, as well as learning games will be available for students. Students will be supervised by a caring adult. This is also a great transition into afterschool program for the younger students.	Staff	Educational Enrichment/Physical A	All of our classes intentionally support the first 5 quality standards (safe and supportive enviroment, active and engaged learning, skill building, youth voice and leadership and healthy shoices and behaviors).
1	Playtime 360	Students will enjoy structured outside/inside games and activities, students will also get a chance to create their own appropriate games and activities while learning the basic essentials of teamwork and leadership.	Staff	Educational Enrichment/Physical A	All of our classes intentionally support the first 5 quality standards (safe and supportive enviroment, active and engaged learning, skill building, youth voice and leadership and healthy shoices and behaviors).



2022-2023 After School Program Schedule

***ADD description and explanation of CDE requirements, etc. on the other tab.**

School Site: Sample Site

Lead Agency: EBAC

Name of Program: Sample Afterschool Program

School Day End Time on Regular Days (according to Bell Schedule): _____

2:45 PM

School Day End Time on Minimum Days (according to Bell Schedule): _____

1:30 PM

Time Block	Monday	Tuesday	Wednesday	Thursday	Friday
1:30-1:40			School dismissal/Sign in		
1:40-2:45			Community Building Activities		
2:45 - 3:00	Sign In	Sign In		Sign In	Sign In
3:00 - 3:25	Snack	Snack	Snack	Snack	Snack
3:25 - 3:30	Snack clean up	Snack clean up	Snack clean up	Snack clean up	Snack clean up
3:30-5:00	Enrichments: Snacks and Stories, Little Rembrandts, Fiber Works, Leisure Club, Playtime 360, Tiny Techs	Enrichments: Arts N Crafts, Crafts and Leisure, Destiny Arts, Playtime 360, Challenge Island	Enrichments: Leisure Club, Story Time, Cooking, Creative Expressions, Playtime 360, Tiny Techs	Enrichments: Origami, Arts N Crafts, Leisure Club, Playtime 360, Destiny Arts, Challenge Island	Enrichments: Story time, Leisure Club, Playtime 360, Creative Expressions, Little Rembrandts
5:00-5:55	Academic Support	Academic Support	Academic Support	Academic Support	Fun Fridays!!
5:55-6:00	Clean up	Clean Up	Clean Up	Clean Up	Clean Up
6:00	Sign Out and Program Closure	Sign Out and Program Closure	Sign Out and Program Closure	Sign Out and Program Closure	Sign Out and Program Closure

Sample AFTER SCHOOL BUDGET PLANNING SPREADSHEET

Site Name:	Sample Site Budget without ASES		ELO-P		Program Fees (if applicable)	Other Lead Agency Funds
Site #:						
Average # of students to be served daily (All)	100.00	%	Resource 6010, Program 1553	%	Lead Agency	Lead Agency
TOTAL GRANT AWARD			115,797.00		200,000.00	30,000.00

	OUSD Indirect (5.00%)		5,514.14			
	OUSD ASPO admin, evaluation, and training/tech		7,214.77			
	Custodial Staffing and Supplies at 3.5%		3,607.38			
TOTAL SITE ALLOCATION			99,460.71			

1120	Quality Support Coach/Academic Liaison					
1120						
	Total certificated		0		0	0

2205	Site Coordinator (list here, if district employee)					0
2220	SSO (optional)					
	Total classified		0	0	0	0

3000's	Employee Benefits for Certificated Teachers on Ex					
3000's	Employee Benefits for Classified Staff on Extra Tim					
3000's	Employee Benefits for Salaried Employees (benefi					
3000's	Lead Agency benefits (rate: 25%)		19,339.91		29,396.43	5,461.27
	Total benefits		19,339.91		29,396.43	5,461.27

4310	Supplies				2,000.00	
4310	Curriculum					
5829	Field Trips					
4420	Equipment (including computers - OUSD only)					
	Total books and supplies		0	0	2,000.00	0.00

5825	Site Coordinator (\$30 x 40 hoursX 52 weeks) \$62,400		52,000.00		10,400.00	
5825	3 Benefited Afterschool Program Instructors: (@ \$18/hr) (\$18/hr X18 hrs direct service x38 wks) = \$12,312 (\$18/hr X 30hrs extra minimum days) = \$540 (\$18/hr X(3hrs x 38wks = 114 prep + 38hrs meeting) =152 prep/mtg hrs) = \$2,736 (\$18hrs X 70hrs/yr PD) = \$1,260 (\$18hrs X 21hrs X 5wks closed days) - \$1,890 Total = \$18,738 3 Benefited Afterschool Instructors = \$56,214				56,214.00	
5825	2 Benefited Afterschool Program Instructor: (@ \$18.54/hr) (\$18.54/hr X18 hrs direct service x38 wks) = \$12,681 (\$18.54/hr X 30hrs extra minimum days) = \$556 (\$18.54/hr X(3hrs x 38wks = 114 prep + 38hrs meeting) =152 prep/mtg hrs) = \$2,818 (\$18.54hrs X 70hrs/yr PD) = \$1,298 (\$18.54hrs X 21hrs X 5wks closed days) - \$1,947 Total = \$19,300 2 Benefited Afterschool Instructor = \$38,600		25,356.00		13,244.00	

5825	Program Director					17,617.00
5825	Ellen Oppnehmer: Cooking (Contractor)				10,525.00	
5825	Little Rembrandts (Contractor)				9,300.00	
5825	Destiny Arts Center (Contractor)				12,600.00	
5825	Tiny Techs (Contractor)				11,160.00	
5825	Challenge Island Science (Contractor)				16,120.00	
5825	Quality Support Coach					3000
	Total services		0	77,356.00	139,563.00	20,617.00

	Total value of in-kind direct services					

	Lead Agency admin (4% max of total contracted \$)			2,764.80		37,383.46	3,911.74
--	---	--	--	----------	--	-----------	----------

	Subtotals DIRECT SERVICE	85.00	1,731.54	96,695.91	#REF!	170,959.43	26,078.27
	Subtotals Admin/Indirect	15.00	14,604.75	2,764.80	#DIV/0!	26,739.15	3,911.74

	Total budgeted per column		16,336.29	99,460.71		197,698.58	29,990.01
	Total BUDGETED	100.00	115,797.00		#REF!	197,698.58	29,990.01
	BALANCE remaining to allocate		0.00				
	TOTAL GRANT AWARD/ALLOCATION TO SITE		115,797.00				

EAST BAY AGENCY FOR CHILDREN

BUDGET NARRATIVE

- The budget is based on EBAC's years of experience in providing afterschool programs.

EBAC used the OUSD budget template that is prepared annually as the budget form for this RFP. This form takes into account some of OUSD's cost to get to the net total for this RFP as well as show some of our other sources of funds. The labor described below reflects the RFP requirements for a full time site coordinator, a minimum staffing ratio of 1:20, and at least 15 hours per week of direct service delivery in addition to training and prep time for a total of 100 students.

Site Coordinator (1) provides supervision of all program activities. Duties include:

managing and supervising program staff and activities; monitoring daily program quality and compliance; sourcing and providing program materials; substituting for staff as needed; managing parent and family communication; negotiating student conflicts; attending required meetings and trainings; interacting with school staff; recruiting, training and evaluating staff; representing program at school events; participating in fundraising; monitoring student attendance; and assisting with the success of program outcomes based on the continuous quality improvement process. The base salary for this position is \$62,400 and 100% of the Site Coordinator time is spent on the afterschool project site. EBAC charges 10 months of the Site Coordinator position to this budget, which is \$52,000 and the remaining \$10,400 will be charged to parent fees.

Afterschool Instructors (5) teach a wide array of classes including academics, art, recreation, dance, yoga, poetry, gardening, science, comic books and others. These instructors are responsible for direct instruction, assisting with monitoring and evaluation of student

progress, curriculum development, communicating with school day teachers and parents, assisting with program evaluation, generating reports related to student achievement, and ensuring program outcomes. Instructors start at \$18 per hour and receive raises annually. EBAC proposed two pay levels of Instructors in the budget of \$18.00 and \$18.54 per hour. Costs for service delivery, staff training, and prep time are detailed on the budget form. All Instructors will work 100% of their time on the afterschool site. ELO-P funds will pay for \$25,356 and the balance of \$69,459 will be covered by Parent Fees.

Director of Afterschool Services (1) manages and supports the Site Coordinators (SCs) and the administrative aspects of EBAC's OUSD afterschool programs. Duties include: supporting SCs in developing program and curriculum; recruiting, hiring, training and supervising program staff; monitoring program quality; negotiating programmatic issues; coordinating with the school site leadership; managing evaluation activities (Continuous Quality Improvement process); participating in school and community events; developing and tracking budgets; ensuring program outcomes; attending grantee trainings and meetings; and participating in fundraising. The base salary for this position is \$88,080; 20% of her time will be spent on site for a total of \$17,617, which is paid for through Other Agency Funds.

Fringe Benefits are at 31% of total salaries; however, EBAC limited the OUSD ELO-P amount to the 25% requirement and included the difference in the Parent Fees. EBAC **Admin Rates** are 15%. OUSD ELO-P allows agencies only 4% and the difference is added to Parent Fees. **Supplies** of \$2,000 are shown based on EBAC's experience performing afterschool work. The supplies will be covered by Parent Fees. **Contactors (5):** We added a sampling of contractors to enhance the services. These costs totaling \$59,705 will be covered by Parent Fees.

East Bay Agency for Children
Statement of Profit Loss
From 7/1/2021 Through 2/28/2022

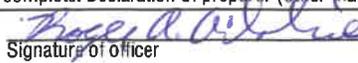
	YTD Actual	Prior Year Actual	Current Year Change	Current Year % Change
Revenue				
EPSDT Contract	6,238,895	5,661,456	577,439	10.20
Contract Income	3,193,946	3,638,619	(444,673)	(12.22)
Fees for services	352,866	16,085	336,780	2,093.71
Grants	96,918	92,750	4,168	4.49
Contributions	297,206	240,786	56,420	23.43
Capital Campaign	26,700	41,700	(15,000)	(35.97)
Net Assets released	479,374	402,154	77,219	19.20
Event income Net	278,375	244,934	33,440	13.65
Investment Income	(27,037)	100,099	(127,137)	(127.01)
Gain/(Loss) on Disposal	0	1,467,786	(1,467,786)	(100.00)
Other Income	151,402	110,992	40,410	36.41
Total Revenue	11,088,644	12,017,362	(928,718)	(7.73)
Expense				
Salaries	6,208,120	6,037,267	170,853	2.83
Fringe Benefits	2,680,720	2,314,960	365,760	15.80
Professional Fees	32,570	40,903	(8,333)	(20.37)
Contractors	737,985	710,722	27,263	3.84
Program Expenses	47,538	32,035	15,504	48.40
Rent	33,048	31,392	1,656	5.28
Utilities	33,892	29,384	4,509	15.34
Building R&M	82,149	65,506	16,643	25.41
Insurance	36,786	33,953	2,834	8.35
Office Expenses	139,409	136,385	3,024	2.22
Transportation	6,323	6,713	(390)	(5.81)
Equipment Lease	17,186	13,847	3,339	24.11
Communications	155,222	133,743	21,479	16.06
Dues	36,323	33,775	2,548	7.54
Meetings	6,925	1,177	5,748	488.35
Staff Training	2,581	7,614	(5,033)	(66.10)
Staff Relations	11,729	8,982	2,747	30.59
Recruitment	65,638	65,414	223	0.34
Interest Expense	121,085	135,551	(14,467)	(10.67)
Taxes & Fees	45,735	146,633	(100,898)	(68.81)
Software Licenses	137,675	130,828	6,847	5.23
Depreciation	161,329	160,961	368	0.23
Total Expense	10,799,968	10,277,744	522,223	5.08
Surplus (Deficit)	288,676	1,739,617	(1,450,941)	(83.41)

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

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

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization East Bay Agency for Children Doing business as Number and street (or P.O. box if mail is not delivered to street address) Room/suite 2828 Ford Street City or town, state or province, country, and ZIP or foreign postal code Oakland, CA 94601 F Name and address of principal officer: Josh Leonard same as C above	D Employer identification number 94-1358309 E Telephone number (510) 268-3770 G Gross receipts \$ 16,939,252. H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. (see instructions) H(c) Group exemption number ▶
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c)() (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		J Website: ▶ www.ebac.org
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶		L Year of formation: 1953 M State of legal domicile: CA

Part I Summary			
	1	Briefly describe the organization's mission or most significant activities: East Bay Agency for Children ("EBAC") improves the well-being of children, youth and families by	
	2	Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.	
Activities & Governance	3	Number of voting members of the governing body (Part VI, line 1a)	3 16
	4	Number of independent voting members of the governing body (Part VI, line 1b)	4 16
	5	Total number of individuals employed in calendar year 2019 (Part V, line 2a)	5 270
	6	Total number of volunteers (estimate if necessary)	6 126
	7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a -396.
	7b	Net unrelated business taxable income from Form 990-T, line 39	7b -396.
	Revenue	8	Contributions and grants (Part VIII, line 1h)
9		Program service revenue (Part VIII, line 2g)	9 9,035,476. 8,919,110.
10		Investment income (Part VIII, column (A), lines 3, 4, and 7d)	10 33,864. 48,789.
11		Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	11 120,608. 5,388.
12		Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	12 14,895,140. 16,610,224.
Expenses		13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)
	14	Benefits paid to or for members (Part IX, column (A), line 4)	14 0. 0.
	15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	15 11,226,626. 12,090,378.
	16a	Professional fundraising fees (Part IX, column (A), line 11e)	16a 0. 0.
	16b	Total fundraising expenses (Part IX, column (D), line 25) ▶ 187,541.	
	17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	17 3,367,055. 3,213,519.
Net Assets or Fund Balances	18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	18 14,593,681. 15,303,897.
	19	Revenue less expenses. Subtract line 18 from line 12	19 301,459. 1,306,327.
	20	Total assets (Part X, line 16)	20 13,768,447. 16,887,135.
	21	Total liabilities (Part X, line 26)	21 7,398,542. 9,226,210.
	22	Net assets or fund balances. Subtract line 21 from line 20	22 6,369,905. 7,660,925.

Part II Signature Block			
Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.			
Sign Here			5/11/2021
	Signature of officer		Date
	Roger A. Ailshie, Chief Financial Officer		
	Type or print name and title		
Paid Preparer Use Only	Print/Type preparer's name Tonetta L Conner, CPA	Preparer's signature	Date
	Firm's name ▶ Harrington Group, CPAs, LLP	Check if self-employed <input type="checkbox"/>	PTIN P01775198
	Firm's address ▶ 234 East Colorado Blvd., Suite M150 Pasadena, CA 91101	Firm's EIN ▶ 95-4557617	
		Phone no. (626) 403-6801	

Part III Statement of Program Service Accomplishments

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

1 Briefly describe the organization's mission: EBAC improves the well-being of children, youth and families by reducing the impact of trauma and social inequalities.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? [] Yes [X] No

If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? [] Yes [X] No

If "Yes," describe these changes on Schedule O.

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

4a (Code:) (Expenses \$ 5,860,769. including grants of \$) (Revenue \$ 6,517,903.) School-Based Behavioral Health Services Programs:

EBAC mental health therapists, who work on-site at schools, counsel children and youth from mainstream classrooms who have been referred by their teachers, principals, parents, and themselves because they are struggling with issues like anxiety, depression, or aggression. Through art, play, and other therapeutic tools, EBAC clinicians help these children develop ways to self-regulate their emotions and behaviors. Additionally, clinicians work with teachers and administrators to create trauma-informed school environments and support a positive school climate. EBAC school-based behavioral health staff work on over 40 elementary, middle, and high school campuses in Oakland, Fremont,

4b (Code:) (Expenses \$ 3,280,224. including grants of \$) (Revenue \$ 535,658.) Family and Community Wellness Services:

A strong and stable family is critical to the long-term wellness of children. EBAC provides several types of services that strengthen families and children, building resiliency to face future adversity and, where possible, increasing the potential of preventing exposure to trauma in the first place. EBAC serves over 10,000 children, youth and family members annually through our Family and Community Wellness programming. Programs include:

- Afterschool Programs - EBAC operates four afterschool programs at elementary schools in the Oakland Unified School District. Our

4c (Code:) (Expenses \$ 2,423,671. including grants of \$) (Revenue \$ 1,865,549.) Intensive Behavioral Health Services:

EBAC's Intensive Behavioral Health Services provide safe, accessible, and supportive places for children and youth suffering from severe emotional difficulties while they restore abilities to return to mainstream school settings. These programs provide sanctuaries during times of crisis and act as alternatives to hospitalization and residential treatment centers. Intensive Behavioral Health Services programming includes: Intensive Counseling Enriched Classrooms' Therapeutic Nursery School; and, Youth Empowerment Services. Each year EBAC typically serves about 125 children and youth through our Intensive Behavioral Health services.

4d Other program services (Describe on Schedule O.) (Expenses \$ 1,625,498. including grants of \$) (Revenue \$)

4e Total program service expenses 13,190,162.

Part IV Checklist of Required Schedules

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

Part IV Checklist of Required Schedules (continued)

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

Note: All Form 990 filers are required to complete Schedule O

Part V Statements Regarding Other IRS Filings and Tax Compliance

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

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

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

		Yes	No
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return		
	2a 270		
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns? Note: If the sum of lines 1a and 2a is greater than 250, you may be required to e-file (see instructions)	X	
3a	Did the organization have unrelated business gross income of \$1,000 or more during the year?	X	
b	If "Yes," has it filed a Form 990-T for this year? If "No" to line 3b, provide an explanation on Schedule O	X	
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?		X
b	If "Yes," enter the name of the foreign country See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).		
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?		X
c	If "Yes" to line 5a or 5b, did the organization file Form 8886-T?		
6a	Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?		X
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?		
7	Organizations that may receive deductible contributions under section 170(c).		
a	Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?	X	
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?	X	
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?		X
d	If "Yes," indicate the number of Forms 8282 filed during the year		
	7d		
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?		X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?		X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	N/A	
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	N/A	
8	Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?		
	N/A		
9	Sponsoring organizations maintaining donor advised funds.		
a	Did the sponsoring organization make any taxable distributions under section 4966?		
	N/A		
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?		
	N/A		
10	Section 501(c)(7) organizations. Enter:		
a	Initiation fees and capital contributions included on Part VIII, line 12	N/A	
	10a		
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities		
	10b		
11	Section 501(c)(12) organizations. Enter:		
a	Gross income from members or shareholders	N/A	
	11a		
b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)		
	11b		
12a	Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041?		
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year	N/A	
	12b		
13	Section 501(c)(29) qualified nonprofit health insurance issuers.		
a	Is the organization licensed to issue qualified health plans in more than one state? Note: See the instructions for additional information the organization must report on Schedule O.		
	N/A		
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans		
	13b		
c	Enter the amount of reserves on hand		
	13c		
14a	Did the organization receive any payments for indoor tanning services during the tax year?		X
b	If "Yes," has it filed a Form 720 to report these payments? If "No," provide an explanation on Schedule O		
	14b		
15	Is the organization subject to the section 4960 tax on payment(s) of more than \$1,000,000 in remuneration or excess parachute payment(s) during the year? If "Yes," see instructions and file Form 4720, Schedule N.		X
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If "Yes," complete Form 4720, Schedule O.		X

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

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

Section A. Governing Body and Management

		Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.		
	16		
b	Enter the number of voting members included on line 1a, above, who are independent		
	16		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?		X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?		X
6	Did the organization have members or stockholders?		X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?		X
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
a	The governing body?	X	
b	Each committee with authority to act on behalf of the governing body?	X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses on Schedule O		X

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

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

Section C. Disclosure

- 17** List the states with which a copy of this Form 990 is required to be filed **CA**
- 18** Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
 Own website Another's website Upon request Other (explain on Schedule O)
- 19** Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
- 20** State the name, address, and telephone number of the person who possesses the organization's books and records **▶**
Roger Alishie, CFO - (510) 268-3770
2828 Ford Street, Oakland, CA 94601

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

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

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

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

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
 - List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
 - List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
 - List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
 - List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.
- See instructions for the order in which to list the persons above.

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

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) Mimi Park President	2.00	X		X				0.	0.	0.
(2) Mary Colby Treasurer	1.00	X		X				0.	0.	0.
(3) Patrick Piette Secretary (Start 6/20)	1.00	X		X				0.	0.	0.
(4) Gary Cox Board Member	1.00	X						0.	0.	0.
(5) Wendi Gosliner Board Member (Start 3/20)	1.00	X						0.	0.	0.
(6) Leah Hughes Board Member	1.00	X						0.	0.	0.
(7) Joanne Karchmer Board Member	1.00	X						0.	0.	0.
(8) Andres Lorenz Board Member	1.00	X						0.	0.	0.
(9) Nate Oubre Board Member (End 12/19)	1.00	X						0.	0.	0.
(10) Rhonda Morris Board Member (End 3/20)	1.00	X						0.	0.	0.
(11) Matthew Nelson Board Member	1.00	X						0.	0.	0.
(12) Jackie Lynn Ray Board Member	1.00	X						0.	0.	0.
(13) Madelyn Roderigues Board Member	1.00	X						0.	0.	0.
(14) Daniel Shulman Board Member	1.00	X						0.	0.	0.
(15) Tess Singha Sec. (End 6/20)/Board Member	1.00	X						0.	0.	0.
(16) Tim Sommer Board Member	1.00	X						0.	0.	0.
(17) Danielle Soto Board Member (Start 3/20)	1.00	X						0.	0.	0.

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

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(18) Soumya Srinagesh Board Member (Start 3/20)	1.00	X					0.	0.	0.	
(19) Josh Leonard Chief Executive Officer	40.00			X			186,133.	0.	7,483.	
(20) Roger Ailshie Chief Financial Officer	40.00			X			139,620.	0.	19,070.	
(21) Tamela Jones Chief Operating Officer	40.00					X	131,574.	0.	20,847.	
(22) Jennifer Leland Director of Trauma Informed Center	40.00					X	123,635.	0.	10,173.	
(23) Kristin Wagner Sr. Dir. Of Family & Comm. Wellness	40.00					X	109,371.	0.	10,742.	
(24) Julie West Chief Development Officer	40.00					X	102,958.	0.	14,477.	
1b Subtotal							793,291.	0.	82,792.	
c Total from continuation sheets to Part VII, Section A							0.	0.	0.	
d Total (add lines 1b and 1c)							793,291.	0.	82,792.	

2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization 6

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

Section B. Independent Contractors

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

(A) Name and business address	(B) Description of services	(C) Compensation
Teamwrkx Construction 1855 Park Ave., San Jose, CA 95126	Construction	1,139,394.
Venture Leadership Consulting, 650 Costco St., Suite 120, Mountain View, CA 94041	Mgmt Consulting	311,414.
Techspereience, LLC P.O. Box 16097, Oakland, CA 94610	IT Consulting	256,215.

2 Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 of compensation from the organization 3

Part VIII Statement of Revenue

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

		(A)	(B)	(C)	(D)	
		Total revenue	Related or exempt function revenue	Unrelated business revenue	Revenue excluded from tax under sections 512 - 514	
Contributions, Gifts, Grants and Other Similar Amounts	1 a Federated campaigns	1a				
	b Membership dues	1b				
	c Fundraising events	1c 214,368.				
	d Related organizations	1d				
	e Government grants (contributions)	1e 6,830,617.				
	f All other contributions, gifts, grants, and similar amounts not included above	1f 591,952.				
	g Noncash contributions included in lines 1a-1f	1g \$				
	h Total. Add lines 1a-1f		7,636,937.			
Program Service Revenue	2 a Medi-Cal	Business Code 624100	8,497,179.	8,497,179.		
	b Client fees	624100	421,931.	421,931.		
	c					
	d					
	e					
	f All other program service revenue					
	g Total. Add lines 2a-2f		8,919,110.			
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)		17,699.		17,699.	
	4 Income from investment of tax-exempt bond proceeds					
	5 Royalties					
	6 a Gross rents	(i) Real	207,922.			
		(ii) Personal				
		6a	207,922.			
	b Less: rental expenses	6b	203,034.			
	c Rental income or (loss)	6c	4,888.			
	d Net rental income or (loss)		4,888.		-396.	5,284.
	7 a Gross amount from sales of assets other than inventory	(i) Securities	92,855.			
		(ii) Other				
		7a	92,855.			
	b Less: cost or other basis and sales expenses	7b	61,765.			
	c Gain or (loss)	7c	31,090.			
	d Net gain or (loss)		31,090.			31,090.
8 a Gross income from fundraising events (not including \$ 214,368. of contributions reported on line 1c). See Part IV, line 18	8a	64,229.				
b Less: direct expenses	8b	64,229.				
c Net income or (loss) from fundraising events		0.				
9 a Gross income from gaming activities. See Part IV, line 19	9a					
b Less: direct expenses	9b					
c Net income or (loss) from gaming activities						
10 a Gross sales of inventory, less returns and allowances	10a					
	b Less: cost of goods sold	10b				
	c Net income or (loss) from sales of inventory					
Miscellaneous Revenue	11 a Other income	Business Code 900099	500.		500.	
	b					
	c					
	d All other revenue					
	e Total. Add lines 11a-11d		500.			
12 Total revenue. See instructions		16,610,224.	8,919,110.	-396.	54,573.	

Part IX Statement of Functional Expenses

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

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

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	367,331.	282,498.	81,102.	3,731.
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	9,437,311.	7,257,830.	2,083,633.	95,848.
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	124,279.	95,517.	27,501.	1,261.
9 Other employee benefits	1,364,190.	1,048,526.	301,817.	13,847.
10 Payroll taxes	797,267.	612,789.	176,386.	8,092.
11 Fees for services (nonemployees):				
a Management				
b Legal	10,150.		10,150.	
c Accounting	40,500.		40,500.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch O.)	1,207,583.	615,415.	583,783.	8,385.
12 Advertising and promotion				
13 Office expenses	508,459.	337,067.	155,291.	16,101.
14 Information technology	161,453.	3,595.	148,588.	9,270.
15 Royalties				
16 Occupancy	464,463.	350,316.	109,021.	5,126.
17 Travel	75,342.	68,682.	6,548.	112.
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings	50,195.	27,381.	18,285.	4,529.
20 Interest	133,384.	99,962.	31,677.	1,745.
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	132,372.	100,908.	29,821.	1,643.
23 Insurance	57,124.	7,204.	49,920.	
24 Other expenses. Itemize expenses not covered above (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a Staff recruit. & trng.	167,170.	46,768.	119,020.	1,382.
b License & fees	84,138.	45,897.	30,650.	7,591.
c Program supplies	61,455.	61,455.		
d Fees & dues	38,986.	868.	35,879.	2,239.
e All other expenses	20,745.	2,127,484.	-2,113,378.	6,639.
25 Total functional expenses. Add lines 1 through 24e	15,303,897.	13,190,162.	1,926,194.	187,541.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

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

Part X Balance Sheet

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

		(A) Beginning of year		(B) End of year
Assets	1 Cash - non-interest-bearing	2,266,832.	1	3,777,507.
	2 Savings and temporary cash investments		2	
	3 Pledges and grants receivable, net	255,000.	3	0.
	4 Accounts receivable, net	2,665,656.	4	2,338,094.
	5 Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)		6	
	7 Notes and loans receivable, net		7	
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges	102,948.	9	184,115.
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 10,996,046.		
	b Less: accumulated depreciation	10b 1,351,432.	7,598,692.	10c 9,644,614.
	11 Investments - publicly traded securities	677,145.	11	710,627.
	12 Investments - other securities. See Part IV, line 11		12	
	13 Investments - program-related. See Part IV, line 11		13	
	14 Intangible assets		14	
	15 Other assets. See Part IV, line 11	202,174.	15	232,178.
16 Total assets. Add lines 1 through 15 (must equal line 33)	13,768,447.	16	16,887,135.	
Liabilities	17 Accounts payable and accrued expenses	2,312,042.	17	2,442,907.
	18 Grants payable		18	
	19 Deferred revenue	86,500.	19	66,926.
	20 Tax-exempt bond liabilities		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22 Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		22	
	23 Secured mortgages and notes payable to unrelated third parties	5,000,000.	23	4,954,677.
	24 Unsecured notes and loans payable to unrelated third parties	0.	24	1,761,700.
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		25	
	26 Total liabilities. Add lines 17 through 25	7,398,542.	26	9,226,210.
Net Assets or Fund Balances	Organizations that follow FASB ASC 958, check here <input checked="" type="checkbox"/> and complete lines 27, 28, 32, and 33.			
	27 Net assets without donor restrictions	5,449,348.	27	6,382,890.
	28 Net assets with donor restrictions	920,557.	28	1,278,035.
	Organizations that do not follow FASB ASC 958, check here <input type="checkbox"/> and complete lines 29 through 33.			
	29 Capital stock or trust principal, or current funds		29	
	30 Paid-in or capital surplus, or land, building, or equipment fund		30	
	31 Retained earnings, endowment, accumulated income, or other funds		31	
32 Total net assets or fund balances	6,369,905.	32	7,660,925.	
33 Total liabilities and net assets/fund balances	13,768,447.	33	16,887,135.	

Part XI Reconciliation of Net Assets

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

1	Total revenue (must equal Part VIII, column (A), line 12)	1	16,610,224.
2	Total expenses (must equal Part IX, column (A), line 25)	2	15,303,897.
3	Revenue less expenses. Subtract line 2 from line 1	3	1,306,327.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	6,369,905.
5	Net unrealized gains (losses) on investments	5	-15,307.
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	7,660,925.

Part XII Financial Statements and Reporting

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

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

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

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

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")	10,644,192.	12,289,169.	13,281,263.	5,705,192.	7,636,937.	49,556,753.
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3	10,644,192.	12,289,169.	13,281,263.	5,705,192.	7,636,937.	49,556,753.
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						49,556,753.

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
7 Amounts from line 4	10,644,192.	12,289,169.	13,281,263.	5,705,192.	7,636,937.	49,556,753.
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources	14,483.	17,485.	31,671.	153,020.	177,739.	394,398.
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)	26,288.	873.	5,298.	1,452.	79,472.	113,383.
11 Total support. Add lines 7 through 10						50,064,534.
12 Gross receipts from related activities, etc. (see instructions)					12	19,128,536.
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here						<input type="checkbox"/>

Section C. Computation of Public Support Percentage

14 Public support percentage for 2019 (line 6, column (f) divided by line 11, column (f))	14	98.99	%
15 Public support percentage from 2018 Schedule A, Part II, line 14	15	99.53	%
16a 33 1/3% support test - 2019. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization	<input checked="" type="checkbox"/>		
b 33 1/3% support test - 2018. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization	<input type="checkbox"/>		
17a 10% -facts-and-circumstances test - 2019. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization	<input type="checkbox"/>		
b 10% -facts-and-circumstances test - 2018. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization	<input type="checkbox"/>		
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions	<input type="checkbox"/>		

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

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

Section A. Public Support

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

Section B. Total Support

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

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

Section C. Computation of Public Support Percentage

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

Section D. Computation of Investment Income Percentage

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

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

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

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

Part IV Supporting Organizations

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

Section A. All Supporting Organizations

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

Part IV Supporting Organizations (continued)

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

Section B. Type I Supporting Organizations

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

Section C. Type II Supporting Organizations

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

Section D. All Type III Supporting Organizations

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

Section E. Type III Functionally Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).		
a <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.		
b <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.		
c <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).		
2 Activities Test. Answer (a) and (b) below.		
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.		
b Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.		
3 Parent of Supported Organizations. Answer (a) and (b) below.		
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? Provide details in Part VI.		
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in Part VI the role played by the organization in this regard.		

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

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

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

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

Section C - Distributable Amount		(A) Prior Year	Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1.	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3.	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6	

7 Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).

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

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

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

Schedule B

(Form 990, 990-EZ, or 990-PF)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

- ▶ Attach to Form 990, Form 990-EZ, or Form 990-PF.
- ▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2019

Name of the organization

East Bay Agency for Children

Employer identification number

94-1358309

Organization type (check one):

Filers of:

Section:

Form 990 or 990-EZ

501(c)(3) (enter number) organization

4947(a)(1) nonexempt charitable trust **not** treated as a private foundation

527 political organization

Form 990-PF

501(c)(3) exempt private foundation

4947(a)(1) nonexempt charitable trust treated as a private foundation

501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule**.

Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) \$5,000; or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I, II, and III.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year ▶ \$ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

Name of organization East Bay Agency for Children	Employer identification number 94-1358309
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Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	Alameda County - Health Care Service Agency 1002 San Leandro Blvd., Suite 300 San Leandro, CA 94577	\$ 2,499,710.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
2	Blue Shield of California Foundation 315 Montgomery St., Suite 1200 San Francisco, CA 94104	\$ 500,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
3	Chabot - Las Positas Community College 7600 Dublin Blvd., 3rd Floor Dublin, CA 94568	\$ 376,900.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
4	Education for Change 303 Hegenberger Rd., Suite 301 Oakland, CA 94621	\$ 178,169.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
5	Fund for Public Health New York City 22 Cortlandt St., 8th Floor New York, NY 10007	\$ 194,990.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
6	Genetech Inc 1 DNA Way, MS 36 San Francisco, CA 94080	\$ 400,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization East Bay Agency for Children	Employer identification number 94-1358309
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Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
<u>7</u>	<u>Oakland Unified School District</u> <u>746 Grand Ave.</u> <u>Oakland, CA 94612</u>	\$ <u>351,802.</u>	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
<u>8</u>	<u>OFCY</u> <u>150 Frank H. Ogawa Plaza, Suite 4216</u> <u>Oakland, CA 94612</u>	\$ <u>463,527.</u>	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
<u>9</u>	<u>Steven Cassriel</u> <u>22 Camino Lenada</u> <u>Orinda, CA 94563</u>	\$ <u>155,000.</u>	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization East Bay Agency for Children	Employer identification number 94-1358309
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Part II Noncash Property (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		\$ _____	_____
		\$ _____	_____
		\$ _____	_____
		\$ _____	_____
		\$ _____	_____
		\$ _____	_____
		\$ _____	_____

Name of organization East Bay Agency for Children	Employer identification number 94-1358309
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Part III Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than \$1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of \$1,000 or less for the year. (Enter this info. once.) ▶ \$ _____
Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

SCHEDULE D
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

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

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

OMB No. 1545-0047

2019
Open to Public Inspection

Name of the organization

East Bay Agency for Children

Employer identification number
94-1358309

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

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

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

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

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

Protection of natural habitat Preservation of a certified historic structure

Preservation of open space

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

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

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

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

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

Yes No

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

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

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

Yes No

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

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

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

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

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

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

(ii) Assets included in Form 990, Part X

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

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

b Assets included in Form 990, Part X

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

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

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

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

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

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance	403,225.	403,225.	678,564.	522,048.	952,564.
b Contributions				98,945.	
c Net investment earnings, gains, and losses	36,100.	30,795.	7,105.	57,571.	-11,413.
d Grants or scholarships					
e Other expenditures for facilities and programs	36,100.	30,795.	282,444.		419,103.
f Administrative expenses					
g End of year balance	403,225.	403,225.	403,225.	678,564.	522,048.

- 2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:
- a Board designated or quasi-endowment _____ %
 - b Permanent endowment 100.00 %
 - c Term endowment _____ %
- The percentages on lines 2a, 2b, and 2c should equal 100%.
- 3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:
- | | Yes | No |
|-----------------------------|--------------------------|-------------------------------------|
| (i) Unrelated organizations | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| (ii) Related organizations | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
- b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R?
- 4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

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

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land		3,704,461.		3,704,461.
b Buildings		6,591,973.	854,795.	5,737,178.
c Leasehold improvements		129,071.	119,392.	9,679.
d Equipment		96,118.	96,118.	0.
e Other		474,423.	281,127.	193,296.
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.)				9,644,614.

Part VII Investments - Other Securities.

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

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

Part VIII Investments - Program Related.

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

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

Part IX Other Assets.

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

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

Part X Other Liabilities.

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

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

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

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

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

1	Total revenue, gains, and other support per audited financial statements		1	16,797,951.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:			
a	Net unrealized gains (losses) on investments	2a	-15,307.	
b	Donated services and use of facilities	2b		
c	Recoveries of prior year grants	2c		
d	Other (Describe in Part XIII.)	2d	203,034.	
e	Add lines 2a through 2d	2e	187,727.	
3	Subtract line 2e from line 1	3	16,610,224.	
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b	4c	0.	
5	Total revenue. Add lines 3 and 4c. (This must equal Form 990, Part I, line 12.)	5	16,610,224.	

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

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

1	Total expenses and losses per audited financial statements		1	15,506,931.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:			
a	Donated services and use of facilities	2a		
b	Prior year adjustments	2b		
c	Other losses	2c		
d	Other (Describe in Part XIII.)	2d	203,034.	
e	Add lines 2a through 2d	2e	203,034.	
3	Subtract line 2e from line 1	3	15,303,897.	
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b	4c	0.	
5	Total expenses. Add lines 3 and 4c. (This must equal Form 990, Part I, line 18.)	5	15,303,897.	

Part XIII Supplemental Information.

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

Part V, line 4:

EBAC classifies as permanently restricted net assets, (a) the original value of the gifts to the permanent endowment, (b) the original value of subsequent gifts to the permanent endowment, and (c) accumulations to the permanent endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund. The remaining portion of the donor restricted endowment fund that is not classified in permanently restricted net assets is classified as temporarily restricted net assets until those amounts are appropriated for by the board of directors.

Part X, Line 2:

Part XIII Supplemental Information (continued)

EBAC is exempt from taxation under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d.

Generally accepted accounting principles provide accounting and disclosure guidance about positions taken by an organization in its tax returns that might be uncertain. Management has considered its tax positions and believes that all of the positions taken by EBAC in its federal and state exempt organization tax returns are more likely than not to be sustained upon examination. EBAC's returns are subject to examination by federal and state taxing authorities, generally for three and four years respectively, after they are filed.

Part XI, Line 2d - Other Adjustments:

Rental expenses 203,034.

Part XII, Line 2d - Other Adjustments:

Rental expenses 203,034.

Part II Fundraising Events. Complete if the organization answered "Yes" on Form 990, Part IV, line 18, or reported more than \$15,000 of fundraising event contributions and gross income on Form 990-EZ, lines 1 and 6b. List events with gross receipts greater than \$5,000.

		(a) Event #1	(b) Event #2	(c) Other events	(d) Total events (add col. (a) through col. (c))	
		Gala Event	Walk to Remember	None		
		(event type)	(event type)	(total number)		
Revenue	1	Gross receipts	278,022.	575.		278,597.
	2	Less: Contributions	213,865.	503.		214,368.
	3	Gross income (line 1 minus line 2)	64,157.	72.		64,229.
Direct Expenses	4	Cash prizes	250.			250.
	5	Noncash prizes	6,000.			6,000.
	6	Rent/facility costs	15,853.			15,853.
	7	Food and beverages	22,596.			22,596.
	8	Entertainment	11,603.			11,603.
	9	Other direct expenses	7,855.	72.		7,927.
	10	Direct expense summary. Add lines 4 through 9 in column (d)				
11	Net income summary. Subtract line 10 from line 3, column (d)					0.

Part III Gaming. Complete if the organization answered "Yes" on Form 990, Part IV, line 19, or reported more than \$15,000 on Form 990-EZ, line 6a.

		(a) Bingo	(b) Pull tabs/instant bingo/progressive bingo	(c) Other gaming	(d) Total gaming (add col. (a) through col. (c))	
Revenue	1	Gross revenue				
Direct Expenses	2	Cash prizes				
	3	Noncash prizes				
	4	Rent/facility costs				
	5	Other direct expenses				
	6	Volunteer labor	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	
	7	Direct expense summary. Add lines 2 through 5 in column (d)				
	8	Net gaming income summary. Subtract line 7 from line 1, column (d)				

9 Enter the state(s) in which the organization conducts gaming activities: _____

a Is the organization licensed to conduct gaming activities in each of these states? Yes No

b If "No," explain: _____

10a Were any of the organization's gaming licenses revoked, suspended, or terminated during the tax year? Yes No

b If "Yes," explain: _____

11 Does the organization conduct gaming activities with nonmembers? Yes No

12 Is the organization a grantor, beneficiary or trustee of a trust, or a member of a partnership or other entity formed to administer charitable gaming? Yes No

13 Indicate the percentage of gaming activity conducted in:

a The organization's facility	13a	%
b An outside facility	13b	%

14 Enter the name and address of the person who prepares the organization's gaming/special events books and records:

Name ▶ _____

Address ▶ _____

15a Does the organization have a contract with a third party from whom the organization receives gaming revenue? Yes No

b If "Yes," enter the amount of gaming revenue received by the organization ▶ \$ _____ and the amount of gaming revenue retained by the third party ▶ \$ _____

c If "Yes," enter name and address of the third party:

Name ▶ _____

Address ▶ _____

16 Gaming manager information:

Name ▶ _____

Gaming manager compensation ▶ \$ _____

Description of services provided ▶ _____

Director/officer Employee Independent contractor

17 Mandatory distributions:

a Is the organization required under state law to make charitable distributions from the gaming proceeds to retain the state gaming license? Yes No

b Enter the amount of distributions required under state law to be distributed to other exempt organizations or spent in the organization's own exempt activities during the tax year ▶ \$ _____

Part IV Supplemental Information. Provide the explanations required by Part I, line 2b, columns (iii) and (v); and Part III, lines 9, 9b, 10b, 15b, 15c, 16, and 17b, as applicable. Also provide any additional information. See instructions.

**SCHEDULE J
(Form 990)**

Department of the Treasury
Internal Revenue Service

Compensation Information

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees
 ▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 23.
 ▶ Attach to Form 990.
 ▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2019

Open to Public Inspection

Name of the organization

East Bay Agency for Children

Employer identification number

94-1358309

Part I Questions Regarding Compensation

		Yes	No
1a	Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items. <input type="checkbox"/> First-class or charter travel <input type="checkbox"/> Travel for companions <input type="checkbox"/> Tax indemnification and gross-up payments <input type="checkbox"/> Discretionary spending account <input type="checkbox"/> Housing allowance or residence for personal use <input type="checkbox"/> Payments for business use of personal residence <input type="checkbox"/> Health or social club dues or initiation fees <input type="checkbox"/> Personal services (such as maid, chauffeur, chef)		
b	If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain	1b	
2	Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?	2	
3	Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III. <input type="checkbox"/> Compensation committee <input checked="" type="checkbox"/> Independent compensation consultant <input checked="" type="checkbox"/> Form 990 of other organizations <input type="checkbox"/> Written employment contract <input checked="" type="checkbox"/> Compensation survey or study <input checked="" type="checkbox"/> Approval by the board or compensation committee		
4	During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:		
a	Receive a severance payment or change-of-control payment?	4a	X
b	Participate in, or receive payment from, a supplemental nonqualified retirement plan?	4b	X
c	Participate in, or receive payment from, an equity-based compensation arrangement?	4c	X
	If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.		
	Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.		
5	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:		
a	The organization?	5a	X
b	Any related organization?	5b	X
	If "Yes" on line 5a or 5b, describe in Part III.		
6	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:		
a	The organization?	6a	X
b	Any related organization?	6b	X
	If "Yes" on line 6a or 6b, describe in Part III.		
7	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III	7	X
8	Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III	8	X
9	If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?	9	

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

Schedule J (Form 990) 2019

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

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

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

OMB No. 1545-0047

2019

Open to Public
Inspection

Name of the organization

East Bay Agency for Children

Employer identification number
94-1358309

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

reducing the impact of trauma and social inequalities.

Form 990, Part III, Line 4a, Program Service Accomplishments:

Hayward, San Lorenzo, Newark, and San Leandro. Each year more than
1,000 children receive vital mental health support through EBAC's
school based behavioral health services.

Form 990, Part III, Line 4b, Program Service Accomplishments:

comprehensive afterschool programs provide academic support along with
enrichment activities, such as arts & crafts, cooking, gardening and
music. Often, our program provides the only alternative for children in
under-resourced neighborhoods to spend the afterschool hours in a safe
and supervised environment. Family engagement activities are a part of
our afterschool programs and include potlucks, events and showcases as
well as educational workshops for parents/guardians on topics they
choose, such as nutrition, saving for college, and helping with
homework.

- Grief and Loss - Our "Circle of Care" Grief and Loss program supports
children and their families coping with a life threatening illness or
the death of a loved one. The program helps children heal and learn to
cope with this traumatic experience through specialized support groups,
individual and family counseling, crisis support, community trainings
and outreach.

Name of the organization

East Bay Agency for Children

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- Family Resource Centers - EBAC operates family resource centers in Hayward, Oakland, San Leandro and Fremont. Family resource centers offer convenient, inviting, and helpful places for parents to come for assistance in accessing a myriad of public benefits important to their family's health and wellness. With multilingual and multicultural staff, EBAC-run family resource centers help local families access the support services available to them so their children can thrive. Our family resource centers provide services such as: healthcare insurance enrollment and retention (Medi-Cal and Covered California); application assistance for CalFresh (food stamps), CalWorks, Social Security, In Home Support Services, etc.; emergency food and clothing; information and referrals for child support, child care, housing, mental health services; Child Assault Prevention (CAP) workshops; case management; assistance with school enrollment; and translation and interpretation. Our family resource specialists speak 11 languages and generally come from the communities they serve.

- School-Based Health Center - The Frick School Health & Wellness Center is a community resource for convenient, high-quality health services for students and families of Frick Middle School and the surrounding East Oakland community. Services include: medical services, dental services, health education, counseling, case management, health insurance enrollment assistance, school nurse, and youth development. EBAC operates the Frick School Health & Wellness Center in conjunction with Native American Health Center. Services are provided at no cost and the health center serves children, teens, and adults.

Form 990, Part III, Line 4c, Program Service Accomplishments:

Name of the organization

East Bay Agency for Children

Employer identification number

94-1358309

Programs include:

- Intensive Counseling Enriched Classrooms - Therapeutic classrooms enable children that require more support than available in mainstream classrooms settings to learn techniques for self-regulating their emotions and behavior while receiving academic instruction. An EBAC behavioral health therapist works with each child based upon their individualized treatment plan. Behavioral coaches shadow the children all day long in the classroom providing real-time intervention and affirmation to support positive behavioral changes and self-regulation. Nearly 100 children receive these intensive behavioral health services from EBAC annually in 5 classrooms in the San Leandro and Oakland Unified School Districts.

- Therapeutic Nursery School - The Therapeutic Nursery School provides early childhood education and comprehensive mental health services for children ages 2 to 6 who need additional support with social, emotional and learning difficulties. Children are referred to the program if their behaviors make it difficult for them to succeed in their current preschool or day care settings. They may have difficulties with aggression and disruptive behaviors, experience sadness and fearfulness, or have had family difficulties. Teaming with the parents, guardians, and community support is an essential component of our comprehensive program.

- Youth Empowerment Services (YES) - Youth exiting the juvenile justice system require specialized support to give them the best possible

Name of the organization East Bay Agency for Children	Employer identification number 94-1358309
--	--

chance of success in their transition back to school and home life.

EBAC case managers are paired with teens leaving the Alameda County Juvenile Justice Center. These case managers work in tandem with the teen to ensure he or she abides by the terms of probation, enrolls in school and attends, receives necessary and/or court mandated counseling, and integrates into a safe family environment.

Form 990, Part III, Line 4d, Other Program Services:

Trauma Transformed:

Trauma Transformed works locally and nationally to change the way public health systems understand, respond to, and heal from trauma and oppression. Trauma Transformed works with organizations and government systems to provide training and leadership coaching, offer policy and practice change consultation, and lead convening's of system and community leaders.

Expenses \$ 1,046,220. including grants of \$ 0. Revenue \$ 0.

Training Program:

EBAC's Training Program provides training to EBAC staff, other community-based organizations, foster parents, public agency staff and others that provide direct service to foster and/or adopted children and youth. EBAC brings particular expertise in training around trauma informed practices, resiliency strategies and cultural humililty and reponsiveness.

Expenses \$ 579,278. including grants of \$ 0. Revenue \$ 0.

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

Name of the organization

East Bay Agency for Children

Employer identification number

94-1358309

Form 990 is prepared and reviewed by management; it is reviewed by the Audit Committee, and copies are sent to the full Board before it is filed with the IRS.

Form 990, Part VI, Section B, Line 12c:

On an annual basis, directors and officers sign a statement regarding conflict of interest. These statements are collected with other board documents and compliance is maintained regularly.

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

On an annual basis, EBAC compares all salaries and benefits to the Non-Profit Management Center's Fair Pay for Northern California Non-Profit's Wage and Benefit Survey. Salaries are compared to the median rate for non-profit agencies that have more than 100 employees. Our goal is to pay no less than 88% of the surveyed median rate. For positions that are not found in the survey, we compare to our closest competitors' salaries and/or have our compensation consultant research a specific job title and salary in the general market. The Board reviews the comparative survey in order to set the CEO's compensation, which is documented in the minutes.

The CEO annually sets the salary and compensation for the other senior management following their annual evaluation.

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

Governing documents, policies, financial statements, and Form 990 are made available upon request. The Form 990 is also available on Guidestar.



Program Results

These select performance measures were identified by program staff, OUSD and the evaluation team as indicative of programs' quality and success in serving OUSD students.

During FY20-21, while Oakland Unified School District was implementing remote instruction because of the COVID-19 pandemic, many afterschool programs supported school-day instruction in addition to or instead of virtual afterschool programming. Due to the difficulty of tracking attendance hours during remote instruction, OUSD is not reporting hours of service for Comprehensive Afterschool programs this year.

Program Achievements: How much did we do?

Number of Students Served: **255**

Program Achievements: How well did we do it?

Average Daily Attendance: **23**

Percent of Youth in Agreement

Strategy
(Elementary & K-8
School Programs)

I feel safe in this program.		96%	92%
There is an adult at this program who cares about me.		93%	87%
I am interested in what we do at this program.		89%	86%

Participant Outcomes: Is anyone better off?

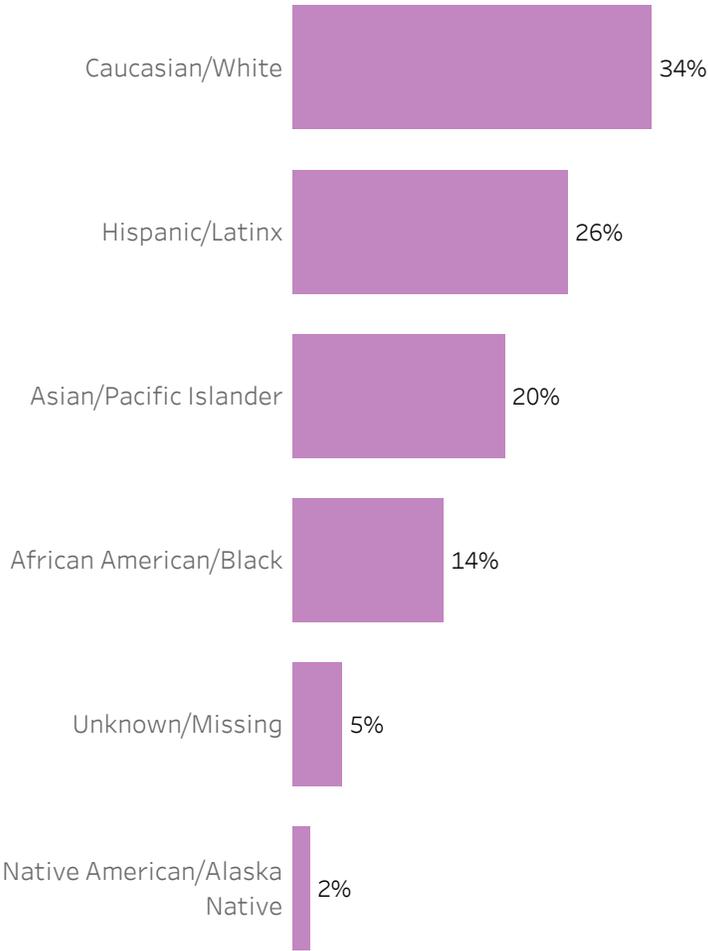
Percent of Youth in Agreement

Strategy
(Elementary & K-8
School Programs)

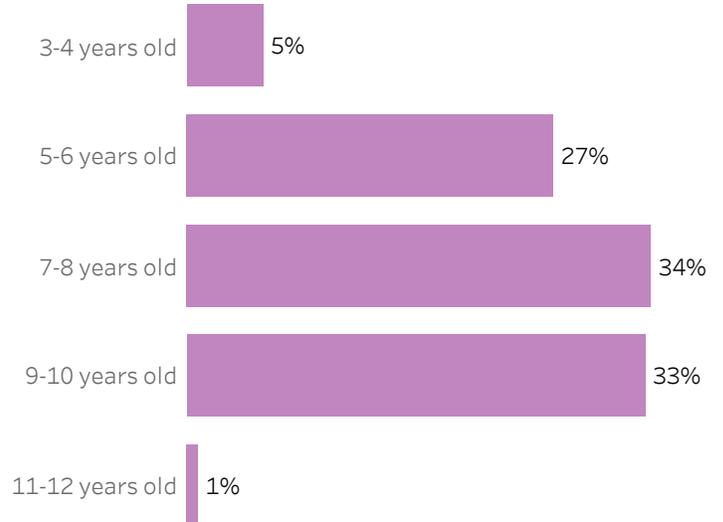
I learned how to do things in this program that help with my school work.		86%	84%
This program helps me feel more motivated to learn in school.		89%	83%

Youth Demographics Total Enrollment: 255

Race/Ethnicity



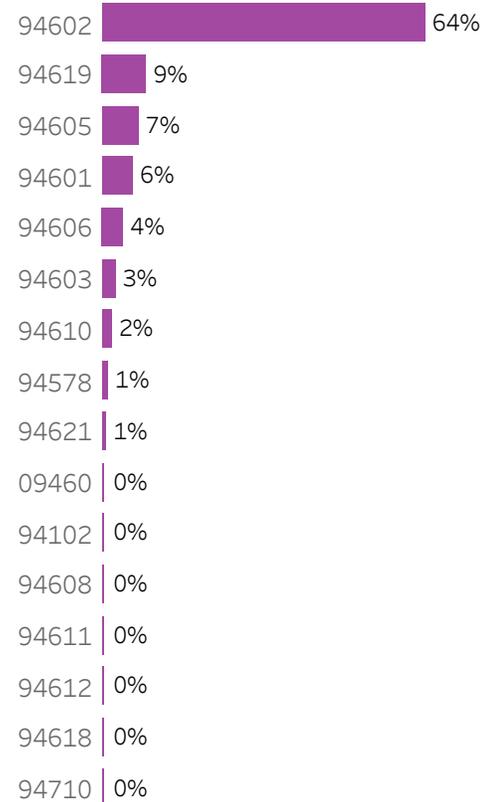
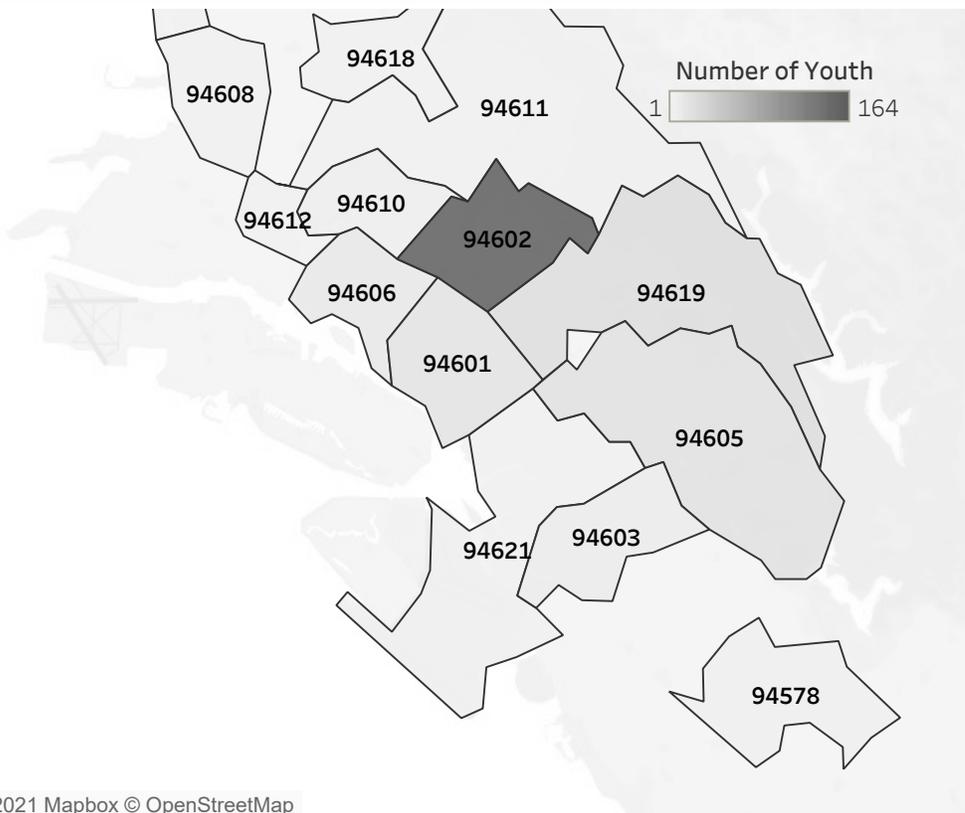
Age



Gender



Distribution of Participants by Zip Code



Youth Survey Results (Number of surveys collected: 28)

Youth Outcomes

Outcome scores reflect how often youth agreed or strongly agreed with the questions mapped to each outcome. The strategy-level scores reflect all youth who completed surveys at 45 Elementary & K-8 (1,251).

Program Scores							Strategy-Level Scores				
		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Greater connections with adults	There is an adult at this program who cares about me.	4%	0%	4%	46%	46%	1%	1%	10%	42%	45%
	Because of this program, I participate in more class discussions and activities at school.	4%	4%	25%	39%	29%	2%	4%	17%	49%	28%
Increased academic preparedness and engagement	I learned how to do things in this program that help with my school work.	4%	4%	7%	50%	36%	1%	3%	12%	48%	36%
	This program helps me feel more motivated to learn in school.	7%	0%	4%	64%	25%	1%	3%	13%	52%	31%
Increased school connectedness	This program helps me to feel like a part of my school.	4%	4%	0%	54%	39%	1%	2%	9%	46%	41%
Program Quality Bellwethers	I am interested in what we do at this program.	4%	0%	7%	46%	43%	1%	2%	11%	51%	35%
	I feel safe in this program.	4%	0%	0%	46%	50%	1%	1%	6%	42%	51%

Youth Survey Results (Number of surveys collected: 28)

In FY20-21, the youth survey for Comprehensive Afterschool Programs included the following question to help programs and OUSD learn more about students' experience with distance learning.

What would help make distance learning easier?

Organizational Chart Attachment

Please see EBAC's organizational chart attached. EBAC's four OUSD afterschool programs and one charter program have experienced program and management staff to ensure high quality program delivery. Reka Lal, Program Director of Afterschool Services, has over 18 years of experience managing ASES, 21st CCLC and OFCY grants and has played a key role in grant compliance. Ms. Lal has developed relationships with the leadership at OFCY and OUSD as well as all of the CBOs providing afterschool services in Oakland, which have become intentional and formalized since she assumed the OCASA Program Director role. Ms. Lal ensures that EBAC fulfills all Lead Agency responsibilities and that programs comply with all requirements, policies and procedures set forth by both the California Department of Education, City of Oakland and OUSD. Ms. Lal provides support to ensure compliance with grant guidelines, including attendance monitoring, and manages the hiring process, all contracts, MOUs and invoices. She supervises, coaches and trains SCs to fulfill their duties, including completing the OUSD required evaluation towards Program Quality Improvement (PQI). SCs provide oversight of AIs. Kristin Wagner, Senior Director of Family and Community Wellness, provides supervision of Ms. Lal.

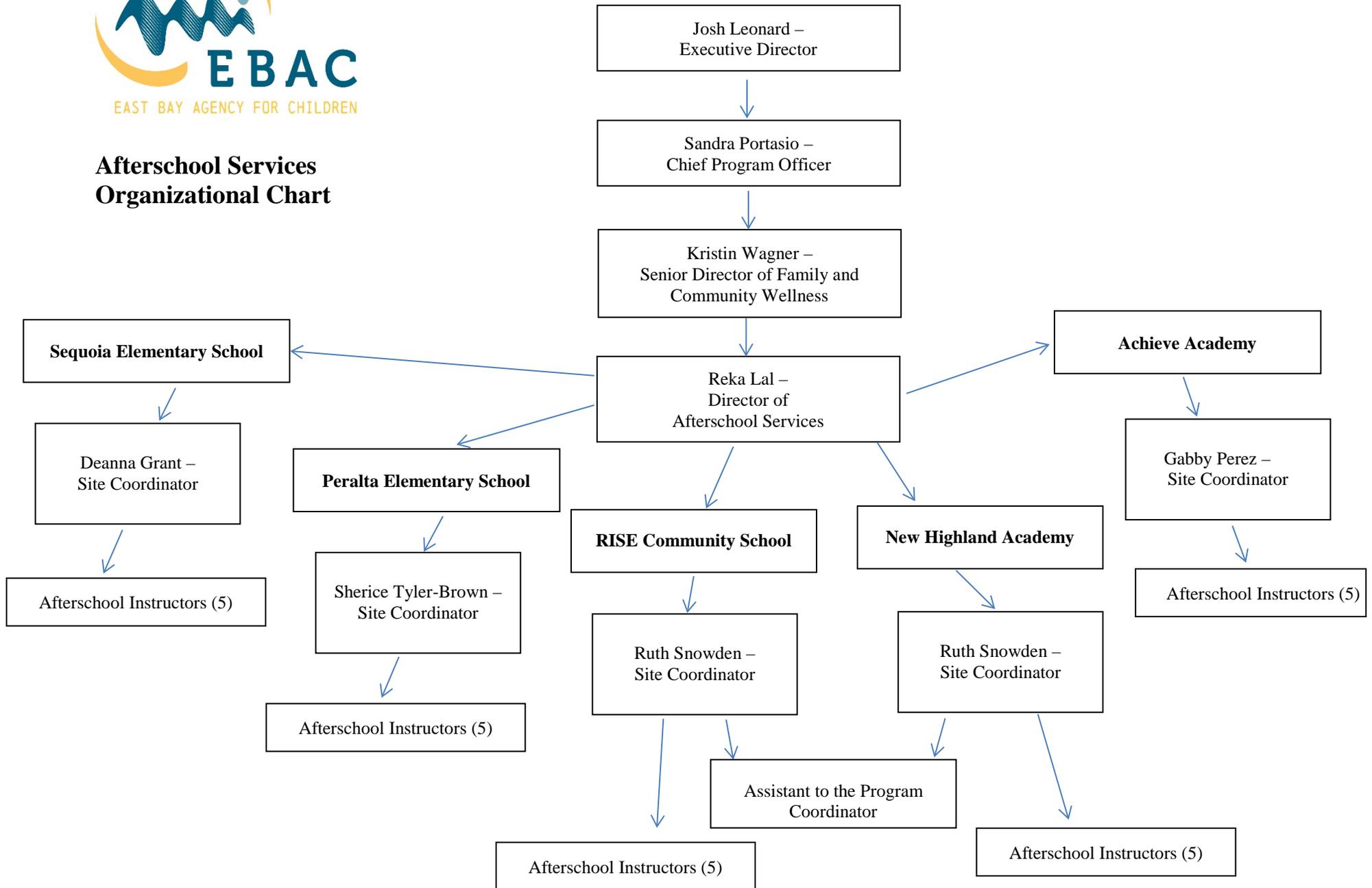
Ms. Lal, SCs and AIs have strong relationships with the school principals and staff with clear, open lines of communication to ensure that services are aligned to the school day goals. Ms. Lal, SCs and Principals work closely together in the development of the OUSD Program Planning Tool. EBAC and Ms. Lal are integral partners of the OUSD Afterschool Programs Office, supporting the district's expanded learning initiatives, sustainability efforts and quality improvement system building work. In particular, Ms. Lal participated in the Building Intentional Communities Trainer of Trainers (TOT) Cohort, Youth Work Methods TOT, Youth

Works Management TOT and External Assessors Training, all of which supports ongoing program quality improvement and sustainability efforts.

Staff development is key to maintaining quality afterschool programs. Afterschool staff follows a yearly training schedule that includes: OUSD Summer Institute; EBAC afterschool program site specific trainings; school site staff trainings; OUSD and EBAC SC meetings; EBAC monthly site level trainings; and OUSD Professional Learning Community trainings. Staff has access to EBAC's online training application, Relias, as well as Calsac E-Learning trainings to meet their individual training needs.



Afterschool Services Organizational Chart



CINCINNATI OH 45999-0038

In reply refer to: 0248154921
Oct. 15, 2021 LTR 4168C 0
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00009213
BODC: TE


EAST BAY AGENCY FOR CHILDREN
% SALLY WALTZ
2828 FORD ST
OAKLAND CA 94601


019434

Employer ID number: 94-1358309
Form 990 required: Yes

Dear Taxpayer:

We're responding to your request dated Oct. 05, 2021, about your tax-exempt status.

We issued you a determination letter in July 1953, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c)(3).

We also show you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC Sections 509(a)(1) and 170(b)(1)(A)(vi).

Donors can deduct contributions they make to you as provided in IRC Section 170. You're also qualified to receive tax deductible bequests, legacies, devises, transfers, or gifts under IRC Sections 2055, 2106, and 2522.

In the heading of this letter, we indicated whether you must file an annual information return. If you're required to file a return, you must file one of the following by the 15th day of the 5th month after the end of your annual accounting period:

- Form 990, Return of Organization Exempt From Income Tax
- Form 990EZ, Short Form Return of Organization Exempt From Income Tax
- Form 990-N, Electronic Notice (e-Postcard) for Tax-Exempt Organizations Not Required to File Form 990 or Form 990-EZ
- Form 990-PF, Return of Private Foundation or Section 4947(a)(1) Trust Treated as Private Foundation

According to IRC Section 6033(j), if you don't file a required annual information return or notice for 3 consecutive years, we'll revoke your tax-exempt status on the due date of the 3rd required return or notice.

You can get IRS forms or publications you need from our website at www.irs.gov/forms-pubs or by calling 800-TAX-FORM (800-829-3676).

If you have questions, call 877-829-5500 between 8 a.m. and 5 p.m.,

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Oct. 15, 2021 LTR 4168C 0
94-1358309 000000 00
00009214

EAST BAY AGENCY FOR CHILDREN
% SALLY WALTZ
2828 FORD ST
OAKLAND CA 94601

local time, Monday through Friday (Alaska and Hawaii follow Pacific time).

Thank you for your cooperation.

Sincerely yours,

Warren R. Burton

Warren R. Burton, Operations Mgr
Accounts Management Operations 1



Account Statement
BUSINESS ANALYZED CHECKING



FIRST REPUBLIC BANK
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Page 1 of 33

Statement Period: February 05, 2022-
February 28, 2022

Account Number: XXXXXX42896

EAST BAY AGENCY FOR CHILDREN
303 VAN BUREN AVE
OAKLAND CA 94610

Enclosures 107

Important information about your statement

As indicated previously, due to a system update, this is the second statement covering the full statement cycle ending on the date indicated above. The Monthly Service fee, if applicable, wasn't assessed; assessment will resume after the next statement cycle. You may notice that this statement looks different, but the content remains the same.

Please note that the information on this statement, including the interest credited and the respective Annual Percentage Yield Earned (APYE), as applicable, corresponds to the period indicated above.

Account Summary		XXXXXX42896	
Beginning Balance	\$1,821,754.41	Average Daily Balance	\$1,458,025.73
Total Deposits and Credits	\$1,310,841.22	Minimum Balance	\$1,154,911.80
Total Withdrawals and Debits	\$1,035,090.15-	Service Charges	\$0.00
Total Checks Paid	\$352,849.84-	Interest Paid This Period	\$0.00
Ending Balance	\$1,744,655.64	Interest Year to Date	\$0.00

Checks Paid			* Gap in check sequence		
Number	Date	Amount	Number	Date	Amount
2084	02/10	\$2,284.47	54562	02/08	\$1,500.00
*24514	02/07	\$1,200.00	54563	02/22	\$10,706.83
*54414	02/28	\$30.00	54564	02/17	\$1,380.25
*54424	02/14	\$20,000.00	54565	02/17	\$5,041.94
*54450	02/18	\$8,837.50	54566	02/14	\$30.83
*54464	02/08	\$371.18	54567	02/16	\$33.51
*54468	02/07	\$119.93	54568	02/23	\$109.00

Account Statement

BUSINESS REWARD MONEY MARKET
SAVINGS



FIRST REPUBLIC BANK
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Page 1 of 3

Statement Period: February 05, 2022-
February 28, 2022

Account Number: XXXXXX85503

EAST BAY AGENCY FOR CHILDREN
2828 FORD STREET
OAKLAND CA 94601

Important information about your statement

As indicated previously, due to a system update, this is the second statement covering the full statement cycle ending on the date indicated above. The Monthly Service fee, if applicable, wasn't assessed; assessment will resume after the next statement cycle. You may notice that this statement looks different, but the content remains the same.

Please note that the information on this statement, including the interest credited and the respective Annual Percentage Yield Earned (APYE), as applicable, corresponds to the period indicated above.

Account Summary		XXXXXX85503	
Beginning Balance	\$2,708,955.61	Average Daily Balance	\$2,708,955.61
Total Deposits and Credits	\$445.34	Minimum Balance	\$2,708,955.61
Total Withdrawals and Debits	\$0.00	Service Charges	\$0.00
Total Checks Paid	\$0.00	Interest Paid This Period	\$445.34
Ending Balance	\$2,709,400.95	Interest Year to Date	\$1,094.67
		2021 Interest	\$6,762.29

Account Activity		
Date	Description	Amount
	Deposits and Credits	
02/28	INTEREST CREDIT	\$445.34
	Total Deposits and Credits	\$445.34
	ANNUAL PERCENTAGE YIELD EARNED (APY-E)	0.23%
	INTEREST EARNED THIS STATEMENT PERIOD	\$445.34

Account Statement

BUSINESS REWARD MONEY MARKET
SAVINGS



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Page 3 of 3

Statement Period: February 05, 2022-
February 28, 2022

Account Number: XXXXXX85503

EAST BAY AGENCY FOR CHILDREN

Fee Summary

	Total For This Period	Total Year-to-Date
Total Overdraft Fees	\$0.00	\$0.00
Total Returned Item Fees	\$0.00	\$0.00

Message

If you receive a call, text or email from a First Republic representative requesting the verification of your password, user ID, PIN, 3-digit CVV number, account number, card number or any other personal information, and you wish to validate the authenticity of the request, please hang up and contact our Client Care Center at (888) 408-0288.



Afterschool Coordinator

ORGANIZATIONAL OVERVIEW

East Bay Agency for Children's (EBAC) mission is to improve the well-being of children, youth, and families by reducing the impact of trauma and social inequities. EBAC strives to reduce barriers that contribute to disparities in wellness for socio-economically disadvantaged and racially marginalized families and to create communities where all children and families have support systems to reach their full potential.

EBAC was established in 1952 when a group of parents of children with autism wanted to give their children the same educational and recreational opportunities that contribute to the physical well-being and social growth of all children. From this was born the first day-treatment program west of the Mississippi and was the foundation of growth in meeting the needs of children and families living in the San Francisco Bay Area, and especially in Alameda County.

Today, EBAC's programs serve over 10,000 children, youth and families throughout Alameda County each year with the goal of giving each child and family the specific resources, skills, and support they need to help them reach their full potential. The organization has strategically grown its program offerings to include a wide variety of supports and services to the community. For more information about our organization, please visit the website at www.ebac.org.

POSITION OVERVIEW

The Afterschool Coordinator supervises and coordinates the afterschool program at an Elementary School in Oakland. The Afterschool Coordinator works with all aspects of the program, including program design, program planning, implementation, staff management, student supervision, curriculum development, program evaluation, data tracking, and ongoing assessment.

Position Reports To: Program Director of Afterschool Services

QUALIFICATIONS and COMPETENCY FACTORS

1. Bachelor's degree or equivalent combination of education and experience in the human service field (education, social services, or mental health) preferred.
2. Experience with school-based programs, especially those with diverse, multi-lingual populations. Afterschool program experience desirable.
3. Demonstrated capacity to work as a team player and colleague; excellent interpersonal skills; and ability to listen and respond effectively.
4. Ability to manage teams, and to work in a fast-paced environment.
5. Strong organizational skills, excellent computer skills including managing databases.
6. Awareness and sensitivity to multicultural issues.
7. Bilingual, Spanish-speaking preferred.

RESPONSIBILITIES

1. Manage day-to-day operations of afterschool program including program planning, program safety, coordination of student behavior and incentive programs and coordination of program events.
2. Responsible for student recruitment, enrollment and attendance.
3. Responsible for student safety and managing facility during program hours.
4. Supervise and coach afterschool program staff, interns and/or contractors.
5. Manage partnerships with stakeholders, including families, through regular communication and meetings.
6. Ensure program is working in partnership with school site and district.
7. Facilitate and/or coordinate staff meetings, professional development, and team building.
8. Assist with fee collection and fundraising as needed.
9. Perform other duties as assigned.

WORKING CONDITIONS and JOB SETTING

1. Work is primarily in a classroom setting with children and secondarily in an office setting and/or outdoor playground environment.
2. Program classrooms are in a two-story building with stairs that need to be climbed for access to the second floor.
3. Because work is directly with children, full mobility is required for standing, walking, sitting, using hands, climbing, balancing, stooping, kneeling, crouching, and crawling.
4. High noise levels at times.
5. May need to use child-size chairs for sitting.
6. Periodic driving, with appropriate driver's license and insurance; or periodic access to a car is required.
7. Periodic lifting up to 25 pounds is required.

The job description above has been reviewed with me.

Gabriela Perera
Employee Signature

10/25/21
Date



Afterschool Instructor

ORGANIZATIONAL OVERVIEW

East Bay Agency for Children's (EBAC) mission is to improve the well-being of children, youth, and families by reducing the impact of trauma and social inequities. EBAC strives to reduce barriers that contribute to disparities in wellness for socio-economically disadvantaged and racially marginalized families and to create communities where all children and families have support systems to reach their full potential.

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POSITION OVERVIEW

Under the supervision of the Program Coordinator, the Afterschool Instructor will work with students in grades K – 5, determined by position availability. The instructor will provide academic and/or enrichment programming in person or possibly virtually. The goal of the academic support component is to create an environment where students can see themselves as successful while having fun learning. The academic component also provides students with academic intervention and homework supervision. The goal of the enrichment component is to expose students to a variety of classes, opportunities and to support their individual interests and skills.

QUALIFICATIONS and COMPETENCY FACTORS

- Completion of 48 college semester units or successful completion of the Instructional Aid (IA) exam required.
- Clear TB test (within the last 4 years) and FBI/DOJ background check required.
- At least two years of teaching (gardening, art, recreation or other enrichment activities) or academic tutoring experience preferred - experience teaching virtually a plus.
- Experience in working with elementary age students, specifically those from diverse, multi-lingual populations.

- Strong classroom management and conflict resolution skills - restorative practices a plus.
- Excellent oral, computer & written communication skills
- Demonstrated capacity to work as a team player and colleague; excellent time management and interpersonal skills; flexible; ability to listen and respond effectively; and ability to work in a fast-paced school environment.
- Experience with distance learning methods and platforms (Zoom, Google Classrooms, video creation/editing etc.) preferred.
- Comfort with facilitating teaching via in person and virtually.
- Spanish speaking preferred but not required.

RESPONSIBILITIES

- ❖ Preparatory Time
 - Develop mini lessons aligned with the program and/or school-day goals utilizing research and resources provided. Lessons should be theme or project based taking student input into consideration.
 - Complete and submit weekly lesson plans to Program Coordinator.
 - Assess and communicate with parents about student academic and behavior progress, which includes virtual, in-person, telephone and/or written communication.
 - Be prepared for class every day and use instructional time effectively.
 - Participate in all program staff meetings and trainings which may include virtual meetings.
- ❖ Direct Instruction (In person and virtually)
 - Lead mini enrichment and/or academic lessons to a group of 17-20 students either in person or virtually.
 - Engage students in fun and exciting projects.
 - Provide homework assistance and individual tutoring.
 - Maintain a physically and emotionally safe environment for students to learn (including virtual safety).
 - Demonstrate effective classroom management with an effective, articulated discipline and reward system that includes rules that are clear and posted.
 - Use a variety of instructional strategies and resources in order to engage all students and their diverse needs (including age-appropriateness and purpose).
- ❖ Daily Program Expectations
 - Shared responsibility for program set up, which may include snack supervision, classroom clean up, taking attendance, general announcements and recess/bathroom supervision.
 - Other duties as assigned.

Status: Non-Exempt

Revision Date: 07/15/2020

WORKING CONDITIONS and JOB SETTING

1. Work hours vary depending on position and program site.
 - a. In person program hours are M, T, TH, F 2:45-6:00 p.m. and W 1:00-6:00 p.m.
 - b. Virtual programming hours dependent on school site
2. Afterschool Instructors are allotted 30 minutes of prep time per day
3. Positions are from August through 2nd week in June.
4. Work is mostly in a school setting.
5. Periodic lifting up to 25 pounds is required.

The job description above has been reviewed with me.

Employee Signature

Date

CINCINNATI OH 45999-0038

In reply refer to: 0248154921
Oct. 15, 2021 LTR 4168C 0
94-1358309 000000 00
00009213
BODC: TE

EAST BAY AGENCY FOR CHILDREN
% SALLY WALTZ
2828 FORD ST
OAKLAND CA 94601

019434

Employer ID number: 94-1358309
Form 990 required: Yes

Dear Taxpayer:

We're responding to your request dated Oct. 05, 2021, about your tax-exempt status.

We issued you a determination letter in July 1953, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c)(3).

We also show you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC Sections 509(a)(1) and 170(b)(1)(A)(vi).

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If you have questions, call 877-829-5500 between 8 a.m. and 5 p.m.,

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94-1358309 000000 00
00009214

EAST BAY AGENCY FOR CHILDREN
% SALLY WALTZ
2828 FORD ST
OAKLAND CA 94601

local time, Monday through Friday (Alaska and Hawaii follow Pacific time).

Thank you for your cooperation.

Sincerely yours,

Warren R. Burton

Warren R. Burton, Operations Mgr
Accounts Management Operations 1



State of California Secretary of State

CERTIFICATE OF STATUS

ENTITY NAME:

EAST BAY AGENCY FOR CHILDREN

FILE NUMBER: C0273898
FORMATION DATE: 05/01/1953
TYPE: DOMESTIC NONPROFIT CORPORATION
JURISDICTION: CALIFORNIA
STATUS: ACTIVE (GOOD STANDING)

I, ALEX PADILLA, Secretary of State of the State of California,
hereby certify:

The records of this office indicate the entity is authorized to
exercise all of its powers, rights and privileges in the State of
California.

No information is available from this office regarding the financial
condition, business activities or practices of the entity.



IN WITNESS WHEREOF, I execute this certificate
and affix the Great Seal of the State of
California this day of February 14, 2020.

A handwritten signature in black ink, appearing to read "Alex Padilla".

ALEX PADILLA
Secretary of State

**EAST BAY AGENCY FOR CHILDREN
BOARD OF DIRECTORS LIST**

Name/Contact Information	Title	Profession/Vocation	Term	End Date
Bruce Bierlink	Board Member Governance Committee	Manager Rail Logistics, Chevron	1st	06/15/2024
Gillian Chambers-Harris	Board Member Finance Committee	Executive Director, Center of Financial Insights, Genentech	1st	06/15/2024
Mary Colby	Board Member Finance Committee Chair Treasurer	Head of Municipal Research at Charles Schwab Investment Management	2nd	09/10/2022
Wendi Gosliner	Board Member Quality Impact Committee	Programs Advisor and Strategic Planning Consultant, School of Public Health, UC Berkeley	1st	03/03/2023
Tamika Greenwood	Board Member Quality Impact Committee	Director, Government and Community Relations, BART	1st	06/15/2024
Leah Hughes	Board Member Governance Committee Chair	Business Analyst, PG&E	3rd	09/10/2022
Joanne Karchmer	Board Member Governance Committee	Chief Impact Officer, All Home	2nd	03/01/2022
Andreas Lorenz	Board Member Finance Committee	Senior Director, Finance and Strategy at Zendesk	1st	03/03/2023
Matthew Nelson	Board Member Quality Impact Committee	Chief Operations Officer, ParentPowered	3rd	09/16/23

Mimi Park	Board President	Director and Credit Office, Wells Fargo Securities	3rd	06/20/2023
Patrick Piette	Board Member Finance Committee Board Secretary	Chief Financial Officer, Quantum Energy Services & Technologies, Inc.	2nd	06/15/2024
Madelyn Roderigues	Board Member Quality Impact Committee	Deputy Public Defender, Santa Clara County	1st	06/17/2022
Daniel Shulman	Board Member Finance Committee	Senior Vice President, Market Manager, Commercial Banking, Bank of America/Commercial Banking	2nd	09/14/2024
Tess Singha	Board Member Governance Committee	Head of Human Resources at Robinhood	2nd	03/28/2022
Tim Sommer	Board Member Quality Impact Committee Chair	Senior Partnerships Director at DonorsChoose	2nd	03/28/2022
Danielle Soto	Board Member Quality Impact Committee	Associate Director and Senior Researcher, Impact Justice	1st	03/03/2023
Julie Stoss	Board Member	Vice President, Government Relations, Kaiser Permanente	1st	09/14/2024



EBAC Board of Directors Meeting September 14, 2021

Zoom, 5:30pm-7:00pm

Board Participants: Mary Colby, Gary Cox, Joanne Karchmer, Andreas Lorenz, Matthew Nelson, Mimi Park (presiding), Patrick Piette, Madelyn Rodrigues, Daniel Shulman, Tess Singha, Tim Sommer, Danielle Soto, Leah Hughes, Wendi Gosliner, Gillian Chambers-Harris, and Soumya Srinagesh

Not Attending: Tamika Greenwood-Moss

Other Attendees: Josh Leonard, Julie West, Roger Ailshie, Sandra Portasio, and Mikalah Kendall

Call to Order: President Mimi Park called the meeting to order at 5:33pm PST.

Welcome – Mimi Park

- Mimi welcomed everyone and expressed hope to be in person soon as the Executive Committee have currently decided to remain remote for this meeting
- Mimi acknowledged that the remote format continues to make it difficult for new and old Board members to get to know one another. The Executive Committee continues to think about ways we can facilitate this. In the meantime, she has asked committee chairs to make sure they are connecting with new Board members on their committee.
- Mimi reviewed today's agenda

Action Items

- **Consent Agenda** – Mimi Park
 - Mimi asked if any member wanted to discuss or remove items from the consent agenda.

On motion made and seconded, the Consent Agenda was passed by unanimous consent.

Discussion Items

- Mimi acknowledged this was Gary's last meeting as his 3rd term was ending.
 - Mimi and Josh thanked Gary for his service.
- Julie Stoss joined the meeting
 - Mimi welcomed Julie to the Board
 - Julie introduced herself and shared about her background

The CEO and Development Reports

- **State of The Agency** – Josh Leonard
 - Josh provided updates on the current state of the agency and painted the bigger picture surrounding the extent of current workforce challenges highlighted in the CEO report including:
 - 16% vacancy rate (33 openings) – significantly higher than previous years
 - Making tough decisions on what can and cannot be done

- Joanne and Andreas shared how challenging it is across the board to staff organizations/companies
- **Questions**
 - How do we improve retention? What can the organization do?
 - Josh answer: EBAC was just named a Top Workplace so there is not a rampant dissatisfaction with the Agency
 - Continue to support staff and navigate challenges made by vacancy
 - **Challenge:** The pressure seems to fall too intensely onto others which can create a problem
 - Evaluating doing raises earlier than January (which is when they are currently planned)
 - Where are we with recruitment efforts? Is there a new/out of the box approach?
 - Josh answer: EBAC is currently using sign on bonuses as an onboarding tool which seems to be helpful in getting applicants and hiring currently
 - Remote opportunities
 - Josh shared that the new remote policy is on the verge of being rolled out. It will present expanded opportunities for a number of support job classifications to work permanently remote or a hybrid schedule.
 - Further discussion about remote possibilities for direct service positions
 - What will the new mobile EPIC program look like?
 - Sandra shared :
 - We currently are working on details to start the programming at Achieve. Talking with other schools as well.
 - Will be providing support to students in the classroom in the morning and then the cohort will meet as a group in the afternoon.
 - Question: Can current EPIC facility be used for other things?
 - Answer: we will assess and evaluate at a later date if mobile program is successful
- **Covid Update – Josh Leonard**
 - Schools back open but there is much chaos
 - EBAC has mandated vaccination for all staff
 - Questions and discussion about this
- **Development Report – Julie West**
 - Julie shared about the upcoming Gala and Fall campaign.
 - Julie is requesting volunteers to take 25/30 hand written letters to donors requesting their support/donations
- **QI Committee – Matthew Nelson**
 - The Quality Impact Committee last met in August. Matthew thanked Dani for agreeing to be Vice-Chair. The committee have not yet finalized a workplan, but has identified 3 priorities to focus on:
 - Working with staff to revise Board level dashboards
 - Supporting staff in Identifying at least 1 impact goal for each program
 - Reviewing constituent feedback presented by staff
- **Governance Committee –Leah Hughes**
 - The Governance Committee last met in August, Leah thanked Tess for agreeing to be Vice-Chair. The committee’s workplan is focused on:
 - Recruitment- Board is currently at 18 and no planned term-offs for the rest of the year. There is not an imperative that any new members are added. But the

committee will continue vetting to have que for the future. It will consider recommending bringing someone else on if they bring critical attributes that might not be currently otherwise present on the Board.

- Slate-the committee needs to present a candidate for Board President in FY22 at the December Board meeting
 - Exploring ways to improve the new Board member on-boarding process
 - Exploring ways to improve Board meeting packets
- **Finance Committee – Mary Colby**
 - The Committee did not meet in August as financial reports were not yet completed
 - While some final adjustments need to be made, we currently are showing a FY21 bottom line operational deficit of approximately \$21k. The FC thinks this to be an excellent result within the context of the pandemic.
 - Net assets increased year over year by approximately \$3.4 mil thank to the sale of our Van Buren property and the forgiveness of our PPP loan.
 - We currently have a \$0 balance on our Line of Credit and approximately \$4.8 mil cash on hand.
 - While we had an operational loss in July it was less than what was budgeted.

The Board asked questions and discussed current levels of reserves.

FY22 Organizational Priorities document-Josh Leonard

- Mimi and Josh shared about work done with staff leadership and discussions within the Executive Committee to ensure that the organizational goals for FY22 were attainable and focused on the highest priorities given the current challenges with staffing and the extent of capacity needed to just manage around COVID. Josh talked about the challenge of finding the right balance between responding to need and opportunity and pushing the organization beyond its current capacity. Questions and discussion ensued.

Sarah Miller and Natalie Henrich from the Auxiliary joined the meeting at 6:48PM

- Natalie Henrich – Co-President
- Sarah Miller – Gala Chair
 - The Auxiliary have supported EBAC for 22 years with 54 active members.
 - It has 4 areas of focus:
 1. EBAC Ambassadors
 2. Providing professional resources – strong professional skills, referrals, etc. all pro-bono
 3. Direct volunteering – working closely with Julie to seek out opportunities to ensure Auxiliary is helping and supporting services
 4. EBAC hosted events such as food drives, etc.
- This year’s annual Gala theme will be: 1920s – An Evening of Elegance
 - November 13, 2021 – The decision was made last light to move the event to a virtual one in light of continued concerns about COVID.
 - **Question:** How can Board members help make the event more successful?
 - **Answer:**
 - Use the relationships in community to help sell tickets
 - Buy a ticket
 - Use your contacts to help reach \$25K sponsorship goal
 - Seed funding to Raise The Paddle – “Leadership Circle” minimum donation of \$2500

- Help secure donated items for the auction or spend at the live auction on night of event

Adjourn: The meeting was adjourned at 7:03 pm PST by Mimi Park

Minute notes submitted by Mikalah Kendall, EA to CEO



EBAC Board of Directors Meeting November 9, 2021

Zoom, 5:30pm-7:00pm

Board Participants: Andreas Lorenz, Matthew Nelson, Mimi Park (presiding), Patrick Piette, Madelyn Rodrigues, Daniel Shulman, Tim Sommer, Danielle Soto, Leah Hughes, Gillian Chambers-Harris, Julie Stoss

Not Attending: Tamika Greenwood-Moss, Mary Colby, Joanne Karchmer, Wendi Gosliner, Bruce Bierlink, Tess Singha

Other Attendees: Josh Leonard, Julie West, Roger Ailshie, Sandra Portasio, and Mikalah Kendall

Call to Order: President Mimi Park called the meeting to order at 5:36pm PST.

Welcome – Mimi Park

- Mimi welcomed everyone
- Mimi shared that we are currently planning to do the December meeting/social in-person at the HUB. There will still be a virtual option for the meeting component.
- Mimi reviewed the meeting agenda

Actions

- **Minute Approval** – Mimi Park
 - Mimi asked if there were any changes to the September Board minutes

On motion made and seconded, the Board Minutes from September 12, 2021 meeting were passed by unanimous consent.

The CEO and Development Reports

- **State of The Agency** – Josh Leonard
 - Josh opened up the floor for questions about the written CEO report included in the packet
 - There was a question and discussion about the reorganization to the YES management structure
 - There was a question and positive feedback about innovations allowing for electronic self-referral of older youth.
 - There was discussion about the issues with the HUB Tenant and their desire for accommodation to support current fiscal challenges
 - There was a question and discussion about potential funding opportunities to extent afterschool type services into the summer.
 - There was discussion about staff's evaluation of potentially purchasing a new EHR.

- **Development Report – Julie West**
 - Julie provided an update on the upcoming Gala sharing that there are 215 participants in 36 locations in the East Bay for Saturday night. There will be live auction component and program speakers as well as pre-recorded videos. Julie encouraged board members to buy non-meal tickets online at ebac.org/gala to participate virtually. Also, as highlighted in the Development Report, Julie encouraged the board to participate in the auction at ebac.org/auction. Julie will email out the fall campaign to share with friends and family to consider EBAC during year end donations.

Question: Are there any thoughts of putting together an electronic wish list of any kind for client holiday gifts?

Julie's answer: Yes, we will be having a Holiday Drive meeting to strategize and plan

- **QI Committee – Matthew Nelson**
 - Matthew encouraged Directors to review the most recent quarterly service dashboard that was included in the packet. The dashboard includes output and demographic information. Staff have now established an impact goal for each program which will be integrated into the dashboard in the future as this information is collected. Matthew acknowledged Wendi and Dani's support of the T2 team in thinking about how to look at evaluation of the efficacy of these services.
- **Governance Committee – Leah Hughes**
 - Even with Soumya's recent resignation from the board, there is no imperative to add any new directors this year. However, the committee continue to look to identify and vet new candidates. The committee continues to work on updating the process for on-boarding new Board members. The committee will be brining a president-elect candidate to the Board for consideration at its December meeting. Mimi's term as president ends 6/30/21. Leah also shared that the committee had discussed the possibility of adding more Board committees as a follow up to that suggestion at the last Board meeting. It came to the conclusion that adding any more standing committees at this time was not preferable and that we should, instead, look to put together ad hoc, time limited workgroups as specific areas where the Board could offer increased value are surfaced.
- **Finance Committee – Andreas Lorenz**
 - Andreas provided the FC update in Mary's absence. He reviewed YTD financials. Through September, we are significantly better than budget as well as last years YTD results. The positive variance is primarily due to strong EPSDT billing in July and August as well as decreased labor expense due to open positions. Andreas also shared that the committee had discussed both the EHR and HUB tenant issues noted in Josh's CEO report.
- Mimi shared that it had been suggested that we could spend time doing an in depth description of EBAC's different programs in a Board meeting. However, as this may not be something needed and/or desired by all Directors, Josh has offered to provide to individuals or small groups outside of a regular Board meeting for anyone that is interested.

Action: Please reach out to Josh if interested in presentations

Staff Salaries/Compensation – Josh Leonard

- Josh led a presentation on current struggles with recruitment and retention, providing a broader context of how they fit into the current labor market and sharing about reasons, impacts and mitigation strategies. Josh focused in specifically on the compensation element.
- The current plan is to give 5% raises to most EBAC staff as of January 1. This is well beyond the 2% that is currently budgeted but has the support of the Finance Committee.

Questions and discussion ensued. Josh will continue to communicate with the Board as opportunities are identified where Directors may be able to support with political advocacy.

Board

As newer Board members still had not had opportunity to meet other Board members, Mimi led all present in introducing and sharing a little about themselves.

Adjourn: The meeting was adjourned at 7:11 pm PST by Mimi Park

Minute notes submitted by Mikalah Kendall, EA to CEO



EBAC Board of Directors Meeting December 14, 2021

2828 Ford St, Oakland, CA and Zoom
5:30pm-6:15pm

Board Participants: *In Person:* Andreas Lorenz, Mimi Park (presiding), Bruce Bierlink, Mary Colby, Danielle Soto; *Virtual:* Madelyn Rodrigues, Tim Sommer, Leah Hughes, Julie Stoss, Joanne Karchmer, Patrick Piette, Wendi Gosliner

Not Attending: Tamika Greenwood-Moss, Matthew Nelson, Daniel Shulman, Gillian Chambers-Harris, Tess Singha

Other Attendees: *In Person:* Josh Leonard, Julie West and Mikalah Kendall; *Virtual:* Sandra Portasio

Call to Order: President Mimi Park called the meeting to order at 5:48pm PST.

Welcome – Mimi Park

- Mimi welcomed everyone and expressed gratitude for the opportunity to gather in-person
- Mimi reviewed the meeting agenda

Actions

- **Minutes Approval** – Mimi Park
 - *One motion made and seconded, the Board Minutes from the November 9, 2021 meeting were approved by unanimous consent.*
- **Executive Committee Resolution** - Mimi Park
 - Mimi shared that the on November 16 the Executive Committee acted on behalf of the Board in approving the following resolution as timely action was required:
 - WHEREAS EBAC's Therapeutic Nursery School (TNS) program was closed in 2020 and WHEREAS the organization has no intention of re-opening the program, BE IT RESOLVED that the EBAC CEO Josh Leonard is hereby directed and authorized to act on behalf of the organization in working with Community Care Licensing to close the license (Therapeutic Nursery School- EBAC 013418179).
- **Board-Elect President** – Leah Hughes
 - Leah shared that the Governance Committee had identified Mary Colby as the next President-elect of the Board and that Mary has agreed to stand for election. The Governance Committee is recommending that the Board move to elect Mary to a two year term as President, beginning 7/1/22 and ending 6/30/24.
 - Ballots were distributed to those present and those participating virtually were asked to send their vote to executiveassistant@ebac.org
 - A compilation of the votes revealed that Mary was elected to a two year term to succeed Mimi as Board President.

- **Audit Committee** – Pat Piette
 - Pat reported that Audit Committee and staff met with the Harrington Group auditors to review the draft financial audit for FY 21
 - A copy of the reports and the management letter was sent to all Board members with the Board packet.
 - Highlights of the audit:
 - The audit is “Unmodified”, e.g. a clean opinion with no findings.
 - There were no material adjustments made to the financials
 - We had a year over year increase in net assets of approximately \$3.6 mil. This increase was a product of an operational surplus, forgiveness of the PPP loan and the sale of Van Buren
 - As of the end of the year, that left us with total net assets of \$11,257,196
 - Pat expressed satisfaction with the agency’s excellent financial performance amidst many challenges and acknowledged staff for their hard work
 - He stated that the Audit Committee was recommending that the Board move to accept the Audit as submitted

 - *On motion made and seconded, the 2021 fiscal audit was accepted by unanimous consent*

Wrap Up

The meet next Board meeting is Tuesday, March 1st

Adjourn: The meeting was adjourned at 6:12 pm PST by Mimi Park

Minute notes submitted by Mikalah Kendall, EA to CEO



EBAC Board of Directors Meeting

March 8, 2022

Zoom, 5:30pm-7:00pm

Board Participants: Mary Colby, Joanne Karchmer, Tim Sommer, Leah Hughes, Matthew Nelson, Madelyn Roderigues, Daniel Shulman, Bruce Bierlink, Mimi Park (presiding), Gillian Chambers-Harris, Tess Singha, Patrick Piette, Julie Stoss, Dani Soto

Not Attending: Wendi Gosliner

Other Attendees: Josh Leonard, Julie West, Sandra Portasio, Roger Ailshie and Mikalah Kendall

Call to Order: President Mimi Park called the meeting to order at 5:35pm PST.

Welcome – Mimi Park

- Mimi welcomed everyone and reviewed the agenda
- Mimi acknowledged the Trauma Informed Systems training held on Monday 3/3 that a number of Board members participated in and encouraged others to consider participating in the future.
- Mimi shared that Tamika Greenwood-Moss has resigned from the board due to personal reasons

Actions

- **New Board Member Election** – Joanne Karchmer (on behalf of Leah Hughes)
 - Joanne summarized the qualifications of Sarah Hughes and shared that the Governance Committee was recommending that she be elected to a 3 year term on the Board
 - Questions and discussion ensued

One motion made and seconded, Sarah Miller was elected to a 3 year term on EBAC's Board of Directors by unanimous consent.

- **Minute Approval** – Mimi Park
 - Mimi asked if there were any questions or proposed changes to the December minutes. There were no changes.

On motion made and seconded, the Board Minutes from December 14, 2021 meeting were approved by unanimous consent.

- **Line of Credit Renewal** - Mimi Park
 - Mimi shared that the organization's Line of Credit is up for renewal.

One motion made and seconded, it was resolved by unanimous consent that Josh Leonard be authorized and directed to act on the Behalf of EBAC in renewing the organization's \$1.5 million Line of Credit with First Republic Bank.

State of the Agency

- **CEO Report** – Josh Leonard
 - Josh discussed his report which was sent out in the meeting packet.
 - Service numbers are higher than last across all programs except Family Resource Centers.
 - School Based Behavioral Health has a waitlist close to 100 clients
 - Though we continue to have staff shortages, the waitlist is specific to 5/6 different sites which are fully staffed, reflecting very high levels of need
 - EPIC Program
 - We will be starting a new cohort of children at OUSD's Stonehurst ECE site while continuing to serve children at Achieve. We continue to work with other potential partners but probably do not have capacity to do any more sites at this time.
 - Afterschool
 - We will introduce new summer school programming at OUSD. We are expecting to serve approximately 165 students from beginning of June to the beginning of July
 - OUSD has asked EBAC to take on more after school sites next year. Because of continued challenges with staffing, one new site is the most we would take on.
 - Family Resource Centers
 - EBAC is a part of a coalition that is making an ask for \$40M State investment in FRC services
 - MediCal/EPSTDT
 - We continue to work on advocacy through the auspices of the AC Behavioral Health Collaborative, pushing for increased investment in behavioral health service next year. It is critical for us not to revert to pre-pandemic rate levels and we also need contract expansion in order to raise salaries and meet heightened need at some of our school sites.
 - Organizational Climate Survey
 - The results this year were quite similar to the past 2 years with the notable exception being on the question as to whether we have enough staff. Staff leadership was pleased with the results but are curious about the lower than usual engagement rates.
 - The Board asked questions and engaged in discussion about all of these issues. There was significant discussion about the potential benefits and possibility of doing some mid-year salary increases. There was also conversation about how Board members could contribute to advocacy efforts.

Development Report – Julie West

- Julie highlighted the upcoming events:
 - Saturday, June 4th – Virtual Walk To Remember
 - Saturday, November 12th – Gala

- Julie shared that the Individual giving had a great first half of the year and almost at goal for the year.
- Julie asked that Directors consider hosting community engagement activities that will allow folks that know us to help broaden EBAC's reach.
- In response to a question about institutional giving results, Julie described the work that is currently happening in that realm.

Committee Reports

- **Quality Impact** – Matthew Nelson
 - Matthew highlighted the QI goals centered around the board level dashboard, feedback to staff and curating program metrics to give the Board insight into service quality and impact.
 - The Board discussed the progress made so far and future needs of the dashboard over the years and thanked Sandra and Lisa for their ongoing work.
- **Governance Committee** – Leah Hughes
 - The Governance Committee is continuing work on identifying and vetting potential new Board members. Diversity remains the highest priority. Directors were asked to think about potential candidates they could recommend.
 - The committee is working on a slate of officers to bring to the June meeting for consideration.
 - The annual Board self-review survey will be sent out to all Directors for completion at the end of April.
- **Financial Committee** – Mary Colby
 - The Finance Committee will be discussing more about the possibility of raises or bonuses at its next meeting.
 - The committee will soon begin working on FY23 that will be presented to the full Board in June.
 - The committee continues to evaluate what to do about the large amount of money that is currently in our operational account. The current state of the market seems to suggest a continued conservative approach in terms of moving this money to investments
 - YTD financial results though January continue to be very strong. Through January had a bottom line result a little worse than budget, we are close to \$600k better than YTD budget.

CalAIM – Josh Leonard

- Josh gave an over view of CalAIM. There are different elements of CalAIM that might have significant impact on EBAC in the coming years. These are in the realm of access/eligibility, documentation and payment reform. Josh presented on the reform goals in these different areas, what is currently known and what has yet to be determined.
- The full details of these impacts will not be clear until different decisions are made at both the State and local level.
- The Board asked questions and discussed.

Wrap Up

The meeting wrapped with Mimi encouraging the board to reach out to Josh with any questions on CalAIM. Mimi informed the Board that the post board meeting survey will be sent out and asked for member participation.

The next Board meeting is Tuesday, June 21st. It is hoped that this meeting will be in person at the HUB.

Adjourn: The meeting was adjourned at 7:02pm PST by Mimi Park

Minute notes submitted by Mikalah Kendall, EA to CEO



March 25, 2022

Rosaura M. Altamirano
Senior Manager, Supply Chain & Logistics
Oakland Unified School District
900 High Street, 2nd Floor
Oakland, CA 94601

Dear Ms. Altamirano,

I am pleased to provide this Letter of Agreement for East Bay Agency for Children's (EBAC) response to the Expanded Learning Lead Agency RFP No. 21-115ExLO issued by the Oakland Unified School District (OUSD).

EBAC is well positioned to serve in the role of OUSD Expanded Learning Program Provider. EBAC currently serves as Lead Agency for four expanded learning programs in OUSD (Sequoia Elementary since 1999, Peralta Elementary since 2013, RISE Community School since 2016, and New Highland Academy since 2020). EBAC additionally served as Lead Agency partner at East Oakland Pride from 2013-2016. Further, EBAC is the provider of a program originally under OUSD from 1995-2005 and currently under Education for Change since 2005 at the Achieve Academy campus. All programs have consistently received excellent ratings from independent evaluators. Each has highly trained and experienced staff to ensure quality program delivery. EBAC's Director of Afterschool Services, Reka Lal, has managed EBAC expanded learning programs for 18 years and is the Program Director for Oakland Community After School Alliance.

EBAC and Ms. Lal are integral partners in supporting the OUSD expanded learning initiatives, sustainability efforts, and quality improvement system building work. EBAC has strong established relationships with district administrators, education professionals, school communities and service providers, developed over decades and during our experience as a Lead Agency. We have extensive experience in meeting, collaborating and coordinating with these stakeholders to execute, enhance and integrate each school site's program goals for expanded learning.

EBAC's history of success in operating quality expanded learning programming and establishing trusted relationships with youth, families, principals, school staff, OUSD, Oakland Fund for Children and Youth, and other community partners demonstrate our capacity to engage in continued partnership with OUSD as a Lead Agency expanded learning provider. By signing this letter, I confirm that EBAC is willing and able to perform the commitments contained in this RFP.

Sincerely,

Josh Leonard
Chief Executive Officer

EAST BAY AGENCY FOR CHILDREN

SINGLE AUDIT REPORTS

JUNE 30, 2021

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**Independent Auditors' Report on Internal Control Over Financial Reporting
and on Compliance and Other Matters Based on an Audit of Financial Statements
Performed in Accordance With *Government Auditing Standards***

To the Board of Directors
East Bay Agency for Children

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of East Bay Agency for Children (a nonprofit organization), which comprise the Statement of Financial Position as of June 30, 2021, and the related Statements of Activities, Functional Expenses, and Cash Flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 20, 2021.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered East Bay Agency for Children's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of East Bay Agency for Children's internal control. Accordingly, we do not express an opinion on the effectiveness of East Bay Agency for Children's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether East Bay Agency for Children's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

**Independent Auditors' Report on Internal Control Over Financial Reporting
and on Compliance and Other Matters Based on an Audit of Financial Statements
Performed in Accordance With *Government Auditing Standards***
continued

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Harrington Group

Oakland, California
December 20, 2021

**Independent Auditors' Report on Compliance for Each Major Program;
Report on Internal Control Over Compliance; and Report on the Schedule
of Expenditures of Federal Awards in Accordance with the Uniform Guidance**

To the Board of Directors
East Bay Agency for Children

Report on Compliance for Each Major Federal Program

We have audited East Bay Agency for Children's compliance with the types of compliance requirements described in the *U.S. Office of Management and Budget (OMB) Compliance Supplement* that could have a direct and material effect on each of East Bay Agency for Children's major federal programs for the year ended June 30, 2021. East Bay Agency for Children's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of East Bay Agency for Children's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about East Bay Agency for Children's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of East Bay Agency for Children's compliance.

Opinion on Each Major Federal Program

In our opinion, East Bay Agency for Children's complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2021.

**Independent Auditors' Report on Compliance for Each Major Program;
Report on Internal Control Over Compliance; and Report on the Schedule
of Expenditures of Federal Awards in Accordance with the Uniform Guidance**
continued

Report on Internal Control Over Compliance

Management of East Bay Agency for Children's is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered East Bay Agency for Children's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of East Bay Agency for Children's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

**Independent Auditors' Report on Compliance for Each Major Program;
Report on Internal Control Over Compliance; and Report on the Schedule
of Expenditures of Federal Awards in Accordance with the Uniform Guidance**
continued

Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance

We have audited the financial statements of East Bay Agency for Children's as of and for the year ended June 30, 2021, and have issued our report thereon dated December 20, 2021, which contained an unmodified opinion on those financial statements. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for the purpose of additional analysis as required by the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the financial statements as a whole.

Harrington Group

Oakland, California
December 20, 2021

EAST BAY AGENCY FOR CHILDREN

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

For the year ended June 30, 2021

<u>Federal Grantor Agency/Pass-Through Grantor/Program Title</u>	<u>Contract Number</u>	<u>Federal Assistance Listing Number</u>	<u>Contract Term</u>	<u>Program Award</u>	<u>Federal Program Expenditures</u>	<u>Pass-through to Sub-recipients</u>
Federal Awards						
U.S. Department of Agriculture ("USDA"): State Administrative Matching Grants for the Supplemental Nutrition Assistance Program ("SNAP") Cluster: Pass-through, California Association of Food Banks: State Administrative Matching Grants for the Supplemental Nutrition Assistance Program - CalFresh	18-7013	10.561	10/01/18 - 09/30/21	\$ 356,299	\$ 95,232	\$ -
Pass-through, Alameda County Social Services Agency: State Administrative Matching Grants for the Supplemental Nutrition Assistance Program - Medi-Cal and CalFresh Outreach, Enrollment and Renewal Assistance Vendor Pool	901863-20837	10.561	07/01/20 - 06/30/21	84,238	25,938	
Total USDA						
U.S. Department of Health and Human Services ("DHHS"): Pass-through, City of Oakland - Provide Trauma Informed Training Substance Abuse and Mental Health Services Projects of Regional and National Significance	4122	93.243	09/30/20 - 09/29/21	100,000	78,310	
Pass-through, Chabot Las Positas Community College District: Foster Care Title IV-E	1900170	93.658	07/01/20 - 06/30/21	450,000	412,399	
Medicaid Cluster: Pass-through, Alameda County Health Care Services Agency: Medical Assistance Program - Medical Administrative Activities	N/A	93.778	07/01/20 - 06/30/21	599,988	599,988	
Pass-through, Alameda County Social Services Agency: Medical Assistance Program - Medi-Cal and CalFresh Outreach, Enrollment and Renewal	9019950-21289	93.778	07/01/20 - 06/30/21	140,350	76,450	
Pass-through, Sierra Health Foundation: Block Grants for Community Mental Health Services	070159215	93.958	07/01/20 - 06/30/21	91,220	91,220	
Pass-through, Alameda County Social Services Agency: Community Health Workers for COVID Response and Resilient Communities	9019950-21289	93.795	07/01/20 - 06/30/21	211,978	127,216	
Total DHHS						
U.S. Department of Treasury ("USDOT"): Pass-through, City of Fremont V: Emergency Rental Assistance Program	N/A	21.023	07/01/20 - 06/30/21	37,300	10,682	
Total USDOT						
Total Federal Awards						
				\$ 2,071,373	\$ 1,517,435	\$ -

See independent auditors' report and notes to Schedule of Expenditures of Federal Awards.

EAST BAY AGENCY FOR CHILDREN

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS FOR THE YEAR ENDED JUNE 30, 2021

1. **Basis of Presentation**

The accompanying Schedule of Expenditures of Federal Awards (the "Schedule") includes the federal award activity of East Bay Agency for Children ("EBAC"), under programs of the federal government for the year ended June 30, 2021. The Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of EBAC, it is not intended to and does not present the financial position, changes in net assets, or cash flows of EBAC.

2. **Basis of Accounting**

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in 2 CFR 200, Subpart E (Cost Principles), wherein certain types of expenditures are not allowable or are limited as to reimbursement. EBAC did not elect to use the 10% de minimis indirect cost rate allowed under the Uniform Guidance.

3. **Pass-through to Sub-recipients**

EBAC did not provide any federal awards to sub-recipients.

4. **Other Information**

EBAC did not receive federal insurance, loans, or non-cash assistance required to be reported on the Schedule during the year ended June 30, 2021.

EAST BAY AGENCY FOR CHILDREN
Schedule of Findings and Questioned Costs
For the year ended June 30, 2021

Section I – Summary of Auditors’ Results

Financial Statements:

Type of auditors’ report issued: Unmodified

Internal control over financial reporting:

Material weakness(es) identified? No

Significant deficiencies identified? None reported

Noncompliance material to financial statements noted. No

Federal Awards:

Internal control over major programs:

Material weakness(es) identified? No

Significant deficiencies identified? None reported

Type of auditors’ report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with section 200.516 Audit Findings of the Uniform Guidance? No

Dollar threshold used to distinguish between Type A and Type B programs: \$750,000

Auditee qualified as low-risk auditee? Yes

Identification of Major Programs:

U.S. Department of Health and Human Services:

Medical Assistance Program 93.778

Section II – Financial Statements Findings

No matters reported.

Section III – Federal Award Findings and Questioned Costs

No matters reported.

Section IV – Summary Schedule of Prior Year Findings

No matters reported.



To Whom It May Concern,

This letter is in support of the productive partnership shared between Sequoia Elementary School and the East Bay Agency for Children (EBAC), After School Program. The staff and leadership of the afterschool program have proven to be most valuable partners in advocating for students' needs and their success.

The entire afterschool program staff were active participants in a series of voluntary evening events designed to foster a stronger, more inclusive school community. The staff shared their experiences and highlighted areas in which improvement was needed to make all feel welcome and supported.

The staff also participates during the school day as members of the coordination of supports team. They regularly were able to contribute invaluable insight as to family circumstances and needs. Additionally, they supported lunchtime social groups to meet social emotional needs of students.

When the COVID pandemic hit our school, the EBAC staff were the first to propose supporting in person learning. They contributed greatly to our Learning Hub Advisory Committee and helped establish protocol which would support not only our learning hub, but practices across the school district and region. The EBAC staff were the first Sequoia staff to return to supporting student learning in person-for our students with the most need.

The support, professionalism and allyship experienced during my tenure at Sequoia was invaluable and is one that I hope will continue for years to come.

Sincerely,

Ms. Ada Carter, MME

Principal, Sequoia Elementary, OUSD

**RISE Community School
New Highland Academy**

8521 A Street
Oakland, CA 94621
(510) 729-7733 (office)
(510) 729-7734 (fax)

June 11, 2021

To Whom it May Concern,

I am pleased to provide this letter of recommendation in support of East Bay Agency for Children's (EBAC) continued service in providing afterschool programming to students and families of RISE Community School and New Highland Academy.

The programming that EBAC provides is of the highest quality. They are organized and have excellent communication among their staff, with school day staff, and with families. EBAC is flexible and responsive to the needs of the school community, which have been invaluable characteristics during the uncertainty we all experienced over the past year.

We share EBAC's commitment to improving outcomes for RISE and NHA students and their families. We support EBAC's program in order to provide a significant positive impact on student achievement, health, and well-being, enrich student learning, and enable families to participate in school-wide events.

During the school year, EBAC staff and the RISE/NHA Site Coordinator and School Principal meet regularly in order to ensure a safe school campus and supportive afterschool program. We look forward to watching students thrive during the academic and enrichment opportunities that EBAC offers.

Please contact me at Samantha.Keller@ousd.org or 510-729-7733 should you need further information regarding the partnership between East Bay Agency for Children and RISE Community School/New Highland Academy. I am confident that EBAC's afterschool program will yield a dramatic return, not only for our students and families, but for the East Oakland community as a whole.

Sincerely,



Samantha Keller
Principal
RISE Community School, New Highland Academy
Oakland, CA
510-729-7733

SEQUOIA HEALTHY START

Sequoia Healthy Start (SHS) is a collaborative program of EBAC staff, community members, parents, teachers, and administrators. Together, we have provided educational and family support services at Sequoia Elementary School since 2000.

VISION

Every student's spark is kindled, nurtured and encouraged to radiate!

MISSION

SHS exposes students to a variety of academic and enrichment activities, carried out in a safe and supportive environment. We support and encourage students to use their voice, build their character, and connect with their communities.

CORE VALUES

- I am Responsible
- I am Respectful
- I am Honest
- I am Compassionate

The SHS Program offers services in two **major areas of activity**:

1. Afterschool Program—Academic Support and Enrichment Activities for students in grades 1 - 5.
2. Family Engagement Activities—Family Potlucks, Events and Workshops.

SHS is a program of East Bay Agency for Children (EBAC). Founded in 1952, EBAC's mission is to improve the well-being of children, youth and families by reducing the impact of trauma and social inequities. Our impact goal is to ensure that communities are resilient and achieve racial and economic equity. EBAC is committed to building a comprehensive, place-based continuum of accessible, trauma-informed and culturally relevant services that build resiliency, aid in recovery, and, where possible, prevent exposure to adverse childhood experiences. EBAC provides critical direct services and supports throughout Alameda County to 16,000 children, youth and family members annually who are impacted by trauma and experiencing disproportionate barriers to health, wellness and opportunity due to poverty, racism, incarceration, family separation, violence, immigration status, and food, housing and employment insecurity. EBAC strives to provide services in a manner where individuals and families feel safe, seen, heard, valued and supported.

EBAC's afterschool programs help to fulfill our vision of reducing barriers that contribute to wellness for socio-economically disadvantaged and racially marginalized families by providing youth with access to high quality academic and enrichment activities that may otherwise have been inaccessible or cost prohibitive. Afterschool participants gain important social and leadership skills, feel a sense of pride and accomplishment in learning new things, and have opportunities to be physically active. EBAC

Afterschool staff is committed to supporting our youth participants in growing, thriving and meeting their full potential.

ABOUT SHS AFTERSCHOOL PROGRAM

PROGRAM INSTRUCTORS

Sequoia Healthy Start is staffed with a Program Coordinator, Part-Time Mental Health Clinician and at least 6 part-time program instructors. All staff are employed by our parent agency, EBAC. All of our staff are well-qualified and screened. In order to work for EBAC, staff must undergo a rigorous hiring process including two in-person interviews, three phone reference checks, TB testing and both Department of Justice and FBI fingerprint background checks.

All Healthy Start staff have extensive training in various areas such as: youth development, trauma-informed practices, asset-based language, social emotional learning, positive discipline and behavior management, relationship building, SAPQA (evaluation assessment tool), California Quality Standards, social/racial justice, abuse reporting and cultural competency. Our instructors are also trained in the areas of emergency preparedness (earthquake, fire, lockdown and general student safety and injury.) All staff receive ongoing training throughout the school year.

We pride ourselves on the quality of our instructors many of whom come back year after year. Several have also been hired on by the school-day as support staff and teachers. As a result of our high retention rate and our strong collaborative partnership with Sequoia school, our instructors are very successful in building a safe and supportive environment for our students. Please get to know our incredible instructors!

FUNDING

The Healthy Start Afterschool Program is funded through government grants and parent fees. Our program receives After-School Education and Safety (ASES) funds from the state and also relies on sliding scale parent fees to help support the quality of our program.

ENROLLMENT

Enrollment in the **Healthy Start Afterschool Program** is open to students in grades 1-5 and is filled based on our priority list (created in partnership with the school administration): academic need, social and/or emotional need, and students who need to be engaged in

learning and students with siblings already enrolled in the program. There are limited spots in each of the grades. Students not accepted into the program will automatically be placed onto our waiting list. Wait listed students will be moved into the Healthy Start Program as soon as space is available. We can help refer families to other programs within a 5 mile radius.

EVALUATION & EVIDENCE BASED-PROGRAMMING

EBAC programs use a research based youth development approach in order to create a safe, supportive, and productive environment for youth. The approach, pictured in the pyramid below, is premised on the belief that youth will thrive if a youth worker sets up an environment for youth in which needs are met and learning is encouraged. Students must feel safe and supported in order to be able to have positive interactions and meaningful engagement. EBAC programs utilize the School Age Program Quality Assessment (SAPOA) Tool to perform observational self-assessments of the program. Programs also receive site visits from an outside evaluator. Based on the information from both the self-assessments and site visit data, programs are able to tailor professional development and program improvement plans.



PROGRAM COMPONENTS

There are two main components of the Healthy Start Afterschool Program: Academic Support and Enrichment Activities.

Healthy Start has an open-door policy and encourages Parents/Guardians to discuss their child's behavior or performance with our instructors. Parents/Guardians may also arrange to sit in on classes and observe.

ACADEMIC SUPPORT

The goal of the academic support component is to improve students' academic skills and support school day success. Students are divided into grade-level classes and work with an Academic Instructor for an entire school year on literacy skills, math skills, and social-emotional skills. All projects are closely aligned with school-day goals and Common Core California State Standards. The Academic Instructors are supported by our Quality Support Coach (QSC) who is a school-day staff member. The QSC ensures that the Healthy Start Program is connected and academically aligned to Sequoia School. Academic Instructors meet with the students' school-day teachers throughout the year. Students also have time to do their independent reading.

ENRICHMENT ACTIVITIES

The goal of the enrichment activities is to expose students to a variety of classes, opportunities and to support their individual interests. The enrichment component is divided into a lower grade (1st/2nd grade) and upper grade (3rd-5th) track. The lower grade students participate in grade-level enrichment activities such as: Arts & Crafts, Team-building, Legos, Music, and Gardening. The upper grade students participate in mixed group (3rd-5th) enrichment activities such as: Recreation, Drumming, Visual Arts, Gardening, Science Club, and Cooking & Nutrition.

Upper grade students request the classes they want to participate in. We do our best to place students in the classes they have selected as well as exposing them to a variety of classes. Students rotate enrichment classes two times per year.

All of the students in our program complete projects to perform or display at our showcases. We have three showcases scheduled this year. Our Fall Showcase, Winter Showcase, and our Spring Showcase and potluck dates TBD. This potluck gives our community the chance to celebrate the school year together and for students in performing classes to share their skills. You don't want to miss this great event!

For the 2021-2022 school year we are offering two options for Afterschool Programming.

Option 1: Academic and Enrichment Program

- Program operating hours: M, T, TH, & F: 3-6:00 p.m.;
W: 1:25-6:00 p.m.
- Students must attend five days/week.
- Students may not leave earlier than 5:45 p.m. or 4:30 p.m. on Wed. without signing and returning an early release form.
- Students receive both academic support and enrichment activities every day.
- Students receive snack and juice every day.
- Limited spots available.

Option 2: Enrichment Only Program

- Program operating hours: M, T, TH, & F: 3:00-4:45 p.m.;
W: 1:25-4:45 p.m.
- Students must attend five days/week.
- Students must be picked up by 4:45 p.m. every day.
- Students may not be picked up earlier than 4:30 p.m. without signing and returning an early release form.
- Students receive enrichment activities only.
- **NO Academic Support!**
- Students receive snack and juice every day.
- Limited spots available.

TYPICAL DAILY SCHEDULE FOR HEALTHY START AFTERSCHOOL PROGRAM (CLASSES SUBJECT TO CHANGE):

(ENRICHMENT ONLY STUDENTS LEAVE @ 4:45)

Times	Monday	Tuesday	Thursday	Friday	Times	Wednesday
3:00-3:30	Snack & Recess	Snack & Recess	Snack & Recess	Snack & Recess	1:20-1:30	Recess
3:30-4:30	Film/Theater	Drumming	Drumming	Film/Theater	1:30-3:00	Study of Music
	Recreation	Creative Club	Creative Club	Recreation		Science Club
	Gardening	Computers	Computers	Gardening		Basketball
	Leadership	Football	Football	Leadership		Iron Chefs
4:30-4:45	Bathroom Break	Bathroom Break	Bathroom Break	Bathroom Break	3:00-3:30	Snack & Recess
4:45-6:00	Academic Support	Academic Support	Academic Support	PAT Time	3:30-4:45	Homebase & Buddy Time
					4:45-6:00	Academic Support

DAYS & TIMES OF OPERATION

The Healthy Start Afterschool Program will begin **Wednesday, August 11, 2021** and will end **Tuesday, May 24, 2022**. *Note: We are closed the first two days of school and the last day of school for staff development. We are sorry for the inconvenience.*

PROGRAM DAYS AND HOURS OF OPERATION

ACADEMIC AND ENRICHMENT PROGRAM

Mondays, Tuesdays, Thursdays, Fridays 3:00-6:00 p.m.
**Early Release forms must be signed if students leave before 6:00.*
 Wednesdays & School Minimum Days 1:25-6:00 p.m.
**Early Release forms must be signed if students leave before 4:30.*

ENRICHMENT ONLY PROGRAM

Mondays, Tuesdays, Thursdays, Fridays 3:00-4:45 p.m.
 Wednesdays & School Minimum Days 1:25-4:45 p.m.
**Early Release forms must be signed if students leave before 4:30.*

STUDENT ATTENDANCE POLICIES & PROCEDURES

- For safety reasons it is necessary for the Healthy Start Program staff to know where each student is at all times.
- For funding purposes we must have accurate attendance data. **Funding for this program is reliant on student attendance.**
- In order to evaluate our afterschool program, we look at attendance to monitor and measure student progress. High attendance is one possible measure of a program's interest to students. Therefore, we can only attribute students' successes to our program if they actually attend!

For these reasons, we follow the OUSD attendance policies:

SIGN-IN

Students must report to the cafeteria after school is dismissed and sign in on the sign-in sheet at their designated table. Students that have recess first must sign-in before going to recess. Students can sign only themselves in. Attendance is taken at 3:10 p.m. on Mondays, Tuesdays, Thursdays, and Fridays and at 1:30 p.m. on Wednesdays. Students who are late must have a note from their school-day teacher. We are required to follow OUSD's missing children's procedure for students who cannot be located. Truancy can be grounds for permanent dismissal.

PICK-UP & SIGN-OUT

Students enrolled in the Enrichment Only Program are dismissed at 4:45 p.m. everyday. Students enrolled in the Academic and Enrichment Program are dismissed at 6:00 p.m. every day.

When students are picked up, they **must** be signed out in the cafeteria. Only authorized persons who are 18 years old and older may sign a student out. Students will **only** be released to people listed on the student's pick-up list unless a parent/guardian sends a note or calls us. It is important to keep this information up-to-date. **It is also important that students know who has permission to pick them up.**

****IMPORTANT NOTE:** If the parents disagree over who has custody of the child, please speak to the Program Coordinator. We cannot deny a parent any rights unless we have a copy of the court paper showing a parent has lost parental rights.

EARLY PICK-UPS

Funding for this program is reliant on student attendance for the full 3 hours/day, 5 days/week. Therefore, students in the Enrichment Only Program must stay until 4:45 p.m. everyday. Students who are in the Academic and Enrichment Program **may not** be picked up before 6:00 p.m. on Monday, Tuesday, Thursday, and Friday. On Wednesday only, students **may not** be picked up before 4:30 p.m. *Early release forms may be signed for doctor's appointments and other circumstances. Early release forms must be on file in order to excuse the early pick-up. Early release forms can be found on the Early Release clipboard located in the cafeteria or parents/guardians can send in a written notice or email.* If a student has 3 unexcused early pick-ups, they may be permanently dismissed from the program.

LATE PICK-UPS

Students in the Enrichment Only Program must be picked up promptly by 4:45 p.m. everyday. Students in the Academic and Enrichment Program must be picked up promptly by 6:00 p.m. If a student is picked up late 3 times they may be permanently dismissed from the program.

ABSENCES

If a student attended school during the school-day, but was absent from the Healthy Start Program, it is considered an unexcused absence. We must have a note or phone call to excuse the absence, and it helps prevent us from looking for the student after school. If a student was sick during the school-day, a note or phone call to the Healthy Start Program is greatly appreciated but not required. If a student receives 3 unexcused absences, they may be permanently dismissed from the program.

WALK-HOMES

Students are dismissed from the program at 4:45 p.m. (Enrichment Only) or 6:00 p.m. Students are permitted to walk-home as long as the Healthy Start Program has written permission from the parent/guardian and they are at least 8 years old. Walk-home forms are available in the Healthy Start Office.

POSITIVE BEHAVIOR & DISCIPLINE SYSTEMS

"Every student's spark is kindled, nurtured and encouraged to radiate!" In order to put this vision into action, we must build a

climate that provides our students with a safe and supportive environment to learn. Our program behavior system is structured around our 4 Core Values which students and instructors are exposed to and expected to model. Each of us should be able to say at all times:

- I am RESPONSIBLE
- I am RESPECTFUL
- I am HONEST
- I am COMPASSIONATE

If students represent these values they will be celebrated through our positive behavior system. In the event that a student disrupts the safe and supportive climate, we will follow our structured discipline system. The Healthy Start Program follows the Sequoia School Agreements and many of our systems are the same. There are more details on our systems, policies, and agreements after The Sequoia Way.

THE SEQUOIA WAY

CORE VALUES

I am RESPONSIBLE.	I am RESPECTFUL.
<ul style="list-style-type: none"> ▪ I follow through on things. ▪ I make my own choices between right and wrong. ▪ I can be trusted with important matters. 	<ul style="list-style-type: none"> ▪ I care about how other people feel. ▪ I believe other people’s thoughts, ideas, and feelings are important. ▪ I treat people and things kindly and politely.
I am HONEST.	I am COMPASSIONATE.
<ul style="list-style-type: none"> ▪ I tell the truth. ▪ I am the “real me” at all times. ▪ I keep my word. 	<ul style="list-style-type: none"> ▪ I think about how other people feel by putting myself in their place, especially when they are going through a difficult time. ▪ I do something to help.
I am a PROBLEM SOLVER.	
<ul style="list-style-type: none"> ▪ I feel _____ when you _____ and I would like you to _____. 	

CAFETERIA

I am RESPONSIBLE.	I am RESPECTFUL.
<ul style="list-style-type: none"> ▪ I walk. ▪ I sit in my seat to eat and when I am finished. ▪ I clean up my area. ▪ I eat my own food. ▪ If I need to stay in the classroom, I bring a note from my teacher. 	<ul style="list-style-type: none"> ▪ I use voice level 1-2. ▪ I listen to all adults. ▪ I line up quietly and carefully.
I am HONEST.	I am COMPASSIONATE.
<ul style="list-style-type: none"> ▪ I sign myself in and no one else. ▪ I take one snack and one juice. ▪ I admit when I make a mistake. 	<ul style="list-style-type: none"> ▪ I sort my trash. ▪ I make space for others. ▪ I use kind words.

YARD

I am RESPONSIBLE.	I am RESPECTFUL.
<ul style="list-style-type: none"> ▪ I play where I can be seen by an adult. ▪ I walk on the white top. ▪ I use the bathroom and get water during recess time. ▪ I only play with SHS students and equipment. ▪ I stop moving when the whistle blows. 	<ul style="list-style-type: none"> ▪ I solve problems with other students peacefully. ▪ I use equipment properly. ▪ I put equipment back when I'm done. ▪ I keep balls away from building walls.
I am HONEST.	I am COMPASSIONATE.
<ul style="list-style-type: none"> ▪ I wait my turn, play fairly and follow the rules of the game. ▪ I tell an adult if something goes wrong. ▪ I admit when I make a mistake. 	<ul style="list-style-type: none"> ▪ I include all SHS students. ▪ I share SHS equipment with SHS students. ▪ I use kind words.

HALLWAYS/STAIRWELLS

I am RESPONSIBLE.	I am RESPECTFUL.
<ul style="list-style-type: none">▪ I walk with my buddy.▪ I carry a pass.▪ I stay in line.▪ I stay to the right side.	<ul style="list-style-type: none">▪ I am silent.▪ My hands are at my sides.▪ I look at, but do not touch, bulletin boards.
I am HONEST.	I am COMPASSIONATE.
<ul style="list-style-type: none">▪ I walk silently, even when nobody is watching.▪ I admit when I make a mistake.	<ul style="list-style-type: none">▪ I respect personal space.▪ I help others in need.

BATHROOM

I am RESPONSIBLE.	I am RESPECTFUL.
<ul style="list-style-type: none">▪ I am quick.▪ I flush the toilet.▪ I wash my hands.▪ I stay where I can see the door.	<ul style="list-style-type: none">▪ I respect the privacy of others.▪ I use only what I need.
I am HONEST.	I am COMPASSIONATE.
<ul style="list-style-type: none">▪ I tell an adult if there is a stranger in the bathroom or in the building.▪ I tell an adult if there is a problem.▪ I admit when I make a mistake.	<ul style="list-style-type: none">▪ I conserve resources.▪ I put all my trash in the garbage can.

POSITIVE BEHAVIOR SYSTEM

Positive Behavior System	Description	Procedures
<p style="text-align: center;">“Caught You” Tickets</p>	<p>“Caught You” Tickets are used to immediately reward positive behavior choices, especially in common school spaces like the cafeteria, yard, hallways, and bathrooms.</p>	<ul style="list-style-type: none"> ▪ Any instructor who sees a student following expectations in common areas will give student a quick verbal recognition of what they saw the student doing. ▪ Instructor will fill out ticket and place completed ticket in green box in the SHS office. ▪ At the end of each month, the PC will add the SHS tickets to the Sequoia Sings raffle for students to win a frozen fruit bar. ▪ Each “Caught You” ticket generates an extra “Spark Buck” for the day.
<p style="text-align: center;">Spark Note</p>	<p>The Spark Notes are used to highlight positive behaviors during class time.</p>	<ul style="list-style-type: none"> ▪ When an instructor sees a student exhibit behavior that matches or exceeds the Spark Values, they fill out a yellow Spark Note and tell families about student behavior at pick-up. ▪ The Spark Note is sent home to families. ▪ Each Spark Note generates an extra “Spark Buck” for the day.
<p style="text-align: center;">Spark Bucks</p>	<p>Spark Bucks can be traded in for prizes to reinforce positive behavior and program attendance on a monthly basis.</p>	<ul style="list-style-type: none"> ▪ Each student receives one Spark Buck (SB) for each day the student is present at program. They will receive an additional SB if they receive a “Caught You” Ticket or Spark Note. ▪ Instructors can give additional SBs to support their classroom behavior system. ▪ At the end of each month, the PC tallies all SB. All students are given the opportunity to purchase prizes from their class’s “Spark Store” with their earned SB. ▪ The more days students attend the program and the better their behavior the more SB they receive and the more prizes they can purchase.
<p style="text-align: center;">Spark Attendance Certificates</p>	<p>Spark Attendance certificates are used to recognize students who have perfect attendance each semester.</p>	<ul style="list-style-type: none"> ▪ Students who have attended program every day for the fall or spring semester will receive a Spark Attendance Certificate. ▪ Certificates will be handed out at program-wide awards ceremonies.
<p style="text-align: center;">Class Parties</p>	<p>Class Parties are earned by each grade level during their Homebase, Buddy, and Academic Support Time.</p>	<ul style="list-style-type: none"> ▪ Each grade level instructor will implement their own system for the grade level group to earn a class party. ▪ Class parties are earned for positive behavior shown by the entire group. ▪ The type of party will vary depending on student interest.

PBIS DISCIPLINE SYSTEM

Student Behavior	Intervention	Expectations & Follow Through
<ul style="list-style-type: none"> ▪ Violation of Sequoia School Agreements ▪ Violation of the SHS Student Policies ▪ Failure to represent Core Values ▪ Disrupting ▪ Refusal to follow request ▪ Off-task ▪ Name calling/put downs, teasing ▪ Play fighting/rough play <p>(SHS Student Policies and Sequoia School Agreements are listed on the following pages)</p>	Verbal Reminder/Re-teach <ul style="list-style-type: none"> ▪ Student is given opportunity to practice expected behavior after verbal prompting from instructor 	<ul style="list-style-type: none"> ▪ Student follows all directions given by instructor ▪ Repeated violations will lead to another intervention
	Student Moved/Buddy Class <ul style="list-style-type: none"> ▪ Student sits in “chillville” location for quiet reflection ▪ Student goes to buddy classroom to write/draw response to “Why are you here?” 	<ul style="list-style-type: none"> ▪ Student follows all directions given by instructor ▪ Breaks are for 5-10 minutes ▪ Only 1 student in buddy classroom at a time ▪ Repeated violations will lead to another intervention
	Community Service/Reflective Walking or Jogging <ul style="list-style-type: none"> ▪ Student performs community service projects during recess/group times ▪ Student quietly walks or jogs 	<ul style="list-style-type: none"> ▪ Student follows all directions given by instructor ▪ 5-10 minutes only, cannot be entire recess time ▪ Repeated violations will lead to another intervention
<ul style="list-style-type: none"> ▪ Any consistent and/or repeated violation of Agreements, Policies or failure to represent Core Values or continuance of behaviors listed above ▪ Leaving a supervised area without permission ▪ Roughness leading to injury ▪ Threats to another person ▪ Swearing 	Spot Note/Office Visit <ul style="list-style-type: none"> ▪ Only after 3 pre-interventions in classroom ▪ Instructor fills out blue Spot Note describing student behavior & interventions used 	<ul style="list-style-type: none"> ▪ Student (with instructor/PC present) will inform parent/guardian of behavior that day, and discuss situation & solutions ▪ Parents and Student will fill out and sign parent portion of spot note together <ul style="list-style-type: none"> ▪ PC will make a copy of Referral Form ▪ Original will go home to family, copy will be filed into student file
<ul style="list-style-type: none"> ▪ Receiving two Referral Forms in one day ▪ Receiving three Referral Forms in one week ▪ Fighting ▪ Inappropriate touching ▪ Disrespect to peers and/or adults based on socio-economic background, gender, race, physical ability, sexual orientation, religion, or cultural values ▪ Bullying (includes cyberbullying) ▪ Weapons ▪ Leaving school grounds without permission 	Warning Letters <ul style="list-style-type: none"> ▪ Letter #1 is sent home on letterhead describing behavior in detail, conference is set up with parent/guardian to discuss behavior & set behavior plan ▪ Letter #2 is sent home on letterhead describing behavior in detail, conference is set up with parent/guardian to discuss behavior, behavior plan is discussed & modified if necessary ▪ Letter #3 is sent home (along with letters #1 and #2) describing behavior in detail, final conference arranged, and student is immediately dismissed from program. 	<ul style="list-style-type: none"> ▪ PC may inform school day teacher and/or principal of student behavior/incident if appropriate ▪ Letter #1: After conference, student works with Healthy Start instructors to follow behavior plan ▪ Letter #2: Student follows behavior plan with support from Healthy Start instructors ▪ Letter #3: Dismissal is immediate. Student waits quietly in Healthy Start Office to be picked up by parent/guardian

The previous page describes in detail our positive behavior and discipline systems. Below are the SHS Student Policies and the Sequoia School Agreements that students should follow and instructors will enforce in order to maintain a safe and supportive environment.

SNACK TIME	Students must sign themselves into program and place their back packs on their designated table within 10 minutes of the bell ringing. Students who need to stay in their classroom should bring a note from their teacher <u>when the bell rings</u> , sign in to program, and <u>then</u> return to class.
	Students may return to their classrooms to get forgotten items only if it is within the first 30 minutes of program i.e. during snack & recess time. Students must ask permission from their instructor and take a buddy.
	Students may share snacks from home if they have enough for everyone in their class, and should offer it to each person.
	All students are given one snack and juice. Students may get a second snack only after they finish their original snack. They can pick up a 2 nd snack from the share table in the middle of the cafeteria.
	Students must sign in and ask permission from their instructor before buying a frozen fruit bar or fundraising item.
	Students may eat one item from fundraisers, bake sales or classroom parties. All other snacks must be saved for home.
RECESS/ OUTDOORS	All students must “freeze” after the 1 st whistle and line up after the 2 nd whistle is blown.
	The climbing structure and green mat are for structure play only. Tag and ball sports must be played on the blacktop, not the green concrete. Students must stay out of garden, art space and auditorium if no adults are present.
	Students must be in visible sight of an instructor at all times, and within the red lines of the playground.
	Students must sit on the bench while eating their frozen fruit bar outside. All other food must be eaten in the cafeteria.
	If toys or other objects were brought from home for a “share” day, they must stay in student backpacks until it is “share” time.
READING TIME	All Academic & Enrichment students will be provided with reading time during program and are expected to bring their “book bags” to program with them. Instructors will fill out reading logs as needed. Students must let instructors know when they begin reading so they can be timed.
	If students come to program without their “book bags” they are expected to pick a book at their reading level from the SHS library and to read quietly for the allotted time.
AUDITORIUM	During rainy day recess students can participate in the organized high energy activity run by an instructor. Balls and other sports equipment are allowed if the activity calls for it.
	Students should stay off the stage and piano area unless given permission by an instructor.

BATHROOM	Students should use the bathroom or get water during snack, recess, and bathroom break at 4:30. They are allowed to go during class, but must forfeit minutes of recess time in exchange.
	Students must ask permission and take a buddy to the bathroom at all times, even during snack and recess. A buddy who is not using the bathroom must stay where they can see the doorway to the bathroom at all times.
GENERAL	Students must ask permission and take a buddy when leaving any supervised area.
	Adults must be present if a student is entering the SHS Office.
	Students may use the office phone to call home in cases of emergency or sickness.
COMMUNITY SERVICE INFRACTIONS	Coming late to program without a note.
	Not signing in or throwing back packs.
	Bathroom or water use during class time.
	Lining up late when the whistle blows.
	Not cleaning up after self, during recess or class.
	Breaking any policies listed above or any other minor infractions.

SHARED SEQUOIA SCHOOL AGREEMENTS:

The following are agreements we expect all members of the Sequoia Community to practice daily:

1. Respect the personal space and belongings of others. Aggressive behavior, fighting and/or play fighting are unsafe and will be addressed immediately.
2. Respect the personal beliefs of ALL people. Racial and homophobic slurs are not tolerated. Bullying—physical, verbal or in cyberspace-- is not allowed.
3. Students are not allowed on the playground before 8:20 am or after 3:00 pm without direct supervision.
4. Parents are not allowed to approach other people’s children to discuss disciplinary concerns. Please report any issues to your child’s teacher or to the office.
5. Toys, trading cards or electronic devices must be left at home, unless previous arrangements have been made with the classroom teacher.
6. If a child needs a cell phone for before and after school contact, the cell phone is to be turned off and not visible during school hours, including lunch and recess. Students may use the office phone at any time during the school day. If found to be disrupting the learning process, the procedure is as follows: 1st reminder, student will be verbally warned to put phone away. 2nd reminder, phone will be brought to the office. Student may collect it at the

end of the day. 3rd reminder, Parent will be contacted and must pick up the phone. Student will then be required to leave phone in the office during the day, or with the classroom instructor.

7. Personal P.E. equipment may be brought from home if it is shared with other students at the same grade level and clearly marked with the student's name. Sequoia is not responsible for lost or stolen property.
8. Before and after school, there are no wheels permitted in the school yard, this includes: scooters, heelies, blades, skateboards, bikes, or hover boards.
9. Baseball caps and other hats are not permitted in the classroom. Students may wear these at recess for sun protection if desired.
10. Junk food (candy, gum, chips, Taki's, or soda) are not permitted based on the OUSD Student Healthy Foods Policy. Please refrain from placing them in lunches or for snacks. Students will not be allowed to eat them.
11. Students should only bring money to school for lunch or transportation. Sequoia or SHS are not responsible for lost money.

As part of PBIS, we will teach all students to use "I-messages" when they have a conflict with another student. You can reinforce the same language at home by following this prompt:
"I feel _____ when you _____.
I would like _____."

Note: As a condition of admittance into the Healthy Start Program, all students signed a behavior contract indicating their responsibility for their behavior. We have also clearly stated our behavior system here.

Parents/guardians will be notified if their child is disruptive, aggressive or disrespectful and students may be permanently dismissed from the program.

PARENT/GUARDIAN BEHAVIOR

It is important to remember that we are all here to provide a safe and supportive environment for our students. We all work very hard to set positive examples for our students to follow. Keeping this in mind, if you have any problems or concerns please speak to the PC. We have an open door policy and are receptive to receiving feedback and comments from parents/guardians. We are all striving to provide an environment where "every student's spark is kindled, nurtured and encouraged to radiate!"

Ways in which parents/guardians can help keep our campus and program safe:

- Please inform us of any strange behavior seen on campus.
- Please do not allow your child to sign themselves out and then linger on campus. If they are signed out please advise them to go straight home. Once a student has signed out of the program they will no longer be supervised by our program instructors.
- Please pick up your child on time.
- Please come to the cafeteria when signing out your child from the program and allow our instructors to call your child to come to the cafeteria.

INSTRUCTOR VALUES, EXPECTATIONS & POLICIES

The Healthy Start Program sets high expectations for both our students and our instructors. Listed below are our Instructor Spark Values, Expectations and Policies.

INSTRUCTOR SPARK VALUES

I am RESPONSIBLE.	I am RESPECTFUL.
<ul style="list-style-type: none"> ▪ I come to work with a good attitude. ▪ I come to work on time and I am prepared for class. ▪ I prepare lessons that are educational and fun. ▪ I state my expectations clearly, simply and positively. ▪ I have relevant back-up plans for students who finish early or when my lesson isn't working. ▪ I protect students' physical and emotional safety. 	<ul style="list-style-type: none"> ▪ I start each day with a fresh slate; for myself and my students. ▪ I listen with an open mind to the said and unsaid thoughts and ideas of my students. ▪ I encourage student input. ▪ I speak in a calm, respectful voice. ▪ I focus on student strengths and solutions. ▪ I keep my word. I follow through on what I promise. ▪ I keep student and parent confidences.
I am HONEST.	I am COMPASSIONATE.
<ul style="list-style-type: none"> ▪ I am consistent and fair. ▪ I hold myself to the same expectations and values as my students. ▪ I know my limits. I ask for support and help when I need it. ▪ I admit when I make mistakes and I model appropriate behavior. ▪ I am here to have fun and learn with my students. 	<ul style="list-style-type: none"> ▪ I greet each student with a smile and show them that I am happy to see them. ▪ I spend positive time with each student every day. ▪ I recognize each student's personality and acknowledge their efforts. ▪ I understand that all students have different learning styles and I meet them at their level. ▪ I am patient and kind.

MISCELLANEOUS INFORMATION

MEDICATION

Afterschool programs shall be accessible for all students, including those with chronic health conditions. Chronic health conditions should not be a barrier to program participation. All students must have a chronic health form completed and on file with the afterschool program. Parents/guardians should ensure that forms are filled out with student chronic health conditions, medications, if any, are needed during afterschool program hours.

If a child is in need of medications during afterschool hours, the Afterschool Coordinator will be trained by an OUSD school nurse.

- Families must bring in a second set of medications for the afterschool program.
- All medications will be reviewed by the school nurse.
- Medication must be brought by an adult in its original container labeled by a licensed pharmacist with the child name, physician's name and dosage of medication.
- Medications will be stored in a place accessible to afterschool staff but in a locked cabinet (not accessible to students).
- A daily log will be maintained to record medications the student is required to take during afterschool.

SUSPECTED CHILD ABUSE

All employees working with youth are legally mandated reporters. It is our responsibility to report when one "has knowledge of or observes a child, in his/her professional capacity or within the scope of his or her employment, who he/she knows or reasonably suspects has been the victim of child abuse..." The primary intent of the reporting law is to protect the child.

A report to a "child protective agency" must be made immediately by phone. A written report must be forwarded within 36 hours of receiving the information regarding the incident. Written reports must be submitted on Justice Forms.

SNACK

Every student is provided with a snack and juice every day. Food should be eaten during snack time and in the cafeteria. Students are welcome to bring their own snack from home. However, please remember that **soda, candy, cookies, chips, gum and other junk foods are not allowed**. We follow the Oakland Unified School District Healthy Food Guidelines. Foods and snacks must be from one of the following sources:

- Fruit
- Vegetables – but not french fries or other fried vegetables.
- Dairy food – but not high-fat dairy foods.
- Protein – Examples include nuts, seeds, eggs, legumes, low-fat cheese.
- Whole grain food. This means grains such as wheat, corn, rice, barley, oats, quinoa, and rye when eaten in their “whole form.”

We encourage families to send healthy snacks with their child. Only foods that do not need preparation can be sent with your child (i.e. no microwavable snacks.)

We ask our students not to share their snacks unless they have enough snack for their entire class. This has cut down on student arguments during snack time.

FAMILY WORKSHOPS

Sequoia Healthy Start Program works in partnership with the SPTO and school administration to support family events at Sequoia School. Please see the school calendar or yahoo group for workshop dates and times.

VOLUNTEERS & COMMUNITY PARTNERS

ADULT VOLUNTEERS

If you are a parent interested in volunteering with our Healthy Start Afterschool Program please stop by the Healthy Start Office. We are always happy to have volunteer help.

Areas you can help with:

- Office support: database entry, bulletin boards, certificate maker, inventory, translation, etc.
- Special events support: class parties, showcases, end of the year party, etc.

- Instructor support: academic and enrichment classroom helpers
Field trip chaperones and drivers: walking field trips to the library and Dimond Park, etc.

YOUTH VOLUNTEERS

Middle or High School Students have an option to volunteer with our program. They can volunteer as a classroom helper or in the Healthy Start Office. If you know of any youth interested in volunteering, please have them contact the PC. Students who volunteer with our program will fill out an application and permission slip, go through a mandatory volunteer training, and commit to a set schedule.

EBAC RIGHTS OF PERSONS SERVED & EBAC GRIEVANCE POLICY

EBAC protects and promotes the rights of all persons served. This commitment guides our delivery of services. The purpose of this policy is to ensure that persons receiving services from EBAC have a clear understanding of their rights and have access to mechanisms to present and resolve their grievances. EBAC provides multiple means by which participants can voice complaints and file grievances when they may have concerns related to the care or services received. EBAC has identified written protocols related to resolving formal complaints, including grievances and appeals. EBAC welcomes the valuable information received from participants and encourages participants to communicate complaints and provide feedback to the agency.

PARTICIPANT RIGHTS

Our organization implements policies promoting the following rights of persons served by EBAC. All participants have the right to:

- be treated fairly and respectfully;
- confidentiality and/or privacy of information;
- freedom from abuse, financial or other exploitation, retaliation, humiliation and neglect;
- a clear, supported complaint process;
- refuse services from EBAC (the refusal of services does not preclude individuals from accessing services from EBAC in the future);
- receive services in a manner that is non-coercive and protects the clients right to self-determination; and
- have families and/or legal guardians participate in decision making.

- access information pertinent to you in sufficient time to facilitate your decision making and access their own records informed consent or refusal or expression of choice regarding: service deliver, release of information, concurrent services, composition of the service delivery team, involvement in research projects, adherence to research project guidelines and ethics if applicable
- access or referrals to self-help support services, legal entities for appropriate representation
- Fair investigation and resolution of alleged infringement of rights
- Other legal rights

EBAC is committed to the goal of affecting individual change amongst our participants, recognizing the unique capacities and strengths of each person. In working with participants, EBAC will respect and acknowledge individual diversity such as (but not limited to):

- race
- culture
- gender
- sexual orientation
- spiritual beliefs
- socioeconomic status
- language
- immigration status

LANGUAGE BARRIERS

EBAC makes all attempts to employ staff who can communicate in the primary language of our diverse participants. Attempts will be made to acquire an interpreter for other languages when possible. Please contact EBAC at (510) 268-3770 if you have any grievances.

PROGRAM FEES

We thank all of our families for supporting our efforts to continue serving the same number of students and retaining program quality. These fees allow us to preserve the quality of our programming despite significant reductions in the grants that have traditionally supported our program.

Just a reminder, families are not being charged the full cost of the program. Program fees are based on a sliding scale according to families' GROSS (before taxes) monthly household income. We do not ask for proof of income, but expect all families to be honest and fair. By requesting a sliding scale discount and indicating your family income, you make a financial declaration that the income stated is true.

- The amount you contribute will remain confidential.
- You may qualify to claim childcare credit on your income taxes.

- Please let us know if you have financial difficulties so we can work with you to make the program accessible. We do not turn any families away due to the inability to pay.
- EBAC Tax ID #: 94-1358309

Program fees are due on the 7th of every month (unless otherwise discussed with the PC). If the 7th falls on a weekend then the payments are due the following Monday. Invoices for late payments will be sent out before the end of the month. We charge 10 equal payments, starting in **August** with the last payment due in **May**. Our program fees are based on an average of program hours rather than by the exact number of days in a particular month. While some months have less school days, other months have more school days and/or minimum days.

We accept cash, cashier's check, check, money order or bill pay (**MADE OUT TO: East Bay Agency for Children (EBAC), 3730 Lincoln Ave, Oakland, CA 94602**). Please write your child's name on the memo line. If a check bounces you will be charged a \$25 return check fee. Please deliver payment directly to the PC. Receipts will be given out for cash payments only, please see PC if you need a receipt for check payments.



Strategy: Comprehensive Afterschool Programs
Annual Grant Funding: \$85,000

Program Score Card

These select performance measures were identified by program staff, OFCY and the evaluation team as indicative of programs' quality and success in working towards the strategic objectives for the Comprehensive Afterschool Programs strategy.

Because of the shelter-in-place order enacted in March 2020, the "progress toward projected enrollment and attendance" indicators consider attendance from 7/1/2019 through 3/31/2020 only. For the "Total Hours of Service" and "Average Hours of Service" measures, programs were assessed on their progress toward their projections through the end of the third quarter (March 31, 2020). However, **programs did not have the full year to enroll the number of youth they projected serving**, which is an annual target.

Program Achievements: How much did we do?

Total Youth Served: **111**

Average Daily Attendance through 3/31/20: **69**

Total Hours of Service Provided: **44,109**

Average Hours of Attendance per Participant: **397**

Program Performance and Quality: How well did we do it?

Progress Toward Projected Enrollment and Attendance (through 3/31/2020)

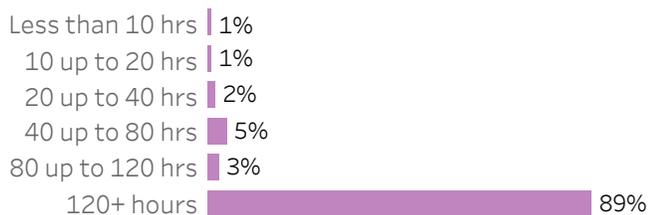
Strategy Average (elementary programs)

Measure	Program Performance	Strategy Average (elementary programs)
Progress towards projected number of youth served	111%	113%
Progress towards projected average hours of attendance	94%	89%
Progress towards projected hours of service	105%	102%
Progress towards projected ADA	84%	91%

* In addition to these performance measures, the Comprehensive Afterschool Programs Strategy has indicators that draw on participant survey to assess youth perceptions of program quality and progress toward desired participant outcomes. Because of the shelter-in-place order, programs were not required to administer the participant survey in FY2019-2020. Additional quality and outcome indicators will be included in future years of this evaluation.

Program Attendance

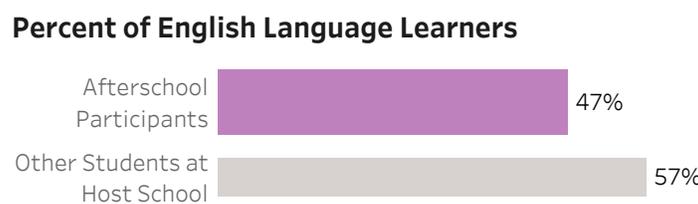
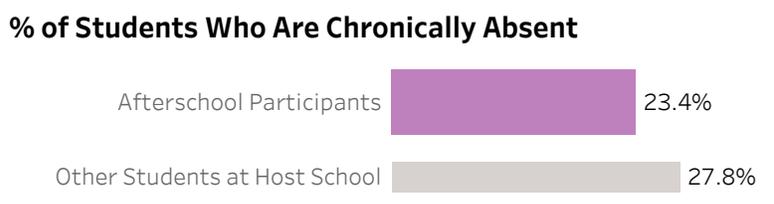
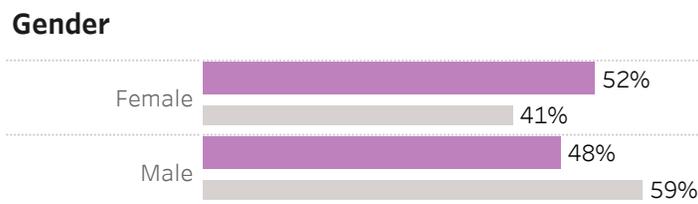
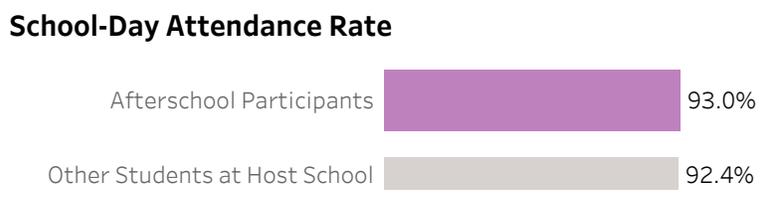
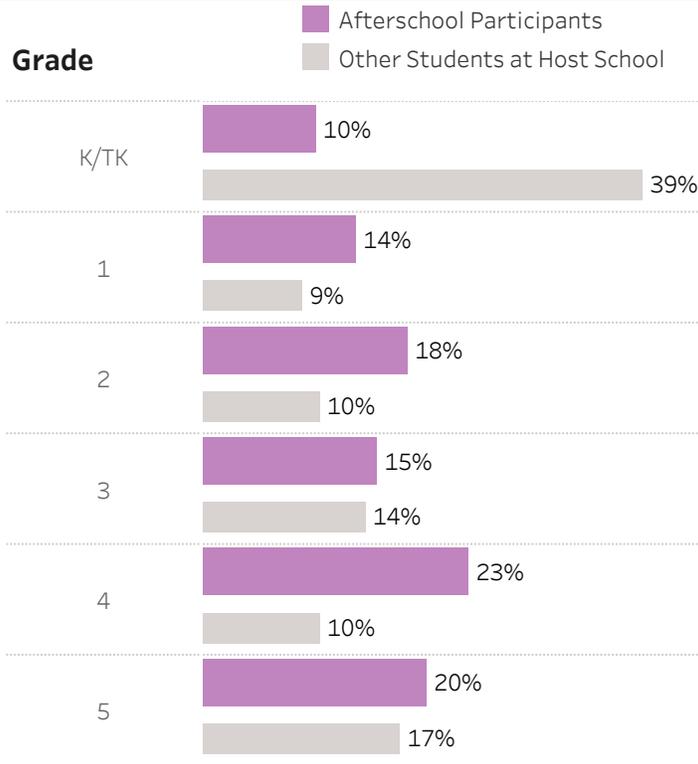
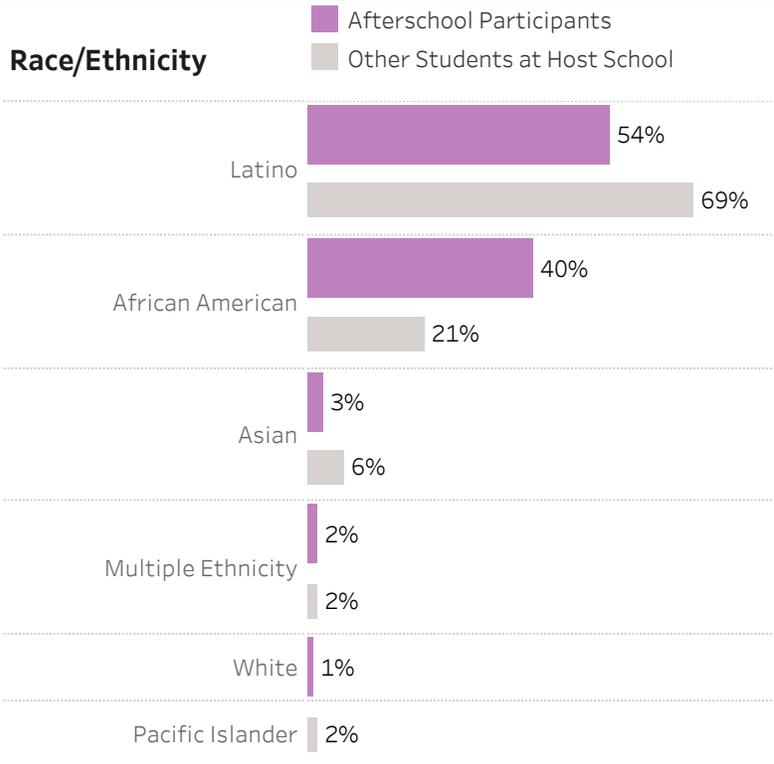
Hours of Program Attendance



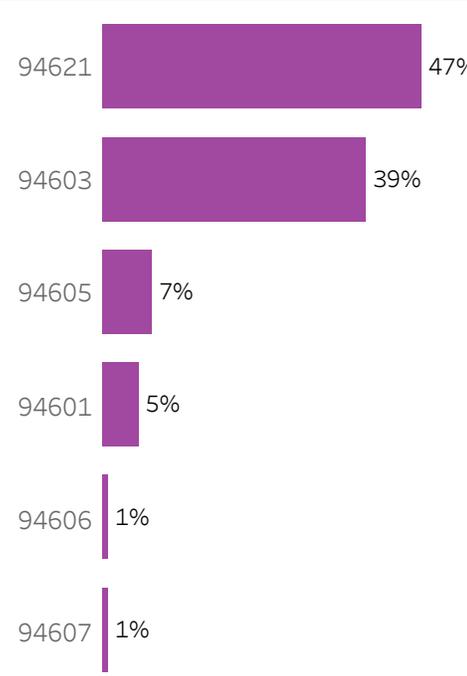
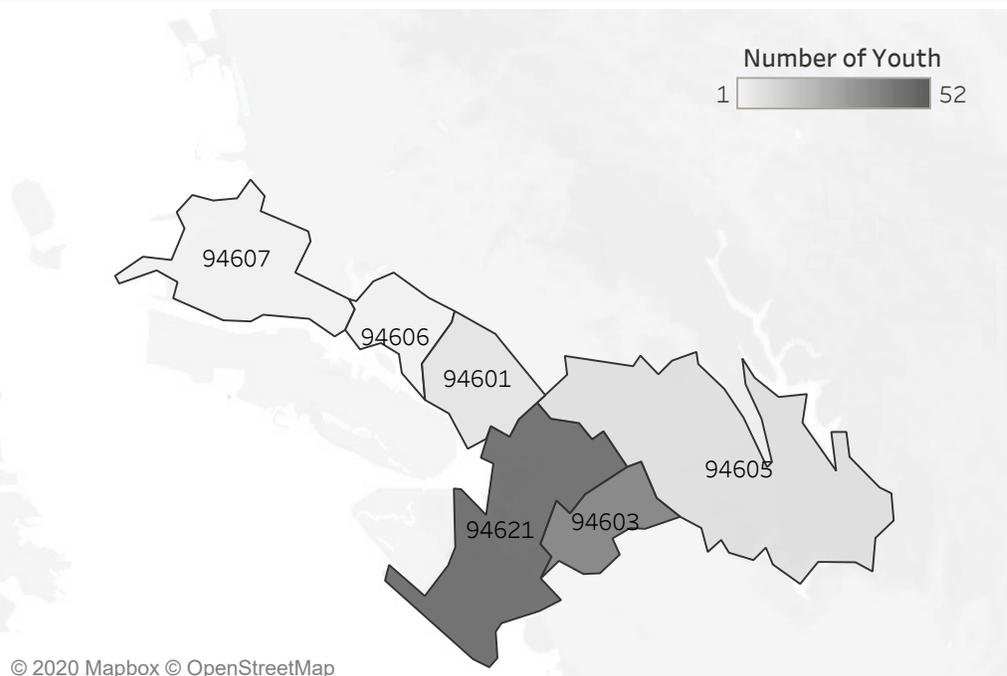
Percent of Days Attended (days attended/days enrolled)



Youth Demographics Total Enrollment: 111



Distribution of Participants by Zip Code



EBAC Afterschool Programs 2018-19 Evaluation

Parent / Caregiver Survey



Directions: In order to improve our afterschool program, we are very interested in knowing your opinions. This survey is not a test. There are no wrong answers. This survey is anonymous, so please respond honestly.

Mark your answers by filling in the bubbles.

	Yes	No	Don't Know
1. This afterschool program is a safe place for my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. This afterschool program helps my child get along better with other children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I am satisfied overall with this afterschool program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. In this program, my child has opportunities to develop leadership skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. My child enjoys attending this afterschool program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The afterschool staff listen to me when I have a question or comment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. This program has made me aware of services in the school or community that are available to my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. This afterschool program helps me be more connected to my child's school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The afterschool program provides opportunities/classes for my child that they wouldn't otherwise have access to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. In this program my child learns skills that help with his/her school work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Because my child is in this afterschool program, I see my child's growth in new areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Because my child is in this afterschool program, I get chances to see or hear about what my child is learning (through events like performances and presentations).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. The adults in this program care about my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. My child can get help from an adult if he/she is bullied in this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. In this program my child learns how to manage his/her emotions/feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. In this program my child has opportunities to learn how to be healthy (exercise classes, cooking, gardening, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. The staff in this program are responsive to the individual needs of my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. My child can talk to me about what he/she does during the afterschool program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please see the back for a few more questions!

Why do you or your child(ren) need afterschool services: (Please check all that apply)

- My child(ren) needs academic and/or homework support.
- My child(ren) needs social interactions.
- This program provides my child(ren) with opportunities to participate in on site enrichment activities.
- I need free/low cost afterschool care.
- This program allows my family to work or go to school by providing childcare.

Thank you for helping EBAC improve its services. The questions below are more general EBAC questions. Check the box that best matches how you feel about the EBAC programs and staff you received services from or interacted with. Write-in responses are also very much appreciated. Thank you!

Was the support you (or the child in your care) received from EBAC helpful?

- No, Definitely Not No, Not Really Yes, generally Yes, definitely

Was the support EBAC provided the right approach for you (or the child in your care)?

- No, Definitely Not No, Not Really Yes, generally Yes, definitely

Did you like the EBAC staff member(s) who worked with you/the child in your care?

- No, Definitely Not No, Not Really Yes, generally Yes, definitely

Would you tell a friend about the EBAC program you/the child in your care participated in?

- No, Definitely Not No, Not Really Yes, generally Yes, definitely

Was the EBAC program/staff respectful of your family background and language?

- No, Definitely Not No, Not Really Yes, generally Yes, definitely

What was your favorite thing about this EBAC afterschool program?

How can we improve on this EBAC afterschool program?

Thank you for taking the time to fill out this parent survey. Your responses mean a lot to us and will be taken into consideration for planning for next school year.

EBAC Afterschool Programs 2018-19 Evaluación Encuesta para Padres y guardianes de familia



Instrucciones: Para mejorar nuestro programa para después de clases, nos interesa saber sus opiniones. La encuesta presente no es un examen, sus opiniones no serán calificadas como “respuestas incorrectas.” La encuesta presente es anónima, por favor de responder con honestidad.

<i>Marque sus respuestas llenando las burbujas.</i>	Si	No	Incierto/a
1. El programa para después de clases es un lugar seguro para mi hijo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. El programa le ayuda a mi hijo a llevarse bien con otros niños.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Estoy satisfecho con el programa para después de clases.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. En este programa, mi hijo tiene la oportunidad de desarrollar habilidades de liderazgo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Mi hijo disfruta de participar en este programa para después de clases.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. El equipo de personal me escucha cuando tengo alguna pregunta o comentario.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. El programa me ha informado sobre servicios disponibles para mi hijo en la escuela o en la comunidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. El programa me ayuda a involucrarme más en la escuela de mi hijo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. El programa después de la escuela proporciona oportunidades a las que mi hijo de otra manera no tendría acceso.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. En este programa, mi hijo aprende habilidades que le ayudan con su trabajo en la escuela.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Debido a que mi hijo está en este programa después de la escuela veo el crecimiento de mi hijo en nuevas áreas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Debido a que mi hijo está en este programa después de la escuela, tengo posibilidades de ver lo que mi hijo está aprendiendo (a través de eventos como actuaciones y presentaciones).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Los adultos del programa se interesan por mi hijo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Mi hijo puede recibir ayuda de un adulto si alguien lo/la intimida durante este programa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. En este programa, mi hijo(a) aprendió como controlar sus emociones.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. En este programa, mi hijo(a) tiene oportunidades para aprender ser mas saludable (clases de ejercicio, clases de cocinar, jardineria, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Los adultos de el programa son sensible a las necesidades inviduales de mi hijo(a).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Mi hijo(a) me puede hablar sobre lo que hace durante el programa de despues de la escuela.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Hay mas preguntas atras de esta hoja!

Porque necesitan su hijos(as) los servicios de el programa de despues de la escuela: (Por favor seleccionar todo lo que appliqué)

- Mi Hijo(a) necessita apoyo academico y apoyo para hacer su tarea.
- Mi hijo(a) necessita interaccion social.
- Este programa le brinda oportunidades a mi hijo(a) para participar en actividades de enriquecimiento.
- Necesito cuidado de niños despues de la escuela gratis/bajo costo.
- Este programa déjã que mi familia vaya a trabajar o asistir la escuela porque propociona cuidado de niños.

Marque la casilla que coincide lo que sientes por los programas EBAC y personal que ha recibido servicios desde o interactuado. Las respuestas escritas también son muy apreciados. Gracias!

¿Fue útil el apoyo que usted (o el niño bajo su cuidado) recibió de EBAC?

- Definitivamente No En Realidad, No En General, Sí Sí Definitivamente

¿Fue el EBAC apoyo proporcionado el enfoque correcto para usted (o el niño bajo su cuidado)?

- Definitivamente No En Realidad, No En General, Sí Sí Definitivamente

¿Te gustó el personal de EBAC que trabajó contigo (o el niño bajo su cuidado)?

- Definitivamente No En Realidad, No En General, Sí Sí Definitivamente

Si estuvieras un amigo en una situación parecida, ¿le recomendarías los servicios de EBAC?

- Definitivamente No En Realidad, No En General, Sí Sí Definitivamente

¿Fueron proporcionados los servicios de EBAC de una manera respetuosa considerando tus antecedentes familiares y cultura?

- Definitivamente No En Realidad, No En General, Sí Sí Definitivamente

Cuál fue su parte favorita de este programa EBAC or miembro del personal?

Cuál fue su cosa menos favorita de este programa EBAC or miembro del personal?

Gracias por tomar el tiempo y llenar esta encuesta de paders. Sus respuestas son muy importantes para nosotros y van hacer consideradas para planear el programa para el proximo año.

Client Satisfaction Survey – 2018-2019 – Youth Service Recipient

Please help EBAC improve its services by providing responses to each of the questions below. Check the box that best matches how you feel about the EBAC programs and staff you received services from or interacted with. Write-in responses are also very much appreciated. Thank you!

Was the support you received from EBAC Afterschool Program helpful?

- No, Definitely Not
 No, Not Really
 Yes, Generally
 Yes, Definitely

Did you like the EBAC Afterschool Program staff member(s) who worked with you?

- No, Definitely Not
 No, Not Really
 Yes, Generally
 Yes, Definitely

Would you recommend the EBAC Afterschool Program to a friend?

- No, Definitely Not
 No, Not Really
 Yes, Generally
 Yes, Definitely

Was the EBAC Afterschool Program staff respectful of your family background and language?

- No, Definitely Not
 No, Not Really
 Yes, Generally
 Yes, Definitely

What was your favorite thing about this EBAC Afterschool Program or staff member?

What was your least favorite thing about this EBAC Afterschool Program or staff member?

- 3rd grade
 4th grade
 5th grade

Thank you very much for your time!

Client Satisfaction 18-19 - Youth (Sequoia ASP)

#	QUESTIONS	Yes, Definitely	Yes, Generally	No, Not Really	No, Definitely Not	Total Yes's	Total No's	% YES	% NO
1	Support received was helpful	16	17	7	1	41	8	83.7%	16.3%
2	Liked the staff member you worked with	21	16	4	1	42	5	89.4%	10.6%
3	Would tell a friend about the program	23	12	4	1	40	5	88.9%	11.1%
4	Services were respectful of your language/background	20	15	4	1	40	5	88.9%	11.1%

#	QUESTIONS	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total Yes's	Total No's	% YES	% NO
1	In this program, I try new things	12	17	10	3	0	42	3	93.3%	6.7%
2	I learned new information about a topic that interests me	17	11	8	6	1	43	7	86.0%	14.0%
3	I feel I belong at this program	18	13	8	3	1	43	4	91.5%	8.5%
4	If someone bullies my friends or me at this program, an adult steps in to help	16	6	14	7	0	43	7	86.0%	14.0%
5	This program helps me to think about the future	4	10	13	8	7	42	15	73.7%	26.3%
6	I get the opportunity to talk about what I'm learning at this program	8	12	10	13	2	45	15	75.0%	25.0%
7	Because of this program I feel more comfortable being around people who look or sound different than me	17	11	13	0	1	42	1	97.7%	2.3%
8	The adults in this pgram tell what I am doing well	7	12	15	6	2	42	8	84.0%	16.0%
9	Youth at this program respect each other	8	6	17	6	5	42	11	79.2%	20.8%
10	Because of this program, I am better able to handle problems and challenges when they arise	11	8	9	6	8	42	14	75.0%	25.0%
11	I feel safe in this program	17	12	9	1	3	42	4	91.3%	8.7%
12	I am interested in what we do at this program	11	19	7	3	2	42	5	89.4%	10.6%
13	At least one adult here understand what my life is like outside of the program	14	18	4	2	4	42	6	87.5%	12.5%
14	Since coming to this program, I work better with others on a team	11	16	10	4	3	44	7	86.3%	13.7%
15	The people who work at this program understand my family's culture	6	6	18	7	4	41	11	78.8%	21.2%

Client Satisfaction 18-19 - Caregivers (Sequoia ASP)

#	QUESTIONS	Yes		No	IDK	Total Yes'	Total No's	% YES	% NO
1	This afterschool porgram is a safe place for my child	31		0	0	31	0	100.0%	0.0%
2	This program helps my child get along better with other children	29		0	0	29	0	100.0%	0.0%
3	I am satisfied overall with this program	31		0	0	31	0	100.0%	0.0%
4	My child had the opportunities to develop leadership skills	26		0	5	31	5	86.1%	13.9%
5	My child enjoys attending this afterschool program	31		0	0	31	0	100.0%	0.0%
6	The staff listen to me when I have a question or comment	29		2	0	31	2	93.9%	6.1%
7	The program made me aware of services in the school or community	21		4	5	30	9	76.9%	23.1%
8	This program helps me be more connected to my child's school	29		2	0	31	2	93.9%	6.1%
9	This program provides opportunitites/classes for my child that they wouldn't otherwise have access to	25		3	2	30	5	85.7%	14.3%
10	In this program my child learns skills that help with their school work	27		1	3	31	4	88.6%	11.4%
11	Because my child is in this program, I see their growth in new areas	28		2	1	31	3	91.2%	8.8%
12	Because my child is in this program I get chances to see or hear about what my child is learning	30		1	0	31	1	96.9%	3.1%
13	The adults in this program care about my child	31		0	0	31	0	100.0%	0.0%
14	My child can get help from an adult if they feel bullied in the program	31		0	0	31	0	100.0%	0.0%
15	This program my child learned how to manage feelings/emotions	31		0	0	31	0	100.0%	0.0%
16	In this program my child has opportunities to learn how to be healthy	30		0	0	30	0	100.0%	0.0%

17	The staff in this program are responsive to the individual needs of my child	28		0	1	29	1	96.7%	3.3%
18	My child can talk to me about what they did during the program	31		0	0	31	0	100.0%	0.0%

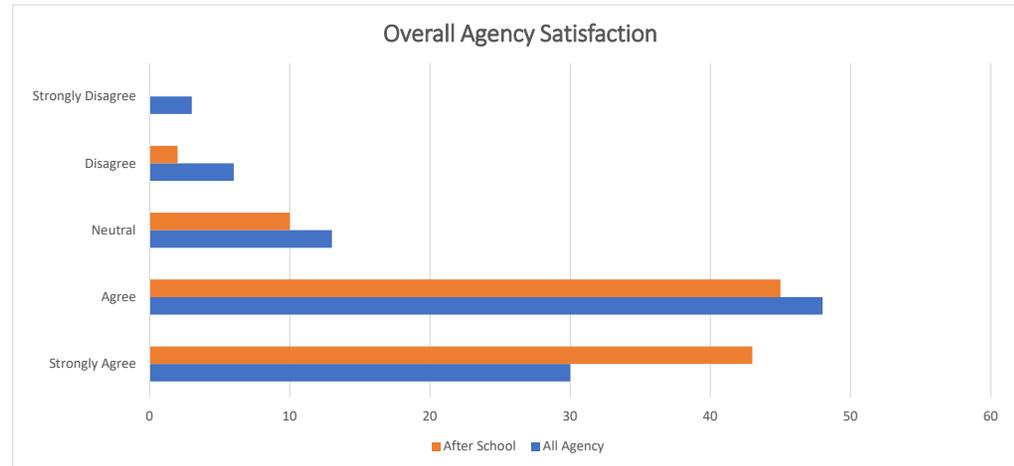
Client Satisfaction 18-19 - Caregiver (Sequoia)

#	QUESTIONS	Yes, Definitely				Total Yes'	Total No's	% YES	% NO
1	My child(ren) need academic and/or hw support	14				14	0	100.0%	0.0%
2	My child(ren) need social interactions	15				15	0	100.0%	0.0%
3	This program provides my child(ren) with opportunities to participate in on site enrichment activities	21				21	0	100.0%	0.0%
4	I need free/low cost afterschool care	22				22	0	100.0%	0.0%
5	This program allowed my family to work or go to school by providing childcare	31				31	0	100.0%	0.0%

Client Satisfaction 18-19 - Caregiver (Sequoia)

#	QUESTIONS	Yes, Definitely	Yes, Generally	No, Not Really	No, Definitely Not	Total Yes'	Total No's	% YES	% NO
1	Support received was helpful	27	4	0	0	31	0	100.0%	0.0%
2	Right Approach for you (or child)?	24	7	0	0	31	0	100.0%	0.0%
3	Liked the staff member you worked with	28	3	0	0	31	0	100.0%	0.0%
4	Would tell a friend about the program	30	1	0	0	31	0	100.0%	0.0%
5	Services were respectful of your language/background	30	1	0	0	31	0	100.0%	0.0%

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
All Agency	30	48	13	6	3
After School	43	45	10	2	0





Training and Professional Development (Excerpted from Human Resources Manual)

Training and Evaluation of Competencies:

Employees are given initial training when they are first placed at their worksite. There are opportunities for training throughout the year via the online Relias Learning training database, through training provided by East Bay Agency for Children's Continuous Quality Improvement Department, through trainings provided by individual programs, via trainers who are contracted to present at All-Agency Training, and through position specific trainings identified by employees and/or their managers. Training is encouraged and supported throughout an employee's tenure with EBAC. Employee performance is officially evaluated at the initial 6-month performance review, and annually thereafter.

Training Documentation:

Employees are provided training at their time of hire, and on an ongoing basis thereafter. Standard information is shared with employees during their new hire orientation, and position specific information is shared with employees when they are assigned to their worksites. Training is documented in a variety of ways. At time of hire, there are various personnel policies that are reviewed with staff. Employees sign off on those specific policies, and signed copies are maintained in the employees' personnel files.

Employees are assigned yearly training courses via the online Relias Learning platform. Those training records are stored automatically. When an employee completes training outside of the Relias Learning platform, the employee is required to turn in an "Individual Training Tracking Form", and these training sheets are entered into a database to track the number of official training hours an employee completes in a given fiscal year.

Examples of some of the trainings received are indicated below, and their accompanying EBAC policy/procedure is noted:

1. Minimum Competencies – This varies by position. EBAC provides ongoing training, via the Relias Learning online platform, and in-person training, to all of our staff members. As an example, clinical employees receive ongoing training and coaching from their clinical supervisors on a weekly basis. Their minimum clinical competencies are judged and evaluated based on quality of treatment plans, notes, and Utilization Reviews; and appropriate feedback and training is provided as needed.

2. Confidentiality: Employee Confidentiality Agreement, HIPAA Privacy and Protection of Personal Health Information Policy and Agreement.
3. Customer Service.
4. Rights and Input of Persons Served Manual.
5. Diversity: Equal Employment Opportunity and Rights and Input of Persons Served manual.
6. Ethical Codes of Conduct: Code of Ethics.
7. Promoting Wellness of Persons Served: Rights and Input of Persons Served manual.
8. Person Centered Practice: Rights and Input of Persons Served manual.
9. Mandatory Reporting: Suspected Child/Elder Abuse Reporting Guidelines.
10. Rights of Persons Served: Rights and Input of Persons Served manual.
11. Rights of Personnel: Employee Grievance Procedures.
12. Unique Needs of Persons Served: Rights and Input of Persons Served manual.
13. 12-Hours of Social Justice and Healing Training, in support of EBAC's equity goals.

Provision of Services by Personnel:

EBAC is diligent in ensuring that all of our staff have, and maintain, the required professional education, degrees, certifications, training and competencies that are legally required, and that allow them to efficiently and effectively provide the best level of service possible. We verify these requirements at time of hire, and as necessary, on an ongoing basis during the employee's tenure with EBAC. Examples of some of our procedures are:

- Legislation governing practices – We provide all of our clinical services following BBS guidelines. Administratively, we adhere to Board of Behavioral Sciences (BBS) clinical requirements (i.e. business cards are formatted correctly; charts and treatment plans are maintained in accordance with best practice).
- Licensure requirements – Clinical staff that are governed by BBS regulations must provide proof of BBS registration at time of hire; and must provide proof of successful renewal upon expiration.
- Registration/Certification requirements – Clinical staff must meet all BBS requirements, and receive a BBS license in order to provide services.
- Professional degrees – For EBAC jobs that require a professional degree (other than BBS licensed staff as the BBS verifies education as part of their process) employees are required to provide transcripts proving that they have received the specified degree.
- Professional training to maintain established competency levels/on the job training requirements. Training is provided on an ongoing basis to staff. Training is position/job specific. Training is available in various forms, and is delivered throughout an employee's tenure with EBAC. Clinical Supervisors provide training throughout the year during individual and group supervision. EBAC provides Trauma Informed Care training to all of our clinical staff. EBAC utilizes an All Agency Training to train all staff on subjects we feel are of particular importance.
- Professional standards of practice – All EBAC staff are governed by EBAC's Code of Ethics. Employee performance is monitored on an ongoing basis. Yearly performance evaluations are one method of tracking and documenting adherence to policy standards. Ongoing training and feedback is provided as necessary.

EBAC Afterschool Training Schedule 21-22

Training	Content	Trainer	When	Number of Hours	Who Should Attend
OUSD Summer Institute	CQI/Compliance Social Emotional Learning Other topics	OUSD	July 26-28	16 hours	Site Coordinators and Afterschool Director
EBAC All Agency Training	Past topics: Agency Policies & Compliance; Implicit Bias and Micro-Aggressions as it Relates to Being a Trauma Informed Agency	EBAC Senior Management, Outside trainers	August 3-4	16 hours	All Agency staff
School Site Level Professional Development	School policies and goals	Site Principal and leadership team	August and ongoing		Site Coordinator, Afterschool staff
EBAC All Afterschool Training	Past topics: Playworks Group Management, SEL Skills to Resolve Conflict- How do we use prevention strategies to de-escalate conflict?; Trauma Informed Classroom Practices;	Outside trainers	August 6	8 hours	Afterschool Director, Site Coordinators and Afterschool Staff
EBAC All Management Trainings	Leadership/ Management Topics have included: Reflective Supervision with a Trauma Informed lens; Transformational Leadership; Practical Management & Employee Morale; etc.	EBAC HR Director and Consultant	Quarterly	4 hours each (16 hours total)	Afterschool Director and Site Coordinators
Social Justice and Healing Trainings	Examples: How to Become an AntiRacist, Deconstructing Colorism, Understanding Internalized Oppression - Training intentionally offered to providers by self Identified racial identities (Black Identified Professions, BIPOC, White)	EBAC Training Department	Ongoing	12 hours	All staff
Bi-Monthly OUSD Site Coordinator Meetings	OUSD topics (evaluation, compliance, etc.)	OUSD, PCY, etc.	Bi-Monthly	2 hours	Site Coordinators and Afterschool Director
Weekly EBAC Site	Recap OUSD Site Coordinator Meeting	Afterschool	Weekly	2 hours	Site Coordinators and

EBAC Afterschool Training Schedule 21-22

Coordinator Meetings	information; Trainings on topics requested by Coordinators: Time Management; Coaching through appraisal process; and how to ask reflective questions; etc.	Director			Afterschool Director
Monthly Site level trainings	SEL content, Youth Development, CQI, California Quality Standards; E-Learning Calsac, etc.	Site Coordinator	Monthly	2-4 hours	Site Coordinators and Afterschool Staff
EBAC Family and Community Wellness Department Trainings	Past topics: LGBTQ Inclusiveness; De-escalation; Protective Factors;	Senior Director of FCW and outside Trainers	Twice a year	8 hours total	Afterschool Director , Site Coordinators and Afterschool Staff
EBAC Family and Community Wellness Department Supervisor Trainings	Past Topics: Fatherhood; Difficult Conversations; Culturally Inclusive Leadership	Senior Director of FCW and outside Trainers	3 times/year	12 hours total	Afterschool Director and Site Coordinators
Relias - Online Training Platform for EBAC Staff	Topics include: Hipaa, Safety, Mandated Reporting, Sexual Harassment, Bomb Threat, Earthquake, Fire, etc.	Online platform	Annually	Depends	Afterschool Staff, Site Coordinators and Afterschool Director
Other Trainings and Conferences	Bridging the Bay Conference; How Kids Learn; Calsac E-Learning; etc.	Bridging the Bay, etc.	Depends	Depends	Afterschool Staff, Site Coordinators and Afterschool Director
First Aid/CPR Training	Basic First Aid and Adult, youth and infant CPR (2 year certification)	Heart Start CPR		5 hours	Afterschool Staff, Site Coordinators and Afterschool Director

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

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

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

POINTS OF SERVICE Quality Standards & PROGRAMMATIC Quality Standards

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

[Definitions: CDE Quality Standards](#)

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

[CDE Quality Standards & CQI Process](#)

PROGRAM SELF-ASSESSMENT TRUTH * HOPE * CHANGE * CURIOSITY (THC²)

Indicate which stakeholders who participated in the Program Self-Assessment in 2020-2021	Internal evaluator	External evaluator	School administrator
	District administrator	Certificated staff	Classified staff
	Program director	Site coordinator	Site-level/line staff
	Parents/guardians	Students	Community partners Advisory group
		Other stakeholders:	

Identify the after-school program data point(s) in the narrative below. Could include: student feedback (youth survey, interviews or focus groups), internal program observation or external

TRUTH

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

Respond Below:

We are currently supporting healthy safe in-person learning for students in the learning hubs at Sequoia. Providing access to reliable distance learning and school provided food. During this time we have found it difficult to have true partnership with the school day teachers in a way that best fits the needs of the highest need children.

HOPE

What is the dream for the program in these areas as identified by students, families, parents, staff and site support team?

Respond Below:

We hope to create and maintain a partnership that has equal give and take for both school day staff and afterschool staff. We hope that we can focus on areas that lean more on our strength in the social and emotional development of our students next school year.

CHANGE

What steps will be taken to make the shifts needed to realize the HOPE identified above?

Respond Below:

Continuing to speak and demonstrate the importance of social and emotional development and a child’s mental health/safety. Create more opportunities for team building and relationship building amongst afterschool staff and school day teachers. Continue having access to teacher collaboration meetings to ensure relationship building as well as ability to advocate for student’s SEL. When planning and working together we can keep in mind that the goal for all is to provide the best experience possible for all students.

CURIOSITY

What deeper questions or inquiries are coming up? Something that needs more time to think about to make long-term shifts.

Respond Below:

Wondering if more intense staff development training and closer partnership would help improve the equity lens of staff and the relationship between the two groups.

SECTION 6 Facilities



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

10/27/2021

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

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

PRODUCER Cook, Disharoon & Greathouse, Inc. 1942 Embarcadero Oakland CA 94606	CONTACT NAME: Lynda Reynolds-Brown PHONE (A/C, No, Ext): (510) 437-1900 FAX (A/C, No): (510) 437-1979 E-MAIL ADDRESS: lbrown@cdginsurance.com													
	<table border="1"> <tr> <th>INSURER(S) AFFORDING COVERAGE</th> <th>NAIC #</th> </tr> <tr> <td>INSURER A: Nonprofits Insurance Alliance</td> <td></td> </tr> <tr> <td>INSURER B:</td> <td></td> </tr> <tr> <td>INSURER C:</td> <td></td> </tr> <tr> <td>INSURER D:</td> <td></td> </tr> <tr> <td>INSURER E:</td> <td></td> </tr> <tr> <td>INSURER F:</td> <td></td> </tr> </table>	INSURER(S) AFFORDING COVERAGE	NAIC #	INSURER A: Nonprofits Insurance Alliance		INSURER B:		INSURER C:		INSURER D:		INSURER E:		INSURER F:
INSURER(S) AFFORDING COVERAGE	NAIC #													
INSURER A: Nonprofits Insurance Alliance														
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INSURER C:														
INSURER D:														
INSURER E:														
INSURER F:														
INSURED East Bay Agency for Children 2828 Ford Street Oakland CA 94601														

COVERAGES

CERTIFICATE NUMBER: CL21102115189

REVISION NUMBER:

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

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:	X		202108866	11/14/2021	11/14/2022	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 500,000 MED EXP (Any one person) \$ 20,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 3,000,000
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS			202108866	11/14/2021	11/14/2022	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ Hired Auto P.D. \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$			202108866UMBPO	11/14/2021	11/14/2022	EACH OCCURRENCE \$ 1,000,000 AGGREGATE \$ 1,000,000
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N	N/A				PER STATUTE OTH-ER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$
A	IMPROPER SEXUAL CONDUCT LIQUOR LIABILITY			202108866	11/14/2021	11/14/2022	EACH CLAIM & AGGREGATE \$1,000,000 EACH CLAIM & AGGREGATE \$1,000,000

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

Per Acord guidelines, please refer to 2nd page COMMENTS/REMARKS section for Additional Insured and special endorsement information.

The General Liability policy includes Social Services Professional Liability: \$3,000,000 Aggregate/\$1,000,000 Each Claim

CERTIFICATE HOLDER**CANCELLATION**

Oakland Unified School District Attn: Risk Management 1000 Broadway, Suite 440 Oakland, CA 94607	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE L Reynolds-Brown/AN
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COMMENTS/REMARKS

Oakland Unified School District, its officers employees, volunteers or agents are Additional Insured per the attached policy form #CG2026 0413, provided it is required in a written contract between the Named Insured and the Additional Insured.

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):

The City of Oakland, its Council members, directors, officers, agents, employees, and volunteers

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

- A. Section II – Who Is An Insured** is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" caused, in whole or in part, by your acts or omissions or the acts or omissions of those acting on your behalf:
1. In the performance of your ongoing operations; or
 2. In connection with your premises owned by or rented to you.

However:

1. The insurance afforded to such additional insured only applies to the extent permitted by law; and
2. If coverage provided to the additional insured is required by a contract or agreement, the insurance afforded to such additional insured will not be broader than that which you are required by the contract or agreement to provide for such additional insured.

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

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

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

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

APPENDIX IV: OUSD Expanded Learning Lead Agency MOU Boilerplate Checklist

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

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

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

OUSD AFTER-SCHOOL LEAD AGENCY MOU SAMPLE CONTRACT

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

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

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



Signature

March 25, 2022

Date

Josh Leonard, Chief Executive Officer

Name and Title of Signatory

East Bay Agency for Children

Name of Organization