

Board Office Use: <b>Legislative File Info.</b>	
File ID Number	11-3268
Introduction Date	01/25/2012
Enactment Number	12-0108
Enactment Date	1-25-12



OAKLAND UNIFIED  
SCHOOL DISTRICT

Community Schools, Thriving Students

# Memo

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

**Board Meeting Date**  
*(To be completed by Procurement)* January 25, 2012

**Subject** Individual Service Agreement - Master Memorandum of Understanding - Bay Area Community Resources (contractor) - 177/Espanza Academy (site)

**Action Requested** Approval of the Individual Service Agreement to the Master Memorandum of Understanding (MOU) between District and Bay Area Community Resources, for services to be provided primarily to 177/Espanza Academy.

**Background**  
*A one paragraph explanation of why the consultant's services are needed.* The attached Individual Service Agreement is the contracting of services at the negotiated price, stated in the referenced Master MOU, approved by the Board of Education on June 22, 2011 (Enactment number 11-1137).

**Discussion**  
*One paragraph summary of the scope of work.* Approval by the Board of Education of an Individual Service Agreement to the Master Memorandum of Understanding (MOU) between the District and Bay Area Community Resources, San Rafael, CA, for the latter to provide their Menu Option A for the Lead Agency Unit for Arts, Recreation, Leadership and Family Literary activities in its capacity as a Comprehensive After School Program Lead Agency at Esperanza Academy for the period of July 1, 2011 through June 30, 2012, in an amount not to exceed \$68,270.00, pursuant to the terms and conditions as specified in the MOU.

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

**Fiscal Impact** Funding Resource: 6010/After School Education and Safety (ASES) Grant in an amount not to exceed \$68,270.00.

**Attachments**

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



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

MASTER MOU INFORMATION			
VENDOR NAME	Bay Area Community Resources		
VENDOR #	1001628	ENACTMENT #	
SITE / DEPT NAME	Esperanza Academy	SITE #	177
OUSD STAFF CONTACT - EMAILS ABOUT THIS CONTRACT SHOULD BE SENT TO:		sondra.aguilera@ousd.k12.ca.us	

ORDER MENU OF SERVICES (EXHIBIT A OF MASTER MOU) – SELECT DESIRED SERVICE				
SERVICE AND UNIT OF SERVICE (SEE EXHIBIT A OF MASTER MOU FOR A FULL DESCRIPTION OF SCOPE OF WORK AND MENU OF SERVICES)	GRADE LEVEL(S) SERVED	RATE PER UNIT	DESIRED UNITS	AMOUNT (DESIRED UNITS TIMES RATE PER UNIT)
A-Lead Agency Unit for Elementary	K-5	\$93,834.00	1	\$ 68,270.00
		\$		\$
		\$		\$
<b>TOTAL AMOUNT</b>				\$ 68,270.00
IF FEE DOES NOT EQUAL RATE PER UNIT MULTIPLIED BY DESIRED UNITS, EXPLAIN REASON FOR ALTERED RATE:				
1a. School opting to utilize own teachers to provide academic services, reducing the academic programming charges to the cost above				

BUDGET INFORMATION					
REQUISITION NUMBER	R0202690	START DATE	07/01/2011	END DATE	06/30/2012
RESOURCE #	RESOURCE NAME	ORG KEY		AMOUNT	
6010	ASES	1771553401		\$68,270.00	
				\$	
				\$	

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

VENDOR	NAME	MARTIN WEINSTEIN	TITLE	CEO
SIGNATURE			DATE	6/17/11
OUSD SITE ADMINISTRATOR	NAME	SONDRA AGUILERA	TITLE	PRINCIPAL
SIGNATURE			DATE	6/17/11

APPROVAL			
IF USING FUNDS REVIEWED BY STATE AND FEDERAL PROGRAMS OR Quality Community School Development			
SPSA ACTION ITEM NUMBER: _____ OR, SPSA MODIFICATION DOCUMENTATION ATTACHED			
RESOURCE MANAGER, if using funds managed by:			
<input type="checkbox"/> State and Federal <input type="checkbox"/> Quality Community School Development <input checked="" type="checkbox"/> Complementary Learning / After School Programs			
SIGNATURE		DATE	7-13-11
SIGNATURE		DATE	
NETWORK OR DEPARTMENT EXECUTIVE OFFICER			
SIGNATURE		DATE	12/19/11
PRESIDENT AND THE SECRETARY OF THE BOARD OF EDUCATION			
SIGNATURE		DATE	1/26/12
SIGNATURE		DATE	1/26/12

#### LEGISLATIVE FILE

File ID Number 11-3268  
 Introduction Date 1-25-12  
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**AFTER SCHOOL BUDGET PLANNING SPREADSHEET**

ELEMENTARY & MIDDLE SCHOOLS 06.6.2011

Site Name:	ASES	OFCY	Program Fees (if applicable)	Other School Site Funds	Other Lead Agency Funds
Esperanza Academy	Resource 6010, Program 1553				
Site #: 177					
Average # of students to be served daily (ADA):	% OUSD Lead Agency %	Grantees:	Lead Agency	OUSD	Lead Agency
<b>TOTAL GRANT AWARD</b>	<b>\$119,700</b>	<b>\$44,620</b>	<b>\$0</b>	<b>\$0</b>	<b>\$13,869</b>

**CENTRAL COSTS: INDIRECT, ADMIN, EVAL, PD, CUSTODIAL, SUPPLIES**

OUUSD Indirect (4.25%)	\$4,880				
OUUSD ASPO admin, evaluation, and training/technical assistance costs	\$7,512				
Custodial Staffing	\$3,938				
Custodial Supplies	\$537				
<b>TOTAL SITE ALLOCATION</b>	<b>\$102,834</b>				

**CERTIFICATED PERSONNEL**

1120 Academic Liaison REQUIRED	\$4,000				\$0
Teachers - 18 (\$23.16 X 1.5 hrs/wk X 34 weeks - \$1,181. each X 18 teachers = \$21,260)	\$21,260				\$0
					\$0
Total certificated	<b>\$25,260</b>				<b>\$0</b>

**CLASSIFIED PERSONNEL**

2205 Site Coordinator (salary \$44,000; 10 months ASES @ 18333.33; 2 month OFCY@ \$3,667.70, @ 50% per site)	\$0	\$18,333	\$3,667		\$0
2220 SSO	\$0				\$0
BACR Program Manager (salary \$60,000 @ 6% FTE)			\$3,600		
Personnel Off-Site (East Bay Director (\$2,647) and Admin Support (\$1,471))					\$4,118
Volunteer Coordinator (2.9% FTE per site - \$764)	\$0				\$764
Total classified	<b>\$0</b>	<b>\$18,333</b>	<b>\$7,267</b>		<b>\$4,882</b>

**BENEFITS**

3000's Employee Benefits for Additional Time (20%)	\$800				
3000's Employee Benefits for Salaried Employees (40%)	\$8,504				
3000's Lead Agency benefits (rate: 25 %)		\$4,583	\$1,819		
Total benefits	<b>\$9,304</b>	<b>\$4,583</b>	<b>\$1,819</b>		<b>\$0</b>

**BOOKS AND SUPPLIES**

4310 Supplies (OUUSD only)	\$0		\$2,048		\$0
4310 Curriculum (OUUSD only)	\$0				\$0
5829 Field Trips	\$0				\$0
4420 Equipment (OUUSD only)	\$0				\$0
Telephone/Internet/Communicates			\$1,200		
Trainings (5 trainings per site @ \$100 = \$500)					\$500
Total books and supplies	<b>\$0</b>	<b>\$0</b>	<b>\$3,248</b>		<b>\$1,500</b>

**CONTRACTED SERVICES**

5825 Youth Leaders: (7 Mentors @ \$13/hr x 15 hrs/wk x 36 wks \$7,002 /Mentor x 7 mentors= \$49,140 Total and Additional Short Days - \$1,800 - Overall Total - \$50,940 + Fringe \$12,735 = \$63,675)	\$0	\$38,798	\$24,877		
5825 Enrichment: Mocha 2 days a week @ \$6,400	\$0	\$3,899	\$2,501		
5825					\$1,750
5825					
5825					
5825					\$2,500
5825					
5825					

2011-2012 Elementary/Middle School After School Program Budget

5825								
5825								
5825								
Total services		\$0	\$42,697	\$27,378	\$0	\$0	\$4,250	

**IN-KIND DIRECT SERVICES**

	Volunteers (15 Volunteers - \$13/hr X 249 hours each year = \$3,237)					\$0	\$3,237	
						\$0		
Total value of in-kind direct services					\$0	\$0	\$3,237	

**LEAD AGENCY ADMINISTRATIVE COSTS**

	Lead Agency admin (4% max of total contracted \$)		\$2,657	\$4,908			\$0	
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**SUBTOTALS**

	Subtotals DIRECT SERVICE	86	\$36,903	\$65,613	###	\$39,712	\$0	\$13,869
	Subtotals Admin/Indirect	14	\$14,527	\$2,657	##	\$4,908	\$0	\$0

**TOTALS**

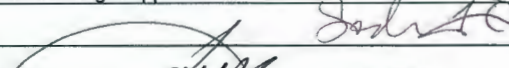
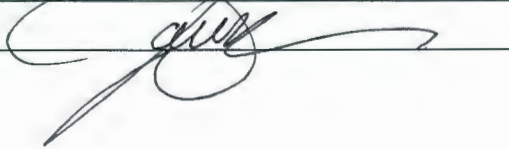
	Total budgeted per column		\$51,430	\$68,270		\$44,620	\$0	\$13,869
	Total BUDGETED	100	\$119,700		##	\$44,620	\$0	\$13,869
	BALANCE remaining to allocate		\$0			\$0		
	TOTAL GRANT AWARD/ALLOCATION TO SITE		\$119,700			\$44,620		

**ASES MATCH REQUIREMENT:**

ASES requires a 3:1 match for every grant award dollar awarded.

Total Match amount required for this grant:	39,900
Facilities count toward 25% of this match requirement:	9,975
Remaining match amount required:	29,925
Match should be met by combined OFCY funds, other site funds, private dollars, and in-kind resources. This total equals:	44,620
Total Match amount left to meet:	-14,695

**Required Signatures for Budget Approval:**

Principal:		Date: 6/16/11
Lead Agency:		Date: 6/16/11

## OUSD Strategic Questions: After School Outcomes/Impact

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

School: Esperanza Academy @ Stonehurst - Elementary School    Lead Agency Partner: Bay Area Community Resources

Strategic Questions & Desired Outcomes	Activities: What after school program activities will support the desired outcomes?	Metrics: How will the program measure its efforts to support the desired outcomes?
<p>High School Graduation: How many more Oakland children are graduating from high school?</p>	<p>Quarterly parent education workshops or Family Days will provide strategies for parent involvement in their child's education.</p> <p>Project-based learning and skill-building enrichment for all program participants to keep them engaged in school and learning. All after school line staff and outside tutors will provide focused student support through the use of Power Standards.</p> <p>Regular monitoring of academic performance of program participants by Site Coordinator and Academic Liaison; development of targeted academic support activities to support student skill-building. All after school staff will be trained in Consistent Instructional model strategies and techniques for their grade level. Each student will move up at least one CST or benchmark performance level. All EL students will progress one or more levels on the CELDT test. All after school staff will be trained in Consistent Instructional model strategies and techniques for their grade level. SES providers will provide skill building opportunities for students in need of academic intervention.</p> <p>Monthly collaborative meetings between lead agency and school leadership to co-develop after school programming that is aligned with the regular school day program and supports school goals for student achievement.</p>	<p>70% of families will report in year-end surveys that they have increased understanding of how to support their child's learning and progress toward high school graduation. 70% of parents will participate in quarterly parent meetings.</p> <p>Project-based learning and skill-building enrichment for 100% of program participants to keep them engaged in school and learning.</p> <p>100% of students and those in ASP will have access to ongoing homework and behavioral support to ensure success in elementary school and beyond.</p> <p>80% of students will demonstrate increased school engagement as measured by student, parent, and teacher year-end surveys administered at the end of the school year.</p> <p>100% of students in the ASP will receive intensive tutoring of language arts and math skills. The Site Coordinator will work with the Academic Liaison and</p>

		<p>Tutors to work with students to ensure increase in skill development.</p> <p>The Site Coordinator, Principal and Program Manager will meet monthly to ensure seamless alignment between the school day and the extended day. The Coordinator will attend 85% of the meetings.</p>
<p>School Day Attendance: How many more Oakland children are attending school 95% or more?</p>	<p>Weekly monitoring of school day attendance data for all after school participants; parent communication regarding regular absences.</p> <p>Awards ceremonies will be held to celebrate student achievement, highlight students with good attendance, and/or recognize students who've improved on their CSTs. Ceremonies include: Family Celebrations/Performances, Family Reading Night, Parent Orientations, Lawrence hall of Science Math and Science Family Nights.</p> <p>Quarterly parent education workshops that provide strategies for parent involvement in their child's education. Parents will be notified via flyers, and newsletters.</p>	<p>Site Coordinator, Principal will review CST results and benchmarks data to identify areas of support and create a plan for students at risk or in need of engagement.</p> <p>100% of family engagement events, such as Family Literacy Night, will provide parents with information on how parents can support their children.</p> <p>80% of families will indicate on surveys that they have increased understanding of the importance of regular school day attendance and are aware of their child's attendance patterns in school.</p> <p>90% of students/families who do not attend school at least 95% will receive mentoring, parent communication, and parent support regarding attendance concerns.</p> <p>At least 50% of parents will attend Family Showcase events.</p> <p>50% of families will attend the quarterly meetings and 100% will have access to the school and ASP newsletters, which will continue to be utilized to increase communications.</p>

<p>Job Skills/Career readiness: How many more students have meaningful internships and/or paying jobs?</p>	<p>Career Day workshops highlighting different professions will take place during the school day and in ASP activities. Students will attend fieldtrips to expose them to other careers and teach provide them with additional learning opportunities. Throughout the year students will be exposed to a variety of professions through our dad's group, guest speakers, and ASP classes such as:</p> <p>Visual Arts - Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art (Visual Arts Standard 2.0)</p> <p>Performing Arts: Students apply choreographic principles, processes, and skills to create and communicate meaning through improvisation, composition, and performance of dance (Dance Standard 2.0).</p>	<p>Throughout the year, 100% students will be exposed to a variety of professions. Students will either attend field trips or individuals will come on campus. Grades 3-5 will engage in ongoing activities designed to improve self-esteem esteem, increase self-confidence, inspire social responsibility. Activities can include: conflict resolution, healthy communication, and identifying community leaders that embody similar values and reflect their community. Students in the ASP will spend the year working with college students and learn more about their aspirations and what career they hope to obtain. 90% of (elementary) program participants will participate in a Career Awareness event.</p>
<p>Health Services: How many more Oakland children have access to, and use, the health services they need?</p>	<p>Our Lead agency's main priorities for the 11-12 school year are to strengthen the character building activities and wellness components of our program (nutrition and physical fitness). All grades will learn soil composition, food origins, sustainable living/eating, planting cycles, science, math, nutrition, insect life cycles and fertilizations, appropriate use of garden tools, and basic garden upkeep. They will develop a sense of community, pride and appreciation for their work.</p> <p>Students will also assess and maintain a level of physical fitness to improve health and performance (P.E. State Standard 3.0)</p> <p>Site coordinator participation in COST meetings at school site with other service providers, including health services</p> <p>We will continue to work with the Mental Health Team to provide additional mental health support.</p>	<p>Ongoing activities during the school day and in the ASP will help students make healthy food choices and better understand food origins. Educate families by broadening the students' perspectives.</p> <p>100% of students will be included in wellness activities.</p> <p>Site Coordinator will participate in at least 80% of COST meetings.</p> <p>MH referrals will come from teachers, administration, parents, etc.</p> <p>At least 70% of students in need will receive Mental Health</p>

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

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

High School Graduation: the Lead Agency will work collaboratively with school leadership and faculty to monitor student progress and help ensure that students are on track for high school graduation. Project-based learning and skill-building enrichment for 100% of program participants to keep them engaged in school and learning. Quarterly parent education workshops or Family Days will provide strategies for parent involvement in their child's education. All after school line staff and outside tutors will provide focused student support through the use of Power Standards. There will be regular monitoring of academic performance of program participants by the Site Coordinator and Academic Liaison; development of targeted academic support activities to support student skill-building. All after school staff will be trained in Consistent Instructional model strategies and techniques for their grade level. It is anticipated that each student will move up at least one CST or benchmark performance level. And, all EL students will progress one or more levels on the CELDT test. All after school staff will be trained in Consistent Instructional model strategies and techniques for their grade level. SES providers will also provide skill building opportunities for students in need of academic intervention. Regular monthly collaborative meetings have been instituted between lead agency and school leadership to co-develop after school programming that is aligned with the regular school day program and supports school goals for student achievement. The Coordinator will attend at least 85% of those meetings.

Increase School Day Attendance: the Lead Agency will work collaboratively with school leadership and faculty to monitor participating students' attendance on a weekly basis. Site Coordinator, Principal will review CST results and benchmarks data to identify areas of support and create a plan for students at risk or in need of engagement. Student attendance will be monitored weekly for all after school participants; and parents will be notified of absences. Ninety percent of students/families who do not attend school at least 95% will receive mentoring, parent communication, and parent support regarding attendance concerns.

Awards ceremonies will be held to celebrate student achievement, highlight students with good attendance, and/or recognize students who've improved on their CSTs. Ceremonies include: Family Celebrations/Performances, Family Reading Night, Parent Orientations, Lawrence hall of Science Math and Science Family Nights. Quarterly parent education workshops will be held to provide strategies for parent involvement in their child's education. Parents will be notified via flyers, and newsletters. One hundred percent of family engagement events will provide parents with information on how parents can support their children. Eighty percent of families will indicate on surveys that they have increased understanding of the importance of regular school day attendance and are aware of their child's attendance patterns in school. At least 50% of parents will attend Family Showcase events. Fifty percent of families will attend the quarterly meetings and 100% will have access to the school and ASP newsletters, which will continue to be utilized to increase communications.

Job Skills/Career readiness: the Lead Agency will provide a Leadership Class to foster habits of career readiness, including public speaking, punctuality, teamwork, etc. Throughout the year students will be exposed to a variety of professions, guest speakers, and



ASP classes such as: Visual Arts and Performing Arts. Through field trips or guest speaker students will become more familiar with different occupations and understand what is needed to secure that job. Throughout the year, 100% students will be exposed to a variety of professions. Students will either attend field trips or individuals will come on campus. Grades 3-5 will engage in ongoing activities designed to improve self-esteem, increase self-confidence, inspire social responsibility. Activities can include: conflict resolution, healthy communication, and identifying community leaders that embody similar values and reflect their community. Students in the ASP will spend the year working with college students and learn more about their aspirations and what career they hope to obtain. Ninety percent of (elementary) program participants will participate in a Career Awareness event.

Access to Health Services: The Lead agency's main priorities for the 11-12 school year are to strengthen the character building activities and wellness components of our program (nutrition and physical fitness). All grades will learn soil composition, food origins, sustainable living/eating, planting cycles, science, math, nutrition, insect life cycles and fertilizations, appropriate use of garden tools, and basic garden upkeep. They will develop a sense of community, pride and appreciation for their work. Students will also assess and maintain a level of physical fitness to improve health and performance (P.E. State Standard 3.0). Ongoing activities during the school day and in the ASP will help students make healthy food choices and better understand food origins. Educate families by broadening the students' perspectives. 100% of students will be included in wellness activities. The Site coordinator will participate in COST meetings at school site with other service providers, including health services 80% of the time. We will continue to work with the Mental Health Team to provide additional mental health support. MH referrals will come from teachers, administration, parents, etc. allowing at least 70% of students in need to receive Mental Health support.

Units of Service for Lead Agency: Bay Area Community Resources

**Lead Agency Unit of Service for Elementary/Middle Schools**

**After School Services include:**

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

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

After School program will serve up to 93 students (Elementary School) and 125 (Middle School) . Services will be offered daily, Monday through Friday, from September – June. Program will begin immediately at the end of the regular school day and will stay open until 6pm daily.

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

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

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

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

**Lead Agency Option A: Cost for Elementary School lead agency package: \$93,834**

**Lead Agency Option B: Cost for Middle School Lead Agency package: \$127,213**

**Lead Agency Unit of Service for High Schools**

**Description of Services:**

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

Delivery of high quality after school programming consisting of academic, enrichment, recreational/physical activity, family literacy, and targeted Equitable Access services to

students that are high risk and are hard to reach via general services. Services will be delivered by qualified, trained individuals and community providers with subject matter expertise and youth development experience. Program set-up will ensure student safety.

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

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

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

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

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

Lead agency unit of service includes programmatic and operational costs.

**Lead Agency Option C: Cost for Small High School Programs serving up to 75 students: \$156,000**

**Lead Agency Option D: Cost for Large High School Programs serving up to 120 students: \$227,000**

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

- 1a. School opting to utilize own teachers to provide academic services, reducing the academic programming charges to the cost above.
- 1b. School opting to directly contract with a different service provider for enrichment, reducing some of the enrichment charges to the cost above.
- 1c. School opting to provide supplies in support of after school programming, reducing supply costs from the total above.
- 1d. School opting to fund School Safety Officer, reducing above costs to provide safe and secure after school environment.
- 1e. School opting to fund high school academic liaison, reducing above costs to ensure academic alignment.
- 1f. School opting to provide after school program leadership, reducing the above costs

for Site Coordinator.

1g. Other specialty services from this menu have been selected to augment or replace some of the basic lead agency services included in package above.

1h. School utilizing other funds to increase level of services and/or number of students served beyond the above base unit.

#### Other Specialized Services

##### **Option E: Youth Leadership and Career Exploration**

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

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

##### **Option F: Specialized CAHSEE preparation**

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

Cost: \$5,720

##### **Option G: Parent workshops**

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

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

##### **Option H: Physical Fitness**

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

Cost: \$12,000 per activity for 10 months up to 20 students served daily per activity

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

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

Cost: \$12,000 per activity for 10 months up to 20 students served daily per activity

##### **Option J: Health & Nutrition**

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

Cost: \$10,000 per activity for 10 months up to 20 students served daily per activity

#### BACR Mental Health Services

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

Cost: \$9,000 per year

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

**Option L:** \$13,000 for one day per week for entire school year; 20 students served over the course of the year.

**Option M:** \$65,000 for daily services for entire school year; 80 - 100 students served over the course of the year.

**Additional Services for ASES/21<sup>st</sup> Century Elementary and Middle Schools**

**Option N: Family Literacy Services:** Variety of services to engage parents and support them in helping their children succeed in school. Services customized to meet school and community needs, and may include: parent workshops, parent outreach, adult literacy support, and farmers market.

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

Cost: \$17,400

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

Services will complement after school programming occurring daily, September – June.

Cost: \$21,750

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

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

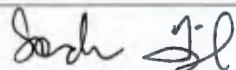
**OUSD Oakland SUCCESS After School Programs  
Comprehensive After School Program Plan  
Elementary & Middle Schools  
2011 - 2012**

**SECTION 1: School Site Information**

School Site: Esperanza

Date: April 1, 2011

Principal Signature:



Lead Agency Signature:



After School Coordinator Name (if known at this time): Tabetha Flores

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

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

The focus of the program is to provide academic support for students needing help with homework and provide basic intervention in language arts, math, and ELD

To provide opportunities and character development (aligned with school traits program).

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

- 100% of student participants will be better prepared for classroom learning
- 100% of student participants will complete their homework on a daily basis
- 100% of students participants will participate in enrichment activities on a daily basis
- 80% of parents surveyed will report that their child has completed their homework and turned it in
- 100% of ASP Staff will communicate to Teachers if a student participant is not completing their homework
- 80% of ASP Staff will be knowledgeable of and implement the core value of scholarly behavior

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

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

For 2011-2012, my site selects:

Coordinated partnership

- Blended/Hybrid
- Extended School Day

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

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

The BACR philosophy about after school programs extended far beyond keeping children safe. We believe in providing a nurturing and enjoyable environment where students can improve their academic and life skills. We believe in integrating the principals and practices of youth development into all activities. Just as important, we see the schools, student, and parents as our customers, and we believe it is our responsibility to understand and meet their needs.

This approach to after school programs in consistent with the BACR mission of serving youth and families, fostering volunteerism, and building community. As a large, diverse community agency, BACR has the organizational capacity and infrastructure to maintain high quality while expanding our services.

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

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

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

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

Projected Daily Attendance during School Year 2011-2012: 88

**Program Schedule**

Submit program schedule as an attachment.

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

## SECTION 5: Academics

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

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

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

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

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

	Target Population	Academic Support (choose one)	SPSA goal(s) or school need supported by activity	Measurable Objective/ Target	Description of program	Instructional Strategies
1	All Students	<input checked="" type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervntn <input type="checkbox"/> Other	<b>Academic Acceleration</b> <i>Ensure that all after school and outside tutors are supported to use Power Standards for focused student support.</i>	<i>Each student will move up at least one CST or benchmark performance level.</i>	Homework Zone-All students are required to participate in homework zone until 4:30pm	<ul style="list-style-type: none"> <li>• Whole group review of assignment</li> <li>• Guided practice of an example</li> <li>• Students work independently</li> <li>• Assistance as needed provided by tutor/staff</li> </ul>
2	FBB/BB/ELL	<input type="checkbox"/> Homework Support <input checked="" type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervntn <input type="checkbox"/> Other	<b>Academic Acceleration</b> <i>Ensure that all after school staff will be trained in Consistent Instructional model strategies and techniques for their grade level.</i>	<i>Each student will move up at least one CST or benchmark performance level.</i>  <i>All EL students will progress one or more levels on the CELDT test.</i>	SES Programs Academic Mentors	Intensive tutoring of language arts and math skills
3	FBB/BB/ELL	<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input checked="" type="checkbox"/> Academic Intervntn <input type="checkbox"/> Other	<b>Academic Acceleration</b> <i>Ensure that all after school and outside tutors are supported to use Power Standards for focused student support.</i>	<i>Each student will move up at least one CST or benchmark performance level.</i>  <i>All EL students will progress one or more levels on the CELDT test.</i>	Ticket To Read Intervention program	Computer based program to improve fluency, vocabulary, and comprehension skills



4	All Students	<input type="checkbox"/> Homework Support <input checked="" type="checkbox"/> Tutoring <input checked="" type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervntn <input type="checkbox"/> Other	<b>Academic Acceleration</b> <i>Ensure that all after school and outside tutors are supported to use Power Standards for focused student support.</i>	<i>Each student will move up at least one CST or benchmark performance level.</i>  <i>All EL students will progress one or more levels on the CELDT test.</i>	Homework Zone	Tutors are provided with materials to help with skill building practices
5		<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervntn <input type="checkbox"/> Other				

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

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

Type of Enrichment	Rationale	SPSA goal(s) or school need supported by activity	Brief Description	Targeted Skills	Measurable Objective / Target
<b>Physical Activity/ Fitness</b>	<input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	<i>Students assess and maintain a level of physical fitness to improve health and performance (P.E. State Standard 3.0)</i>	Students will have the opportunity to participate in various seasonal sports teams and will develop sportsmanship.	<input checked="" type="checkbox"/> Conflict Resolution <input checked="" type="checkbox"/> Social Skills <input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input checked="" type="checkbox"/> Health/Fitness <input type="checkbox"/> Other (specify)	100% of students will have the opportunity to sign up to participate in activity. 50% to 60 percent will be signed up depending on student's interest.
<b>Gardening/ Nutrition*</b> <i>(*required for sites applying for OFCY gardening grants.)</i>	<input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	<i>All students will comprehend essential concepts related to enhancing health (Health Education Standard 1.0).</i>	Students will cultivate and maintain the school garden, Students will learn about healthy eating and understand relationship between	<input type="checkbox"/> Conflict Resolution <input checked="" type="checkbox"/> Social Skills <input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Academic (specify) <input checked="" type="checkbox"/> Health/Fitness <input type="checkbox"/> Other (specify)	100% of the 15 students that sign up will participate. Students will be enrolled by interest and chosen by their level of priority for

Visual arts	<input checked="" type="checkbox"/> <b>Student Identified</b> <input checked="" type="checkbox"/> <b>School Identified</b> <input type="checkbox"/> <b>Parent Identified</b> <input type="checkbox"/> <b>Other (specify)</b>	<i>Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art (Visual Arts Standard 2.0)</i>	behavior and health. Students will work on art projects are culturally relevant using different types of media.	<input checked="" type="checkbox"/> <b>Conflict Resolution</b> <input checked="" type="checkbox"/> <b>Social Skills</b> <input type="checkbox"/> <b>Leadership</b> <input checked="" type="checkbox"/> <b>Academic (specify)</b> <input type="checkbox"/> <b>Health/Fitness</b> <input type="checkbox"/> <b>Other (specify)</b>	activity. 100% of the 15 students that sign up for Art will participate. 100% of enrolled students will compare and contrast different works of art and will apply writing strategies to create an original piece (Hero's Project through Art Esteem). Students will be enrolled by interest and chosen by their level of priority for activity.
Performing Arts –	<input checked="" type="checkbox"/> <b>Student Identified</b> <input checked="" type="checkbox"/> <b>School Identified</b> <input type="checkbox"/> <b>Parent Identified</b> <input type="checkbox"/> <b>Other (specify)</b>	<i>Students apply choreographic principles, processes, and skills to create and communicate meaning through improvisation, composition, and performance of dance (Dance Standard 2.0) .</i>  <i>Students analyze the function and development of dance in past and present cultures throughout the world noting human diversity as it relates to dance and dancers (Dance Standard 3.0).</i>	Students will be exposed to different cultures through dance.	<input checked="" type="checkbox"/> <b>Conflict Resolution</b> <input checked="" type="checkbox"/> <b>Social Skills</b> <input type="checkbox"/> <b>Leadership</b> <input type="checkbox"/> <b>Academic (specify)</b> <input checked="" type="checkbox"/> <b>Health/Fitness</b> <input type="checkbox"/> <b>Other (specify)</b>	100% of 20 students that sign up will participate. Students will be enrolled by interest and chosen by their level of priority for activity.
Recreation	<input checked="" type="checkbox"/> <b>Student Identified</b> <input checked="" type="checkbox"/> <b>School Identified</b> <input type="checkbox"/> <b>Parent Identified</b> <input type="checkbox"/> <b>Other (specify)</b>	<i>Students assess and maintain a level of physical fitness to improve health and performance (P.E.</i>	Students will engage in different interactive activities and will develop sportsmanship.	<input checked="" type="checkbox"/> <b>Conflict Resolution</b> <input checked="" type="checkbox"/> <b>Social Skills</b> <input type="checkbox"/> <b>Leadership</b> <input type="checkbox"/> <b>Academic (specify)</b> <input checked="" type="checkbox"/> <b>Health/Fitness</b>	100% of students will participate in indoor and outdoor recreation for at least 2 hours each week.

		State Standard 3.0)		<input type="checkbox"/> Other (specify)	
	<input type="checkbox"/> Student Identified <input type="checkbox"/> School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	<i>All students will demonstrate the ability to use interpersonal communication skills to enhance health (P.E. Standard 4.0)</i>		<input type="checkbox"/> Conflict Resolution <input type="checkbox"/> Social Skills <input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input type="checkbox"/> Health/Fitness <input type="checkbox"/> Other (specify)	

### SECTION 7: FAMILY ENGAGEMENT / FAMILY LITERACY

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

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

Type of Activity	SPSA goal(s) or school need supported by activity	Brief Description	Measurable Objective/Target	Alignment with school day family engagement efforts or resources
Family Celebrations/ Performances	<i>KDA will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement.</i>	Parent will be invited to the ASP program to view what the students have learned during each semester.	80% to 90% of families will attend events. Measured attendance will be tracked with sign-in sheets for each event.	<ul style="list-style-type: none"> <li>•Staff, Students and Families from the ASP Program and regular school day will be invited to attend events.</li> <li>•Schedules of events will be aligned with the regular school day calendar so as no to conflict with other events</li> <li>•Adequate availability of space and equipment will be provided for both the school and ASP Program events.</li> </ul>
Family Reading Nights	<i>KDA will build the school's and parents'</i>	Families will attend/ participate in reading to	80% to 90% of families will attend events.	•Staff, Students and Families from the ASP

	<i>capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement.</i>	students in order to promote the importance of Literacy	Measured attendance will be tracked with sign-in sheets for each event.	Program and regular school day will be invited to attend/participate in events.
Parent Orientation	<i>KDA will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parents-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and to the extent practicable, in a language that parents can understand.</i>	Families will attend an orientation to find out what the program has to offer which includes program schedule, policies, and types of activities. Orientation will be provided in both English and Spanish.	80% to 90% of families will attend event. Measured attendance will be tracked with sign-in sheets for each event and number of applications turned in during orientation.	Student and families will be notified of event with information and packets prior to date of orientation during regular school day and After School Program in both English and Spanish.
Lawrence Hall of Science - Math and Science Family Nights	<i>KDA will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student</i>	Parents will actively participate with their children during these family nights involving math and science standards based activities.	80% to 90% of families will attend events. Measured attendance will be tracked with sign-in sheets for each event.	•Staff, Students and Families from the ASP Program and regular school day will be invited to attend/participate in events.

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## 2011-12 After School Enrollment Policy for Esperanza Elementary School

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

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

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

Target Population(s)	Specific Data to Inform Selection of Program Participants	(High School Only) Indicate if participation is <i>Optional</i> or <i>Mandatory</i> for each target population
Students in need of academic support and Intervention	Applications, school data, parent information, previous family knowledge.	
Students from socio-economically disadvantaged families/backgrounds	Applications, school data, parent information, previous family knowledge.	
English Language Learners	Applications, school data, parent information, previous family knowledge.	
Students with siblings in the program	Applications, school data, parent information, previous family knowledge.	
Students in need of engagement	Applications, school data, parent information, previous family knowledge.	

**Notes:**

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

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

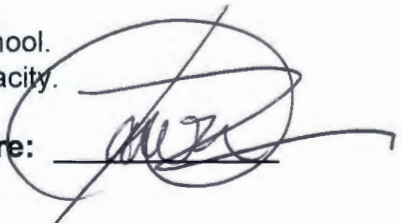
Timeline	After School Enrollment Steps/Process	Individual(s) responsible
April	Distribute Flyers to ASP parents, teachers, and post in school office	Site Coordinator

	Outreach to parents, teachers, community re: open enrollment and target population	Site Coordinator
	Publicize in PTA Newsletter, School Newsletter, ASP Newsletter	Site Coordinator with: PTA, Principal
	Publicize at teacher mtgs, PDs, SSC Mtgs, COST Mtgs, etc.	Site Coordinator
	Host 1 <sup>st</sup> Parent Orientations & Distribute Applications	Site Coordinator
<b>May</b>	Host 2 <sup>nd</sup> Parent Orientations & Distribute Applications	Site Coordinator (s) & Program Assistant
	Review Applications and interview parents if needed	Site Coordinator
	Talk with Teachers/administrators/parents to gain additional demographic information to assess student needs	Site Coordinator with: Teachers, Principal, Parent, Academic Liaison, Counselor, Resource Specialist
<b>May-June</b>	Send Acceptance and Denial Letters for 2011-2012 year	Site Coordinator & Program Assistant

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







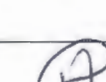
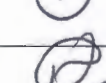
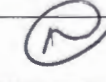
- Families will be notified of 2011-12 after school enrollment on or before the last day of school.
- After school program begins on 1<sup>st</sup> Day of school, with enrollment at a minimum 75% capacity.

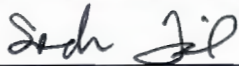
**Principal Signature:**       *Sarah Ail*      

**Lead Agency Signature:**       

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

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

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

Principal Signature: 

Lead Agency Signature: 



## After School Safety and Emergency Planning for 2011-12

### After School Safety and Emergency Planning

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

Yes  No

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

B) Describe the training that site will provide after school staff on safety procedures, including lockdown procedures and communication protocols for crisis response. The After School Staff will be involved in two practice emergency drills to familiarize them with the school's overall crisis response and given the emergency protocol.

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

Yes  No

### Facility Keys

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

Yes  No

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

### SSO Staffing: (check one)

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

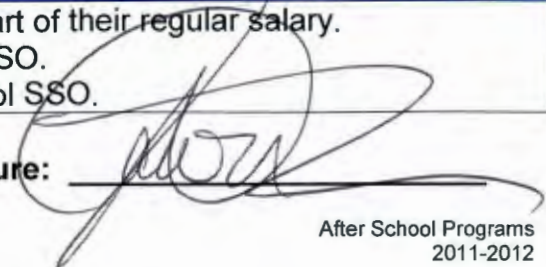
Site will pay Extended time/Over time (ET/OT) to accommodate an after school SSO.

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

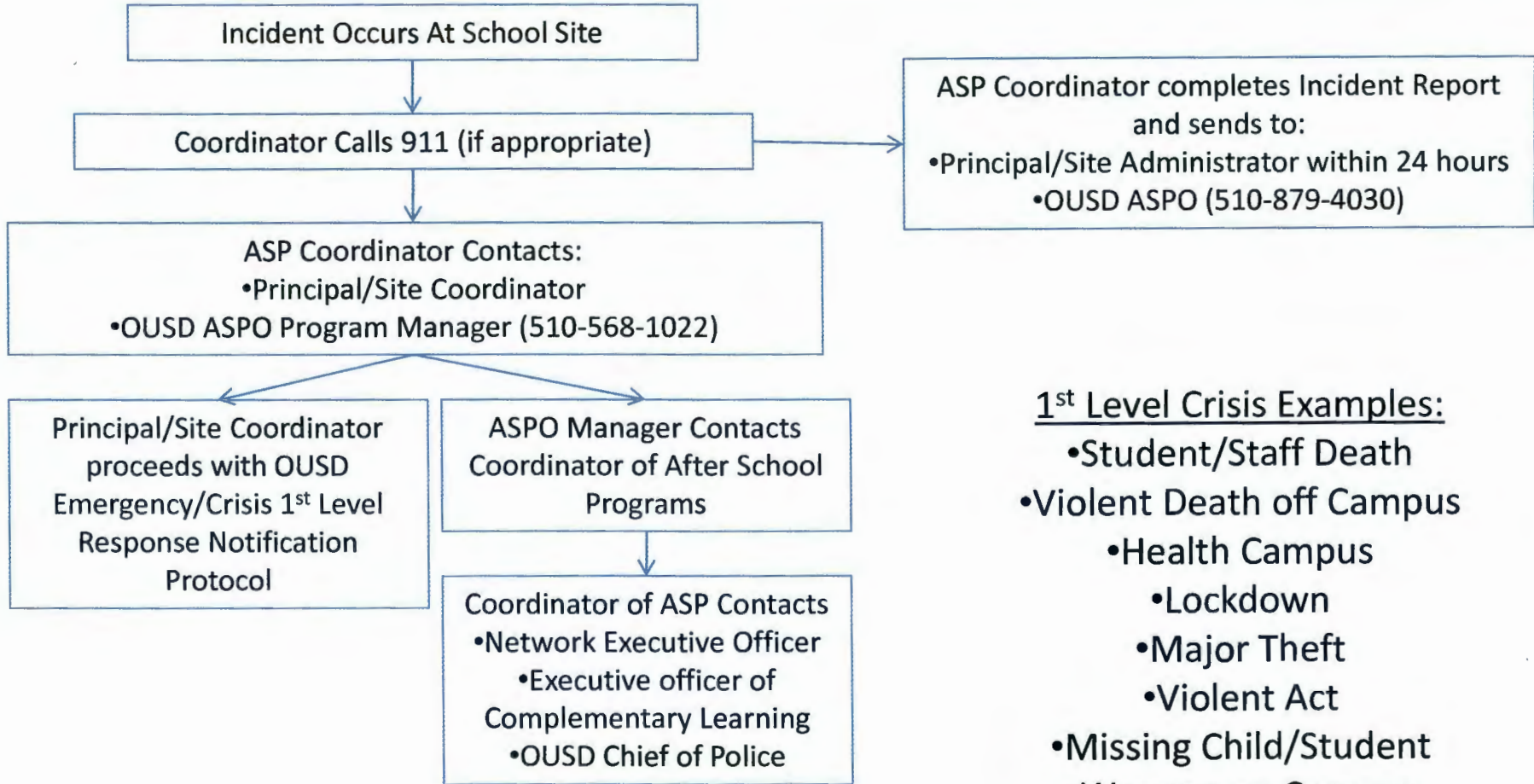
Principal Signature: \_\_\_\_\_



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



# Esperanza Elementary School ASP Emergency/Crisis Response Protocol



## 1<sup>st</sup> Level Crisis Examples:

- Student/Staff Death
- Violent Death off Campus
  - Health Campus
  - Lockdown
  - Major Theft
  - Violent Act
- Missing Child/Student
- Weapon on Campus

## After School Program Activity Schedule Worksheet

**School Site: Esperanza/Korematsu @ Stonehurst 2011-2012 Year**

Time Blocks: [TIME]	Monday		Tuesday		Wednesday		Thursday		Friday	
	Activity	Provider	Activity	Provider	Activity	Provider	Activity	Provider	Activity	Provider
<u>1:40</u> to <u>3:00</u>										
Early Release Block A  <u>2:00</u> to <u>5:30</u>	No return for next year are:  Stagebridge - Bomba	Still in Question are:	For Sure Returns are:  -Girls on the Run - Art Esteem - Judo/Wrestling		2:40pm KDA/Esp. Check – in/Snack  Judo/Wrestling-A 1 <sup>st</sup> -2 <sup>nd</sup> 2pm-3pm	Student Severs TBD  Anthony Daniel				
Early Release Block B  _____ to _____										
Block 1  <u>3:00</u> to <u>3:30</u>	3pm KDA Check – in/Snack	Ashley/Belen	3pm KDA Check – in/Snack	TBD	Judo/Wrestling-B 3 <sup>rd</sup> – 5 <sup>th</sup> 3pm-4pm	Anthony Daniel	3pm KDA Check – in/Snack	TBD	3pm KDA Check – in/Snack	

OUSD Oakland SUCCESS

<u>6:00</u>	Supervising Indoor Activities/C lean-up		Supervising Indoor Activities/C lean-up		Supervising Indoor Activities/Cle an-up		Supervising Indoor Activities/Cle an-up		Supervising Indoor Activities/ Clean-up	
5:30-6:00pm	Check-Out	Patricia J. TBD	Check-Out	Patricia J. TBD	Check-Out	Patricia J. TBD	Check-Out	Patricia J. TBD	Check-Out	Patricia J. TBD

DRAFT



# Bay Area Community Resources After School Programs

Bay Area Community Resources (BACR) is a non-profit community agency that has served youth and families since 1976. We have delivered after school programs for over 20 years. Our programs promote successful youth development by providing opportunities for young people to acquire new skills, learn, share their talents, and make a mark in their community.

We have two management roles at 58 elementary, middle or high schools:

1. BACR is the lead community agency— managing the entire program, providing staff, and delivering services— at 55 schools. These include: 24 schools in Oakland, 16 in San Francisco, 5 in Alameda, 5 in San Rafael, and 5 in West Contra Costa County.
2. BACR is the fiscal sponsor— managing human resources, payroll and fringe benefits— for 3 schools at Mt. Diablo Unified in Contra Costa County.

## OUR VALUES

- ❖ Give children a safe, nurturing and enjoyable environment after school.
- ❖ Integrate youth development practices into everything we do.
- ❖ Schools, students, parents and partner non-profits are our customers. Meet their needs.
- ❖ Youth are valuable. Support them in realizing their power.
- ❖ Respect our ancestors, improve the present, and sustain future generations.
- ❖ Give youth just, equal and meaningful opportunities to learn, grow and succeed.
- ❖ We like to have FUN! Take every opportunity to enjoy and celebrate our work.

## PROGRAM MODEL

### Academic Assistance

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

### Enrichment

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

### Recreation

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

### Showcases

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

## EVIDENCE OF OUTCOMES

### A research study showed academic improvement for our after school participants:

- ❖ CAT6 reading scores increased more than peers not in the program, and the difference was statistically significant. Students initially in the lowest quartile rose 8.7 percentile points.
- ❖ In CST English Language Arts, students showed a statistically significant increase in scores. 48% of students who were Below or Far Below Basic increased 7.5 points.

### Recent Oakland elementary school surveys showed positive outcomes:

#### Students

##### Program Runs Effectively

- ❖ There is an adult who wants me to do my best. 96%
- ❖ I feel safe when I am here. 81%

##### Benefits from Participating

- ❖ Learn to get along with other kids better 83%
- ❖ Learn to get along with adults at school 84%
- ❖ Get help with my homework 92%
- ❖ Learn good study skills 80%
- ❖ Get more exercise 82%

#### Parents

##### Program Runs Effectively

- ❖ The after school program is a safe place for my child. 97%
- ❖ I am satisfied with the after school program. 97%

##### Benefits from Child Participating

- ❖ I can go to work or school. 49%
- ❖ I worry less about my child when she/he is in the after school program. 47%
- ❖ I am more connected to my child's school. 43%

## ADVANTAGES FOR PARTNER SCHOOLS

- ❖ **Experience and Commitment.** Over 2 decades of leading after school programs.
- ❖ **Infrastructure.** A strong, well-funded organization and administrative structure.
- ❖ **Flexibility and Adaptability.** A program tailored to each school's after school goals.
- ❖ **High Quality Staff.** We select and support highly committed and professional staff.
- ❖ **Leveraged Resources.** We have the capacity to bring AmeriCorps Members into the program. BACR continuously seeks new funding and new opportunities to add value.

## BACR AS A FISCAL SPONSOR

For districts who want to operate their own after school programs but need help with the human resources function, BACR can enroll staff and manage payroll and fringe benefits.

- ❖ Competitive fees compared with foundations and other non-profit sponsors.
- ❖ Tailored to each district's needs.

## CONTACT US

Any location: Marty Weinstein, Executive Director, (415) 755-2321; [mweinstein@bacr.org](mailto:mweinstein@bacr.org)

East Bay: Marisa Ramirez, (510) 559-3025; [mramirez@bacr.org](mailto:mramirez@bacr.org)

San Francisco and Marin County: Don Blasky (415) 755-2311; [dblasky@ba-cr.org](mailto:dblasky@ba-cr.org)

Visit our website: [www.bacr.org](http://www.bacr.org)



# CERTIFICATE OF LIABILITY INSURANCE

OP ID: SG

DATE (MM/DD/YYYY)

07/05/11

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

**IMPORTANT:** If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

<b>PRODUCER</b> Farallone Pacific Insurance Services, License # 0F84441 859 Diablo Avenue Novato, CA 94947 Peter Schmale	415-493-2500 415-493-2505	<b>CONTACT NAME:</b> <b>Sindy Graham, ext 131</b> <b>PHONE (A/C, No., Ext):</b> 415-493-2500 <b>FAX (A/C, No.):</b> 415-493-2505 <b>E-MAIL ADDRESS:</b> sgraham@fp-ins.com <b>PRODUCER CUSTOMER ID #:</b> BAYAR-3														
<b>INSURED</b> Bay Area Community Resources, Inc. 171 Carlos Drive San Rafael, CA 94903-2005	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center;">INSURER(S) AFFORDING COVERAGE</th> <th style="text-align: center;">NAIC #</th> </tr> <tr> <td><b>INSURER A:</b> Philadelphia Indemnity Ins Co.</td> <td style="text-align: center;">32760</td> </tr> <tr> <td><b>INSURER B:</b> Sparta Insurance Company</td> <td></td> </tr> <tr> <td><b>INSURER C:</b></td> <td></td> </tr> <tr> <td><b>INSURER D:</b></td> <td></td> </tr> <tr> <td><b>INSURER E:</b></td> <td></td> </tr> <tr> <td><b>INSURER F:</b></td> <td></td> </tr> </table>		INSURER(S) AFFORDING COVERAGE	NAIC #	<b>INSURER A:</b> Philadelphia Indemnity Ins Co.	32760	<b>INSURER B:</b> Sparta Insurance Company		<b>INSURER C:</b>		<b>INSURER D:</b>		<b>INSURER E:</b>		<b>INSURER F:</b>	
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<b>INSURER E:</b>																
<b>INSURER F:</b>																

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

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY	X	PHPK740321	07/01/11	07/01/12	EACH OCCURRENCE \$ 1,000,000
	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY					DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000
	<input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR					MED EXP (Any one person) \$ 20,000
	<input checked="" type="checkbox"/> Abuse Sublimit					PERSONAL & ADV INJURY \$ 1,000,000
1,000,000						GENERAL AGGREGATE \$ 2,000,000
GEN'L AGGREGATE LIMIT APPLIES PER:						PRODUCTS - COMP/OP AGG \$ 2,000,000
<input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC						\$
A	AUTOMOBILE LIABILITY		PHPK740321	07/01/11	07/01/12	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000
	<input type="checkbox"/> ANY AUTO					BODILY INJURY (Per person) \$
	<input type="checkbox"/> ALL OWNED AUTOS					BODILY INJURY (Per accident) \$
	<input checked="" type="checkbox"/> SCHEDULED AUTOS					PROPERTY DAMAGE (Per accident) \$
	<input checked="" type="checkbox"/> HIRED AUTOS					\$
<input checked="" type="checkbox"/> NON-OWNED AUTOS		\$				
A	UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR		PHUB350578	07/01/11	07/01/12	EACH OCCURRENCE \$ 5,000,000
	<input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE					AGGREGATE \$
	DEDUCTIBLE					\$
	<input checked="" type="checkbox"/> RETENTION \$ 10,000					\$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY		006WK0124400	07/01/11	07/01/12	<input checked="" type="checkbox"/> WC STATUTORY LIMITS <input type="checkbox"/> OTH-ER
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)	<input type="checkbox"/> Y <input type="checkbox"/> N				E.L. EACH ACCIDENT \$ 1,000,000
	If yes, describe under DESCRIPTION OF OPERATIONS below	N/A				E.L. DISEASE - EA EMPLOYEE \$ 1,000,000
						E.L. DISEASE - POLICY LIMIT \$ 1,000,000
A	Professional Liability		PHPK740321	07/01/11	07/01/12	Each 1,000,000
						Aggregate 2,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

**CERTIFICATE HOLDER**

Oakland Unified School District  
 1025 - 2nd Avenue  
 Oakland, CA 94606

**CANCELLATION**

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

*Sindy Graham*

POLICY NUMBER: \* PHPK740321  
Bay Area Community Resources, Inc.

COMMERCIAL GENERAL LIABILITY

EFFECTIVE: \* July 1, 2011 - 2012

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

## ADDITIONAL INSURED — CONTROLLING INTEREST

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART.

### SCHEDULE

Name of Person or Organization

Oakland Unified School District

(If no entry appears above, the information required to complete this endorsement will be shown in the Declarations as applicable to this endorsement.)

1. WHO IS INSURED (Section II) is amended to include as an insured the person or organization shown in the Schedule but only with respect to liability arising out of:
  - a. Their financial control of you; or
  - b. Premises they own, maintain or control while you lease or occupy these premises.
2. This insurance does not apply to structural alterations, new construction and demolition operations performed by or for that person or organization.