

| Board Office Use: Legislative File Info. | |
|--|------------------|
| File ID Number | 14-1814 |
| Introduction Date | 8-27-14 |
| Enactment Number | 14-1575 |
| Enactment Date | 8/27/14 <i>W</i> |



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Memo

To Board of Education

From Antwan Wilson, 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) 8/27/14

Subject Individual Service Agreement - Master Memorandum of Understanding - Bay Area Community Resources (contractor) - 236/Urban Promise Academy (site)

Action Requested Approval of the Individual Service Agreement to the Master Memorandum of Understanding (MMOU) between District and Bay Area Community Resources, for services to be provided primarily to 236/Urban Promise 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 25, 2014 (Enactment number 14-1077).

Discussion
One paragraph summary of the scope of work. Approval by the Board of Education of an Individual Service Agreement to the Master Memorandum of Understanding (MMOU) between the District and Bay Area Community Resources, San Rafael, CA, for the latter to provide their Menu Option B-Lead Agency Unit for Elementary School Arts, Recreation, Leadership and Family Literary activities in its capacity as a Comprehensive After School Program Lead Agency at Urban Promise Academy for the period of July 1, 2014 through August 21, 2015, in an amount not to exceed \$111,968.00, pursuant to the terms and conditions as specified in the MMOU.

Recommendation Approval by the Board of Education of an Individual Service Agreement to the Master Memorandum of Understanding (MMOU) 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 Urban Promise Academy for the period July 1, 2014 through August 21, 2015.

Fiscal Impact Funding Resource: 6010/After School Education and Safety (ASES) Grant in an amount not to exceed \$111,968.00.

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

| | |
|---|----------|
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INDIVIDUAL SERVICE AGREEMENT (ISA) 2014-2015

| MASTER MOU INFORMATION | | | |
|--|------------------------------|------------------------------|-----|
| VENDOR NAME | Bay Area Community Resources | | |
| VENDOR # | 1001628 | ENACTMENT # | |
| SITE / DEPT NAME | Urban Promise Academy | SITE # | 236 |
| OUSD STAFF CONTACT - EMAILS ABOUT THIS CONTRACT SHOULD BE SENT TO: | | renee.mcmearn@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) |
| B-Lead Agency Unit for Middle School | 6-8 | \$ 129,145 | .87 | \$ 111,968 |
| | | \$ | | \$ |
| | | \$ | | \$ |
| TOTAL AMOUNT | | | | \$ 111,968 |
| 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. 1d.School opting to fund school security officer, reducing above costs to provide safe and secure after school. | | | | |

| BUDGET INFORMATION | | | | | |
|--------------------|---------------|------------|--------------|----------|-----------------|
| REQUISITION NUMBER | | START DATE | July 1, 2014 | END DATE | August 21, 2015 |
| RESOURCE # | RESOURCE NAME | ORG KEY | AMOUNT | | |
| 6010 | ASES | 2361553401 | \$ 111,968 | | |
| | | | \$ | | |
| | | | \$ | | |

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 | 6/19/14 |
| OUSD SITE ADMINISTRATOR | NAME | CLAIRE FISHER | TITLE | PRINCIPAL |
| SIGNATURE | | | DATE | 6/19/14 |

| APPROVAL | |
|--|--------------|
| <input type="checkbox"/> IF USING FUNDS REVIEWED BY STATE AND FEDERAL PROGRAMS OR Quality Community School Development SPSA ACTION ITEM NUMBER: _____ OR, <input type="checkbox"/> SPSA MODIFICATION DOCUMENTATION ATTACHED | |
| RESOURCE MANAGER, if using funds managed by: <input type="checkbox"/> State and Federal <input type="checkbox"/> Quality Community School Development <input checked="" type="checkbox"/> After School Programs | |
| SIGNATURE | DATE 6-26-14 |
| SIGNATURE | DATE |
| NETWORK OR DEPARTMENT EXECUTIVE OFFICER | |
| SIGNATURE | DATE 7.16.14 |
| PRESIDENT AND THE SECRETARY OF THE BOARD OF EDUCATION | |
| SIGNATURE | DATE 8-28-14 |
| SIGNATURE | DATE 8-28-14 |



CERTIFICATE OF LIABILITY INSURANCE

BAYAR-3

OP ID: SG

DATE (MM/DD/YYYY)

07/08/2014

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 Farallone Pacific Insurance Services, License # 0F84441 859 Diablo Avenue Novato, CA 94947 Peter C. Schmale, ext 121 | Phone: 415-493-2500 | CONTACT NAME: Sindy Graham |
| | Fax: 415-493-2505 | PHONE (A/C, No, Ext): 415-493-2166 |
| | | FAX (A/C, No): 415-493-2505 |
| | | E-MAIL ADDRESS: sgraham@fp-ins.com |
| | INSURER(S) AFFORDING COVERAGE | |
| | INSURER A : Philadelphia Indemnity Ins Co. | NAIC # 32760 |
| INSURED Bay Area Community Resources, Inc. 171 Carlos Drive San Rafael, CA 94903-2005 | INSURER B : State Compensation Ins. Fund | |
| | INSURER C : | |
| | INSURER D : | |
| | INSURER E : | |
| | INSURER F : | |

COVERAGES

CERTIFICATE NUMBER:

REVISION NUMBER:

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

| INSR LTR | TYPE OF INSURANCE | ADDL SUBR INSR WVD | POLICY NUMBER | POLICY EFF (MM/DD/YYYY) | POLICY EXP (MM/DD/YYYY) | LIMITS | |
|----------|--|--|---------------|-------------------------|-------------------------|---|--------------|
| A | GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR Abuse Sublimit <input checked="" type="checkbox"/> 1,000,000 | <input checked="" type="checkbox"/> | PHPK1197717 | 07/01/2014 | 07/01/2015 | EACH OCCURRENCE | \$ 1,000,000 |
| | DAMAGE TO RENTED PREMISES (Ea occurrence) | | | | | \$ 100,000 | |
| | | | | | | MED EXP (Any one person) | \$ 20,000 |
| | | | | | | PERSONAL & ADV INJURY | \$ 1,000,000 |
| | | | | | | GENERAL AGGREGATE | \$ 2,000,000 |
| | | | | | | PRODUCTS - COMP/OP AGG | \$ 2,000,000 |
| | | | | | | | \$ |
| A | AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS | <input checked="" type="checkbox"/> | PHPK1197717 | 07/01/2014 | 07/01/2015 | COMBINED SINGLE LIMIT (Ea accident) | \$ 1,000,000 |
| | <input checked="" type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS | | | | | BODILY INJURY (Per person) | \$ |
| | | | | | | BODILY INJURY (Per accident) | \$ |
| | | | | | | PROPERTY DAMAGE (Per accident) | \$ |
| | | | | | | | \$ |
| A | UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE | | PHUB465255 | 07/01/2014 | 07/01/2015 | EACH OCCURRENCE | \$ 5,000,000 |
| | DED <input checked="" type="checkbox"/> RETENTION \$ 10,000 | | | | | AGGREGATE | \$ |
| | | | | | | | \$ |
| B | WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N N/A | 9065014-2014 | 07/01/2014 | 07/01/2015 | <input checked="" type="checkbox"/> WC STATUTORY LIMITS | OTHER |
| | E.L. EACH ACCIDENT | | | | | \$ 1,000,000 | |
| | E.L. DISEASE - EA EMPLOYEE | | | | | \$ 1,000,000 | |
| | | | | | | E.L. DISEASE - POLICY LIMIT | \$ 1,000,000 |
| A | Professional Liability | | PHPK1197717 | 07/01/2014 | 07/01/2015 | Each | 1,000,000 |
| | | | | | | Aggregate | 2,000,000 |

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

Oakland Unified School District is named as an Additional Insured, per the attached endorsement

CERTIFICATE HOLDER

CANCELLATION

Oakland Unified School District
900 High Street
Oakland, CA 94601

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

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AFTER SCHOOL BUDGET PLANNING SPREADSHEET

ELEMENTARY & MIDDLE SCHOOLS 02.2014

| | | | | | | | |
|---|---|--|------------------------------|------------------|------------------------------|-------------|-------------------------|
| Site Name: Urban Promise Academy | | | | OFCY Match Funds | Program Fees (if applicable) | | Other Lead Agency Funds |
| Site #: 236 | | | ASES | | | | |
| Average # of students to be served daily (ADA): 111 | % | | Resource: 6010, Program 1553 | | | | |
| | | | OUSD | Lead Agency | Lead Agency | Lead Agency | Lead Agency |
| TOTAL GRANT AWARD | | | \$150,000 | \$82,000 | | \$0 | \$5,417 |

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

| | | | | | | | |
|--|--|------------------|--|--|--|--|--|
| OUSD Indirect (5%) | | \$7,143 | | | | | |
| OUSD ASPO admin, evaluation, and training/technical assistance costs | | \$9,346 | | | | | |
| Custodial Staffing and Supplies at 3.17409359427633% | | \$4,238 | | | | | |
| TOTAL SITE ALLOCATION | | \$129,274 | | | | | |

CERTIFICATED PERSONNEL

| | | | | | | | |
|------|--|--|----------------|--|--|--|------------|
| 1120 | Quality Support Coach/Academic Liaison (Tierre Mesa) | | \$2,500 | | | | \$0 |
| | Certified Teacher Soccer Coach - Julia Ibarra - \$23.16/hr x 2.5 hrs/wk x 31wks = \$1,795 | | \$1,795 | | | | |
| 1120 | Certified Teacher STEM Coach - Tierra Mesa - \$23.16/hr x 2hrs/wk x 19wks = \$834 | | \$834 | | | | \$0 |
| | Certified Teacher Student Site Leadership - Mary Ellen Bayardo - \$30.00 hr x 2 hrs/wk x 31wks = \$1,860 | | \$1,860 | | | | |
| | ELL Certified Teacher | | | | | | \$0 |
| | Total certificated | | \$6,989 | | | | \$0 |

CLASSIFIED PERSONNEL

| | | | | | | | |
|------|--|--|----------------|------------|--|--|------------|
| 2205 | Site Coordinator (list here, if district employee) | | \$0 | \$0 | | | \$0 |
| 2220 | SSO (optional) | | \$7,200 | | | | \$0 |
| | | | \$0 | | | | |
| | Total classified | | \$7,200 | \$0 | | | \$0 |

BENEFITS

| | | | | | | | |
|--------|--|--|----------------|------------|--|--|------------|
| 3000's | Employee Benefits for Certificated Teachers on Extended Contract (benefits at 24%) | | \$1,677 | | | | |
| 3000's | Employee Benefits for Classified Staff on Extra Time/Overtime (benefits at 20%) | | \$1,440 | | | | |
| 3000's | Employee Benefits for Salaried Employees (benefits at 40%) | | \$0 | | | | |
| 3000's | Lead Agency benefits (rate: 25%) | | | \$0 | | | \$0 |
| | Total benefits | | \$3,117 | \$0 | | | \$0 |

BOOKS AND SUPPLIES

| | | | | | | | |
|------|---|--|------------|----------------|----------------|------------|------------|
| 4310 | Supplies (OUSD only, except for Summer Supplemental) | | \$0 | | \$5,517 | | \$0 |
| 4310 | Curriculum (OUSD only) | | \$0 | | | | \$0 |
| 5829 | Field Trips | | \$0 | \$2,915 | | | \$0 |
| 4420 | Equipment (OUSD only) | | \$0 | | | | \$0 |
| | Trainings: CPS, Classroom Management, Lesson Planning, etc. | | | | \$150 | | |
| | Trainings: Summer Institute | | | | \$150 | | |
| | Bus tickets for students | | | | | | |
| | District professional development on district PD days (Bridging the Bay conference, Youth Work Methods trainings) | | | \$500 | | | |
| | Travel | | | | \$150 | | |
| | One Call Calling System | | | \$400 | | | |
| | Communications | | | | \$1,200 | | |
| | Total books and supplies | | \$0 | \$3,815 | \$7,167 | \$0 | \$0 |

CONTRACTED SERVICES

| | | | | | | | |
|------|--|--|--|----------|----------|--|--|
| 5825 | Site Coordinator - Sheree West - \$38,000 salary + \$9,500 (25% Fringe) = \$47,500 (ASES @ \$41,667, OFCY @ \$8,333) | | | \$39,583 | \$7,917 | | |
| | Academic Instructor - Agustin Barajas - \$15/hr x 22 hrs/wk x 39 wks = \$12,870 + \$3,218 (25% Fringe) = \$16,088 | | | \$16,088 | | | |
| | Enrichment Soccer Instructor - Charles Beavis - \$16/hr x 7 hrs/wk x 31wks = \$2,976 + \$744(25% Fringe) = \$3,720 | | | | \$3,720 | | |
| | Academic Instructor - Maleesha Garner - \$15/hr x 22 hrs/wk x 28wks = \$9,240 + \$2,310 (25% Fringe) = \$11,550 | | | \$2,016 | \$9,534 | | |
| | Basketball Asst. Instructor - Tresor Hines - \$12/hr x 10 hrs/wk x 37wks = \$4,440 + \$1,110 (25% Fringe) = \$5,550 | | | \$5,550 | | | |
| | Lead Instructor - Andre Johnson - \$17/hr x 27 hrs/wk x 39 wks = \$17,901 + \$4,476 (25% fringe) = \$22,377 | | | \$5,682 | \$16,695 | | |

2014-15 Elementary/Middle School After School Program Budget

ELEMENTARY & MIDDLE SCHOOLS 02.2014

| Site Name: | Site #: | Average # of students to be served daily (ADA): | ASES | OFCY Match Funds | Program Fees (if applicable) | School | Other Lead Agency Funds |
|--|---------|---|------------------------------|------------------|------------------------------|------------|-------------------------|
| Urban Promise Academy | 236 | 111 | Resources: 6010 Program 1553 | Lead Agency | Lead Agency | DU | Lead Agency |
| | | % | OU | Lead Agency | Lead Agency | DU | Lead Agency |
| Enrichment Instructor - Tyresa Leader - \$16/hr x 15 hrs/wk x 37 wks = \$8,880 + \$2,220 (25% Fringe) = \$11,100 | | | | \$2,306 | \$8,794 | | |
| Academic Instructor - Sharonda Lacy - \$15/hr x 22 hrs/wk x 39 wks = \$12,870 + \$3,218 (25% Fringe) = \$16,088 | | | | \$8,965 | \$7,123 | | |
| Office Assistant - Yoana Rodriguez - \$12/hr x 12 hrs/wk x 37wks= \$5328 + \$1,332 (25% fringe) = \$6,660 | | | | \$6,660 | | | |
| 6th Grade STEM Instructor - unknown - \$12/hr x 10hrs/wk x 17wks = \$2,040 +510 (25% Fringe) = \$2,550 | | | | \$2,550 | | | |
| 6th Grade STEM Instructor - unknown - \$12/hr x 10hrs/wk x 17wks = \$2,040 +510 (25% Fringe) = \$2,550 | | | | \$2,550 | | | |
| 6th Grade STEM Instructor - unknown - \$12/hr x 10hrs/wk x 17wks = \$2,040 +510 (25% Fringe) = \$2,550 | | | | \$2,550 | | | |
| 6th Grade STEM Instructor \$12/hr x 10hrs/wk x 17wks = \$2,040 +510 (25% Fringe) = \$2,550 | | | | \$2,550 | | | |
| BACR Program Manager - Adrian Cabezas - \$7,540 (13% of \$58,000) + \$1,885 (25% Fringe) = \$9,425 | | | | | \$9,425 | | |
| Youth Stipends | | | | \$4,887 | | | |
| Subcontractor: Urban Play | | | | \$2,200 | | | |
| Subcontractor: Bother's On The Rise | | | | | \$3,500 | | |
| Enrichment TBD | | | | | | | |
| Total services | | | \$0 | \$104,136 | \$66,708 | \$0 | \$0 |
| IN-KIND DIRECT SERVICES | | | | | | | |
| BACR East Bay Director | | | | | | \$0 | \$2,160 |
| BACR Resource Development Coordinator | | | | | | \$0 | \$840 |
| BACR Administrative Assistant | | | | | | | \$1,217 |
| Trainings (CPS, Classroom Management, Lesson Planning, BACR In-House trainings, etc) | | | | | | | \$1,200 |
| Total value of in-kind direct services | | | | | | \$0 | \$5,417 |
| LEAD AGENCY ADMINISTRATIVE COSTS | | | | | | | |
| Lead Agency admin (4% max of total contracted \$) | | | | \$4,016.56 | \$8,125 | | \$0 |
| SUBTOTALS | | | | | | | |
| Subtotals DIRECT SERVICE | | | \$19,549 | \$107,951 | \$73,875 | \$0 | \$5,417 |
| Subtotals Admin/Indirect | | | \$18,483 | \$4,017 | \$8,125 | \$0 | \$0 |
| TOTALS | | | | | | | |
| Total budgeted per column | | | \$38,032 | \$111,968 | \$82,000 | \$0 | \$5,417 |
| Total BUDGETED | 100 | | \$150,000 | \$82,000 | \$0 | \$0 | \$5,417 |
| BALANCE remaining to allocate | | | \$0 | \$0 | | | |
| TOTAL GRANT AWARD/ALLOCATION TO SITE | | | \$150,000 | \$82,000 | | | |

ASES MATCH REQUIREMENT:

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

| | |
|--|--------|
| Total Match amount required for this grant: | 50,000 |
| Facilities count toward 25% of this match requirement: | 12,500 |
| Remaining match amount required: | 37,500 |
| Match should be met by combined OFCY funds, other site funds, private dollars, and in-kind resources. This total equals: | 0 |
| Total Match amount left to meet: | 37,500 |

Required Signatures for Budget Approval:

| | |
|--------------|--|
| Principal: | |
| Lead Agency: | |

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

ASES and 21st CCLC After School Program Plan
Elementary & Middle Schools
2014-2015

SECTION 1: School Site Information

School Site: Urban Promise Academy

Date: March 30, 2014

Principal Signature:

Lead Agency Signature:

After School Site Coordinator Name (if known at this time): Sheree West

SECTION 2: After School Alignment with Community School Strategic Site Plan (CSSSP)

Mark the following Strategic Priority areas of the school's CSSSP where this after school program is identified as a high leverage strategy.

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

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

1. All students will grow their academic aptitude through targeted, varied and meaningful academic activities
2. All students will actively engage in an exciting, challenging, fun and safe learning environment
3. All students will increase their connection to the school day and to their own learning
4. All students will identify their own path for life after high school

SECTION 3: OUSD Strategic Questions

Complete the matrix for *at least two* of the following four OUSD Strategic questions.

| Strategic Questions/Desired Outcomes <i>As a result of our ASP efforts...</i> | Strategic Activities <i>What after school strategic activities will support the desired outcomes?</i> | Outcomes of Strategic Activities <i>What short-term outcomes will you expect from your efforts by the end of the school year?</i> | Data used to assess the strategic activities <i>What data will be collected to measure these outcomes?</i> |
|--|---|--|---|
| <p>High School Graduation: How many more Oakland children are graduating from high school?</p> <p>Using the following strategic activities, the extended day program will increase the academic aptitude of their students, sending them to high school ready to academically succeed. Students will also engage in social and emotional development curriculum and strive to become mature young adults. By entering high school</p> | <ul style="list-style-type: none"> • Targeted development plans for each student • Intentional process to track homework completion • Classes that reinforce the school day's learning using the districts pacing guide • Create a safe, fun, meaningful and challenging learning environment for every student • Use social and emotional | <ul style="list-style-type: none"> • Students have a positive attitude about learning and staying in school • Students see themselves with a positive future and they know education will play a role in what they will become • Students will have a skill they can continue to perfect and practice for life • Alignment with school day vision and goals of student high school | <ul style="list-style-type: none"> • Student graduation rates • District Benchmark Testing • Pre/post assessment when necessary • Academic Progress Reports • YPQA Evaluation Results • OFCY/OUSD Survey Data • Attendance Reports • City Span Data |

| | | | |
|---|---|--|---|
| <p>prepared and emotionally stable they will be more to likely thrive. This will support graduation rates. Students will also engage in positive classes around social skills and workforce development.</p> | <p>learning strategies to make meaningful connections to academic subjects</p> <ul style="list-style-type: none"> • Create curriculum that will highlight and give students an opportunity to develop their skills and talents • Highlight and put into practice important life skills they will need to succeed in high school • Prepare 8th grade students to enter high school ready to succeed • Highlight and encourage college and career readiness • Host gender based life skill classes • Increase school day/extended day attendance | <p>graduation expectations</p> <ul style="list-style-type: none"> • The majority of youth will understand, complete and turn in all homework • Youth will have positive role-models that emphasize the importance of completing high school | |
| <p>Satisfactory School Day Attendance: How many more Oakland children are attending school 95% or more?</p> <p>By using an extended day model, it is more likely that students will attend the school day. In order to do this, it will take a three tired approach 1) Engaging Activities</p> | <ul style="list-style-type: none"> • Target and recruit the students who are identified as chronically absent to be in the program • Support and align with the school day's vision and goals on attendance expectations • Support and align with | <ul style="list-style-type: none"> • All students increase their school day attendance • Every student and parent is aware of the importance of coming to school daily • Parents are empowered to seek help if they are unable to get their | <ul style="list-style-type: none"> • Weekly Cityspan reports • Clear attendance policies and procedures • Clear tracking and enforcement of attendance policies • A list of chronically absent students for |

| | | | |
|--|---|---|--|
| <p>2) A high level of value placed on coming to program everyday</p> <p>3) Clear Policies and Procedures that are enforced</p> | <p>the school day's reward and consequences process for attendance</p> <ul style="list-style-type: none"> • Track students with poor program attendance and reach out to find out why and how attendance can be improved • Lead by example and ensure staff come to work daily and on-time • Students with good attendance will be able to attend a special party, event or trip at the end of each semester provided by the after school program • Reintegrate the impact missing school has on students' academic success • Connect coming to school daily to other life skills • Reiterate the importance of coming to school daily during program orientation/other school events • Connect attendance to being able to stay in the program and/or participate in big events • Have fun, exciting and | <p>children to school</p> <ul style="list-style-type: none"> • Students feel recognized and proud that they come to school daily • Parents feel supported in getting their student to school daily • Students feel compelled to come to school/extended day excited to participate in the activities • There is a unified vision and mission between the school day and the extended day program on the expectations for attendance | <p>recruitment</p> <ul style="list-style-type: none"> • Daily absent lists • Information from parents on barriers to getting their students to school • Parent contact information • YPQA scores and OFCY/OUSD survey data |
|--|---|---|--|

| | | | |
|--|---|---|--|
| | <p>meaningful activities so students look forward to school just so they can go to extended day</p> <ul style="list-style-type: none"> • Encouraging car pools, walking buddy's and wake up buddies (to call others in the morning) within the schools Community • Create an incentive/recognition process for parents of those students who's attendance has improved • Ask for donations in order to provide bus passes and/or alarm clocks to students. | | |
| <p>Job Skills/Career readiness: How many more students have meaningful internships and/or paying jobs? Approximately 10-20 students will have meaningful internships and paying jobs</p> | <ul style="list-style-type: none"> • Students will receive training on youth development and tutoring strategies so they can succeed at volunteering at the nearby elementary schools to tutor and mentor students • Students will receive workshops on how to be a referee and score keeper. Pending budgetary constraint students may be able to | <ul style="list-style-type: none"> • Students will have the skills necessary to obtain a job and or continue an internship that fits their skill level | <ul style="list-style-type: none"> • Program Rosters • City Span • Participant survey's |

| | | | |
|--|---|--|--|
| | <p>get the minimum hourly wage.</p> <ul style="list-style-type: none"> • Paid internships for program alumni to be floaters and assist extended teachers | | |
| <p>Health and Well-being: How many more Oakland children have access to, and use, the health services they need? Due to the efforts of La Clinica, 100% of extended day participants will have access to health services. All students will be referred to the center on a case by case basis.</p> | <ul style="list-style-type: none"> • Students and families have access to La Clinica De La Raza located on campus • Students will have the opportunities to engage in physical activities • Students will participate in a cooking and nutrition class | <ul style="list-style-type: none"> • Youth feel empowered to access the health care on campus when they are in need • They are knowledgeable about the importance of their health and well-being | <ul style="list-style-type: none"> • Participant survey's • Survey's from La Clinica describing if they've seen an increase of UPA students seeking services |

SECTION 4: Program Model and Lead Agency Selection

For 2014-2015, my site will operate the following program model:

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

Description and Rationale for Selection of Lead Agency

Describe how the selected Lead Agency partner will support the school's plans for Full Service Community School development.

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

This approach to after school programs is consistent 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 5: ATTENDANCE, PROGRAM DATES, AND PROGRAM SCHEDULE

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

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

| | |
|--|---------------------------|
| Required # of Program Days your program will operate during School Year 2014-2015: | 180 days required* |
| Projected Daily Attendance during School Year 2014-2015: | 115 |

Program Schedule

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

** CDE allows programs to close for a maximum of 3 of these days during the school year for professional development. Families must be notified of these program closure dates in advance, and the lead agency must maintain documentation of professional development activities offered on these dates.*

SECTION 6: Academics

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

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

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

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

| | Target Population | Academic Support (choose one) | CSSSP goal(s) or school need supported by activity | Measurable Outcomes | Description of program/activity | Instructional Strategies |
|---|--|---|--|---|--|--|
| 1 | 6 th , 7 th and 8 th grade students | X Homework Support X Tutoring <input type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervention <input type="checkbox"/> Other | Extended Learning Time | Most students will understand, complete and turn in their homework when it is due | Homework time is mandatory for all students if they would like to participate in any enrichment. All students will strive to finish their homework and turn it in daily. | <ul style="list-style-type: none"> • Copy of and answer guide for all applicable homework assignments • Use “Homework Help” strategies laid out in the Youth Works Methods Training • Enforce all homework procedures • Follow up with teachers and parents on student |

| | | | | | | |
|---|---|---|------------------------|---|---|---|
| | | | | | | progress of homework completion |
| 2 | All 6 th , 7 th and 8 th grade students who are testing FBB/BB | <input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input checked="" type="checkbox"/> Academic Intervention <input type="checkbox"/> Other | Extended Learning Time | Students will engage in targeted academic intervention | Academic intervention based on student needs | Collaborate with the academic liaison in aligning programing so that students attend the appropriate intervention class |
| | 6 th grade Students | <input checked="" type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input checked="" type="checkbox"/> Academic Intervention <input type="checkbox"/> Other | Extended Learning Time | <ul style="list-style-type: none"> • Most students will understand, complete and turn in their homework when it is due • Most students will gain the skills they need to become proficient in the subject areas they need to improve in | Students will rotate between academic intervention classes and homework classes | <ul style="list-style-type: none"> • Collaborate with the academic liaison in aligning programing so that students attend the appropriate intervention class • Copy of and answer guide for all homework • Use "Homework Help" strategies laid out in the Youth Works Methods Training |

| | | | | | | |
|--|--|--|--|--|--|---|
| | | | | | | <ul style="list-style-type: none"> • Enforce all homework procedures • Follow up with teachers and parents on student progress of homework completion |
|--|--|--|--|--|--|---|

SECTION 7: ENRICHMENT & PHYSICAL ACTIVITY / RECREATION
 Enrichment activities and physical activity/recreation are required components of the ASES and 21st Century grants. Enrichment activities should provide students with the opportunity to apply their classroom learning in a real, hands-on way. Enrichment activities should intentionally and creatively build skills that support students' success in school and in life. Enrichment activities often support school goals for health and wellness, positive school climate, arts learning, and student engagement.

| Type of Enrichment | Rationale | CSSSP goal(s) or school need supported by activity | Brief Description | Targeted Skills | Measurable Outcome |
|--------------------|--|--|--|--|--|
| Special Events | X Student Identified X School Identified X Parent Identified <input type="checkbox"/> Other (specify) | <ul style="list-style-type: none"> • School Culture • Chronic Absences | Youth will have the opportunities to engage in meaningful school wide events (fairs, guest speakers, themed events, lights on event, carnivals, performances/showcases, social events) | X College/Career Readiness <input type="checkbox"/> Social & Emotional Learning X Leadership <input type="checkbox"/> Academic (specify) X Health and Wellness <input type="checkbox"/> Other (specify) | <ul style="list-style-type: none"> • All ASP students will identify a possible career and college to attend • All students will understand the |

| | | | | | |
|---|--|---|---|---|--|
| | | | | | <p>importance of physical and emotional health</p> <ul style="list-style-type: none"> • All students will be given the opportunity to develop and practice leadership skills • All students will gain positive social skills |
| 6 th and 8 th grade specialized classes | <input type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify) | Transition Pathways | Students will be guided through the transition to either middle school or high school in a cohort model. | <input checked="" type="checkbox"/> College/Career Readiness <input checked="" type="checkbox"/> Social & Emotional Learning <input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Academic (specify) <input checked="" type="checkbox"/> Health and Wellness <input type="checkbox"/> Other (specify) | Youth will feel prepared and comfortable stepping into their new environment |
| Sports/Physical Games, Cooking and Nutrition | <input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other: | <ul style="list-style-type: none"> • School Culture • Chronic Absences • Health and Wellness • Building Capacity and Leadership | Students will play various sports and participate in physical games. activities include Dance/movement, sports teams, outdoors club, bike riding, running, nature based | <input type="checkbox"/> College/Career Readiness <input checked="" type="checkbox"/> Social & Emotional Learning <input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Academic (specify) <input checked="" type="checkbox"/> Health and Wellness <input type="checkbox"/> Other (specify) | <ul style="list-style-type: none"> • Every participant will engage in physical activities at least 2x a week • Students will be able to |

| | | | | | |
|--------------------------|---|---|--|---|---|
| | | | activities, wrestling and, martial arts. In addition to physical activities, youth will understand how to live a completely healthy lifestyle with nutrition/cooking classes. | | <p>identify new healthy food choices</p> <ul style="list-style-type: none"> • Students will learn new cooking skills |
| Arts and self-expression | <p>X Student Identified</p> <p>X School Identified</p> <p><input type="checkbox"/> Parent Identified</p> <p>X Other: Agency</p> | <ul style="list-style-type: none"> • School Culture • Chronic Absences • Health and Wellness | <p>Students will express their creative side through various forms of art and self-expression activities. Activities include (graffiti, game design, wood shop)</p> | <p><input type="checkbox"/> College/Career Readiness</p> <p>X Social & Emotional Learning</p> <p>X Leadership</p> <p><input type="checkbox"/> Academic (specify)</p> <p>X Health and Wellness</p> <p><input type="checkbox"/> Other (specify)</p> | <p>Every youth will participate in art classes and get an opportunity to showcase their creations</p> |
| Leadership Groups | <p>X Student Identified</p> <p>X School Identified</p> <p>X Parent Identified</p> <p>Other: Agency</p> | <ul style="list-style-type: none"> • Building Capacity and Leadership • School Culture • Health and Wellness | <p>Targeted students will participate in a various leadership groups. Groups include, fresh fly and fabulous (girls group), Gay Straight Alliance, Assistant Mentor Program and Student Site Leadership)</p> | <p>X College/Career Readiness</p> <p>X Social & Emotional Learning</p> <p>X Leadership</p> <p>X Academic: Tutoring and Goal Setting with Reflection</p> <p>X Health and Wellness</p> <p><input type="checkbox"/> Other (specify)</p> | <p>Identified youth will develop their leadership skills and identify themselves as a leader in their community</p> |
| Academic Based | <p>X Student Identified</p> | <ul style="list-style-type: none"> • Building Capacity and | <p>Students will participate in</p> | <p><input type="checkbox"/> College/Career Readiness</p> | <p>Youth will develop their</p> |

| | | | | | |
|-----------------|--|---|---|---|---|
| Enrichments | X School Identified X Parent Identified <input type="checkbox"/> Other (specify) | Leadership • School Culture | academic based enrichments such as, journalism, chess, speech and debate and, ethnic studies | X Social & Emotional Learning X Leadership X Academic (specify) <input type="checkbox"/> Health and Wellness <input type="checkbox"/> Other (specify) | academic aptitude |
| Performing Arts | X Student Identified X School Identified X Parent Identified <input type="checkbox"/> Other | • Building Capacity and Leadership • School Culture • Health and Wellness • Chronic Absences | Students will participate in performing arts activities like, theatre, spoken work, chorus/choir, and band) | X College/Career Readiness X Social & Emotional Learning X Leadership <input type="checkbox"/> Academic (specify) X Health and Wellness <input type="checkbox"/> Other (specify) | Students will develop their performance skills, confidence and social skills. |

SECTION 8: FAMILY ENGAGEMENT / FAMILY LITERACY

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

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

| Type of Activity | CSSSP goal(s) or school need supported by activity | Brief Description | Measurable Outcome | Alignment with school day family engagement / family literacy efforts or resources |
|------------------------------|--|---|--|---|
| Parent/Caregiver Orientation | <ul style="list-style-type: none"> • Family and Community Engagement • School Culture • Chronic Absence | Parents/caregivers will be briefed on all extended day program policies and procedures as well as vision, | 100% of Parents are oriented, prior to program start | All policies and procedures have been vetted through the school’s principal to ensure alignment and |

| | | mission, goals and youth outcomes | | consistent messaging |
|--|---|--|---|---|
| Ensure that parents/caregivers know about any and all volunteer opportunities | <ul style="list-style-type: none"> • Family and Community Engagement • School Culture | Use fliers, posters and newsletters, word of mouth and gorilla recruitment strategies to encourage parent volunteers. | There is a small group of volunteers that volunteer through the year | Include all school day volunteer opportunities in the extended day offerings |
| Create and utilize a parent/caregiver support team | <ul style="list-style-type: none"> • Family and Community Engagement • School Culture | Parents will be able to support the after school program in developing programming and securing outside resources | Parents/caregivers have an impact on program offerings and support in the development of special events and outside resources | Increase the amount of opportunities families have to engage on school campus |
| Participate in the planning and execution of a family reading nights and other family literacy efforts | <ul style="list-style-type: none"> • Family and Community Engagement • School Culture | A significant amount of extended day participants are expected to participate in family literacy night; program will accommodate the event by moving out of necessary spaces. Program staff will promote the event and create excitement/anticipation among students | 50% of Extended Day Parents attend family Literacy night | Increase the number of parents/caregivers that attend family literacy night |
| Host various family and student events | <ul style="list-style-type: none"> • Family and Community Engagement • School Culture | Parents/caregivers will attend, be given the opportunity to contribute, give input on and plan special events for the school | 50% of Extended Day Parents attend family and student events | Increase the amount of parents/caregivers who attend school events |

community.

SECTION 9: Chronic Absence Action Plan

Improving school day attendance for all students and reducing chronic absenteeism is one of the key OUSD strategic goals. The district goal is that all students will attend school at least 95% of the required school days or more, thereby achieving satisfactory attendance. Students who attend school 90% or less of required days are considered chronically absent. Students whose attendance falls in the "grey zone" between 90% - 95% are considered at risk of chronic absenteeism.

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

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

| Strategies to Support Attendance | Action Steps |
|---|---|
| <p>a) Recruit and address the needs of students who are at risk of chronic absenteeism.</p> | <ul style="list-style-type: none"> • Accept referrals and recommendations made by school principal, academic liaison, teachers counselors and other school staff • Work with the office manager to pull reports identifying students with chronic absenteeism • Pending other factors, target these students to enroll in program • Identify barriers and solutions for the families to ensure their student will be in school and in program daily |
| <p>b) Inform parents about the importance of attendance and encourage parents to help each other get their students to class.</p> | <ul style="list-style-type: none"> • Distribute information about OUSD/School and ASP attendance policies and guidelines • Review all attendance expectations, policies and procedures as well as rewards and consequences for attendance record |

| | |
|---|---|
| c) Track students with poor program attendance and reach out to find out why and how attendance could be improved. | <ul style="list-style-type: none"> • Ensure family and teacher updates around attendance • Call parents who did not notify coordinator of absences prior to program start • Get daily absence list from office • Ensure parent/caregiver contact information is up to date • Engage school day personnel for additional information around home life and new challenges the student/family may be facing |
| d) Celebrate good attendance and/or offer meaningful incentives to attract and reward students for attending our program. | <ul style="list-style-type: none"> • Create/mimic school day recognition process • Develop an incentive program that will encourage students to come to school and program daily. |

SECTION 10: Transforming School Culture and Climate

After school programs can play a critical role in support the school's efforts to transform school culture and climate, helping to make schools positive, supportive places for all students to stay engaged, be successful, and thrive.

a) The following are paths that OUSD schools are taking to change discipline and transform school culture and climate. What strategy/strategies is your school utilizing to transform school culture and climate?

- PBIS (Positive Behavioral Interventions and Support)**
 Restorative Justice
 Social and Emotional Learning
 Other:

b) How will the school and lead agency partner work together to ensure that the after school program is aligned and supporting these efforts, and helping to transform school culture and climate? BACR is committed to making every effort to train staff, observe staff and support their on-going development around school climate and culture. We are also making a targeted effort to identify, reflect on and improve on the areas of need we identify through program improvement strategies.

c) Reducing the disproportionate suspension rates of African American students is a key priority for OUSD. Please

describe any special efforts your after school program is taking to support the school engagement, social-emotional well-being, and/or academic success of African American students at your school (ie. Manhood Development circles, Ethnic Studies curriculum, recognition ceremonies for student accomplishments, Black professionals as role models or mentors, etc.): The extended day program will support in the development of a manhood development circles facilitated by an extended day staff, using a restorative/social justice and ethnic studies theory.

SECTION 11: Coordination with Other Service Providers

In the Full Service Community School model, the school becomes a hub of services where various types of service providers come together, work together, and coordinate their efforts to meet the holistic needs of students and families.

| | |
|---|---|
| <p>The after school Site Coordinator or Director will actively participate in which of the following school group(s), in order to increase alignment between after school and school day efforts?</p> | <ul style="list-style-type: none"> <input type="checkbox"/> COST team (Coordination of Services Team) X SST (Student Study Team) X SSC (School Site Council) <input type="checkbox"/> ELT (Educational Leadership Team) <input type="checkbox"/> PTA <input type="checkbox"/> Attendance Team/Workgroup <input type="checkbox"/> CSSSP (Community School Strategic Site Planning) team X School Culture/Climate Committee <input type="checkbox"/> Other (specify) |
| <p>List key community partners whom you will actively collaborate with to accomplish the goals of your program.</p> | <ul style="list-style-type: none"> Destiny Arts Bay Area Girls Rock La Clinica De La Raza East Bay Regional Parks Wan Tu Wazuri (Wrestling) Running for a Better Oakland Youth Audiences Alternatives In Action |
| <p>List all subcontractors who will be paid to deliver after school services.</p> | <ul style="list-style-type: none"> Bay Area Girls Rock Destiny Arts |
| <p>Identify other service providers and support personnel at your school (ie. school psychologist, School Based Health Center staff, counselor, mental health therapist, school nurse, parent liaison, etc.) whom you will actively collaborate with to accomplish the goals of your program.</p> | <ul style="list-style-type: none"> Principal Assistant Principal Academic Liaison Program Staff and Volunteers Office Manager |

| | |
|--|--|
| | Custodial Staff School Psychologist/Mental Health Staff Counselors School Faculty |
|--|--|

2014-2015 After School Enrollment Policy for Urban Promise Academy Middle School

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

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

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

| Target Population(s) | Specific Data to Inform Selection of Program Participants | (High School Only) Indicate if participation is <i>Optional</i> or <i>Mandatory</i> for each target population |
|---|--|---|
| Students that will be able to attend program consistently | Attendance Records | |
| All 6 th grade students must participate | School Roster | |
| Students Performing FBB/BB | <ul style="list-style-type: none"> • End of the year benchmarks • School day staff referrals | |
| Families in need of After School Programing | Parent and school faculty identified | |
| Students in need of academic support to improve and/or sustain current academic performance | Test Data | |
| Students with siblings | Enrollment Forms | |
| Students in need of social-emotional support | Parent and school faculty identified | |
| Students who need to increase their positive relationship to school and learning | Parent and school faculty identified | |
| Students who will bring balance to the program | School faculty identified | |

| | | |
|--|--------------------------------------|--|
| Students that will increase their school day attendance based on enrollment into the program | Parent and school faculty identified | |
|--|--------------------------------------|--|

Grade levels prioritized for programming: All grades will be able to enroll equally.

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

Additional Notes:

- Successful after school programs are heterogeneous and include several target populations.
- Sites cannot simply utilize a first come-first serve process for enrolling students; sites should establish priorities for participation.
- Programs are intended to help close the achievement gap by serving a variety of students with academic and other needs.
- In alignment with OUSD's strategic goal to reduce chronic absenteeism, programs should consider targeting students at risk of chronic absenteeism, as determined by individual attendance rates between 90 – 95% during the current school year. (Programs should collaborate with school site leadership to obtain student attendance data.)
- Program must enroll adequate numbers of students to meet CDE attendance targets.

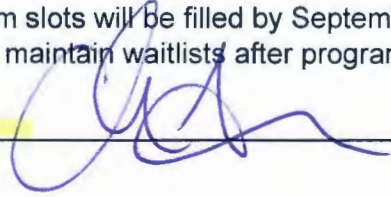
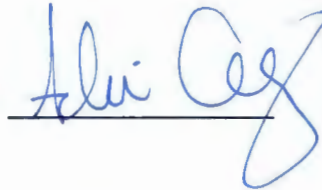
Enrollment Process and Timeline: (Summarize your enrollment timeline below. Describe how your school will identify and recruit students beginning in Spring 2014. Indicate how families will be notified of 2014-15 enrollment before the last day of school, June 12, 2014.)

| Timeline | After School Enrollment Steps/Process | Individual(s) responsible |
|---|--|---|
| April 25, 2014 | Families/Youth will be notified of Registration Procedures and Process | Site Coordinator, Family Resource Center, Administrative Team |
| August 2014 | Applications and Registrations will be handed out and accepted | Faculty and Staff |
| Sept 3-5, 2014: Preview week and student notification | Parent Orientation and class selections will Occur | Site Coordinator |
| September 8, 2014 | All slots filled, first day of program waitlist is | Site Coordinator and Program |

| | | |
|--|---------|---------|
| | created | Manager |
|--|---------|---------|

Important dates to include in your timeline:


- April – June: Spring enrollment for 2014-15 programs.
- Families will be notified of 2014-15 after school enrollment before the last day of school, June 12, 2014.
- After school programs begin on 1st Day of school, with enrollment at a minimum 75% capacity.
- August – September: New school year enrollment of families for remaining program slots.
- Remaining program slots will be filled by September 30, 2014.
- All programs must maintain waitlists after program slots are filled.

Principal Signature:**Lead Agency Signature:**

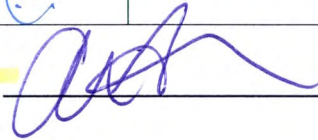
2014-15 Assurances for Grant Compliance and After School Alignment with School Day

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

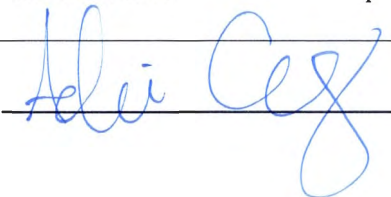
| Principal initials | Lead Agency initials | 2014 - 15 Assurances for Grant Compliance and After School Alignment with School Day |
|--------------------|----------------------|---|
| CF | AC. | Site Administrator and Lead Agency Director/Site Coordinator have reviewed the CA Dept of Education's ASES and/or 21 st Century Grant Assurances, and understand mandated grant compliance elements. |
| CF | AC. | 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. |
| CF | AC. | Site Administrator will meet regularly with Site Coordinator to ensure program is meeting identified goals. |
| CF | AC. | Site will share student outcome data to better refine program (Attendance data, EduSoft, Report Cards, IEP's, etc). |
| CF | AC. | The principal and lead agency partner have reviewed and discussed the Academic Liaison/Quality Support Coach key responsibilities described on the following page. Both Principal and lead agency partner understand that this role is critical for strengthening staff practices and the quality of the after school program. Site will identify a certificated, qualified individual to serve as the program's Academic Liaison and to fulfill all responsibilities outlined in the role description. |
| CF | AC. | 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. |
| CF | AC. | Site will invite Site Coordinator to participate on SSC, COST, SST, and CSSSP team to ensure coordination of services. |
| CF | AC. | Site will coordinate the use of facilities and site level resources in support of program goals. |

| | | |
|---|----|--|
| | | |
|  | AC | Site will provide Site Coordinator with office space that includes access to internet and phone. |

Principal Signature:



Lead Agency Signature:



Quality Support Coach (Formerly called “Academic Liaison”)

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

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

The Academic Liaison/Quality Support Coach can be a credentialed teacher from the school faculty or other qualified professional working with the school (for example, a Literacy Specialist, Math Coach from LCI, BTSA Coach, etc.). This individual will receive training and specific direction on the Academic Liaison/Quality Support Coach role from the OUSD After School Programs Office. The After School Programs Office will provide specific deliverables aligned with the key job duties listed above. The budget allocation for this position should be \$2,500 for the year, equivalent to 83 hrs/year.

Quality Support Coaching Planning

a) Please identify who will fulfill the Academic Liaison/Quality Support Coach role for 2014-15:

- A credentialed teacher on staff who has effective skills and experiences in coaching and/or adult learning
- A qualified professional who is part of the school staff
- An external coach connected to the school
- Other individual (please specify in detail): Unknown

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

b) Some schools are challenged in finding a qualified individual on staff who can fulfill the Academic Liaison/Quality Support Coach role. In this case, the OUSD After School Programs Office will work actively to try to find an OUSD coach to match with

the school. Please mark:

My school needs support in finding an individual who can effectively fulfill the role of Academic Liaison/Quality Support Coach. Yes No

Teachers on Extended Contract for Direct Service

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

Please list specific after school classes/activities that will be facilitated by teachers paid on extended contract.

(Important note: Teachers on extended contract who are providing direct services to students after school must be paid at the negotiated rate of \$23.16/hr (per OEA contract). After school grant funds can be utilized for this direct service work. Beginning in 2014-15, the Academic Liaison/Quality Support Coach should not provide direct service to students. Academic Liaisons are paid at the higher rate of \$30.12 because their primary role is to provide training and staff capacity-building.)

| List after school classes/activities that will be facilitated by teachers on extended contract | Anticipated hours/week for teacher on extended contract |
|--|---|
| Running For A Better Oakland | 1.25/hrs. |
| Student Leadership | 3/hrs. |
| Academic Hour | 1 hr |
| | |
| | |

Principal Signature:

Lead Agency Signature:

After School Safety and Emergency Planning for 2014-15

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.** Every year, school day staff will be briefed on all safety procedures, lockdown procedures, and communication protocols for crisis response. All staff will mimic all drills in alignment with the school day practice drill calendar. In addition to safety drills, staff will be trained on proper incident reporting procedures and expectations.

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 Extra time/Over time (ET/OT) to accommodate an after school SSO.

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

Principal Signature: _____

Lead Agency Signature: _____

Professional Development and Staff Wellness

Professional Development: After school staff should receive adequate professional development, including coaching support and trainings, in order to grow and improve their practice. Programs should utilize data from the YPQA/SAPQA youth program quality assessment tool to determine the areas of focus for professional development.

a) Programs are allowed up to three days of program closure during the school year to offer staff professional development. Please indicate which three days (if any) your program plans to close this year for PD: None planned at this time.

b) What professional development, coaching, and training supports will be provided by the lead agency partner?

Coordinator Summer Institute- All Site Coordinators will participate in six days of training that will expand their knowledge on Youth Development, Grant Compliance, Policies and Procedures, and Program Quality. During Summer Institute Coordinators will have the opportunity to review their program schedule and program plan, create their year plan, plan for parent events, and learn from a variety of experts in the after school field. In addition to Summer Institute, coordinators will have the opportunity to participate in BACR led and outside trainings throughout the school year. These training opportunities may include STEM trainings, Bridging the Bay, and Region IV trainings.

Team Cluster Meetings- All Site Coordinators will participate in Team Cluster Meetings led by their Program Manager monthly. During these meetings, the Program Manager will communicate updates from the district, the agency, as well as provide the team with professional development surrounding leadership, program development and youth development. Furthermore, the Program Manager will provide space for the Site Coordinators to receive feedback and workshop site based concerns or program quality.

Coordinator Supervision-All site coordinators will meet at least one time a month to discuss site progress, individual coordinator goals, staff development and other site based subjects with their supervisor. This is opportunity for 1 on 1 support.

Line Staff Summer Institute and Year Long PD opportunities- All Group Leaders will participate in a 3-day day institute (some days will be devoted to site level orientation) that will expand their knowledge on youth development, classroom management strategies, project based lesson plans, cooperative games, emergency procedures, mandated reporting, and policies and procedures.

Site Specific Staff Meetings- All Site Coordinators will have the opportunity to plan and lead their own staff meetings with their line staff. At these meetings, Site Coordinators will provide their line staff with lesson planning time, review site safety plans,

plan events for students and parents, and review important site information.

Line Staff Supervision-There will be time for line staff to consult with their coordinator, academic liaison and/or assigned grade teacher for consultation on student progress and lesson plan development. Staff will also be evaluated 3 times a year and undergo peer observation opportunities within site teams.

Program managers, coordinators and academic liaisons will conduct classroom observations for each of their group leaders to provide support and feedback on a regular basis. They will use this information to provide specific trainings and workshops.

The academic liaison will work with the coordinator to assist in the development of the academic component of the program. They will support the staff and coordinator in learning new skills around topics ranging from lesson planning, common core standards, classroom management etc. depending on the specific needs of the staff.

c) What professional development opportunities will be provided by the school site? School Safety Procedures, classroom management, academic tutoring skills and meal reporting procedures. Other site based trainings will occur as needed.

d) ASPO professional development will consist of the mandatory August Institute (Aug. 5-9, four days for new site coordinators; three days for returning site coordinators), mandatory monthly site coordinator meetings (2 hrs/month), optional Youth Work Methods trainings (9 workshops aligned to YPQA, 2 hours each), and various professional learning communities (time commitment varies). Please mark:

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

Staff Wellness

e) Please describe ways your program will work to support staff wellness over the course of the year: All programs will ensure that staff is well trained and prepared to achieve program goals. There will be an adequate time to prepare lesson plans so staff are happy with their work and go into program confident and stress free. Throughout the year, BACR will provide opportunities for professional development for staff with their peers, celebrations with their teams and recognition for their hard work. BACR will also provide opportunities to stop and reflect on staff wellness both emotionally and physically.

Principal Signature: _____

Lead Agency Signature: _____

Lead Agency Unit of Service for Elementary/Middle Schools

After School Services include:

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

Delivery of high quality after school programming consisting of academic, enrichment, and recreational/physical activity components to meet grant compliance. Services will be delivered by qualified and 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 August – 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: \$96,576

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

Lead Agency Unit of Service for High Schools

Description of Services:

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

Delivery of high quality after school programming consisting of academic, enrichment, recreational/physical activity, family literacy, and targeted Equitable Access services to students that are high risk and are hard to reach via general services. 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: Specialized Title 1 Services

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

Cost: \$12,000

Option H: Day Time Academic Support

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

Cost: \$12,000

Option I: Parent workshops

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

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

Option J: Farmers Market Services

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

Cost: \$5,500 to include all school community members.

Option K: Health and Wellness

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

Cost: \$6,000

Option L: Physical Fitness

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

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

Option M: Visual or Performing Arts

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

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

Option N: Health & Nutrition

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

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

Option O: Full Service Community Schools

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

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

BACR Mental Health Services

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

Cost: \$9,000 per year

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

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

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

BACR Summer Programming

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

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

to 40-60 students.

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

Cost: \$30,000 for a 4 to 6 week summer program (approximately 3-6 hours/day) for up to 60-120 students.

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

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

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

Cost: \$17,237

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

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

Cost: \$21,545

Option : 21st Century Supplemental Program (Saturday and Intersession):

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

Cost: \$8,000

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

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

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 elementary, middle or high schools:

1. BACR is the lead community agency— managing the entire program, providing staff, and delivering services—24 schools in Oakland, 13 in San Francisco, 5 in Alameda, 5 in San Rafael, 2 in San Leandro Unified, 15 in West Contra Costa County, and 12 in Mt. Diablo Unified in Contra Costa County..
2. BACR is the fiscal sponsor— managing human resources, payroll and fringe benefits

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

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

San Francisco and Marin County: Don Blasky (415) 755-2311; dblasky@bacr.org

Visit our website: www.bacr.org



**Bay Area
Community
Resources**

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Christina Lee
Rob Ness
Bud Travers
Monica Vaughan
Shannon Vincent

June 13, 2014

To Whom It May Concern:

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

We certify that all staff meet our staff qualifications including TB clearance, and FBI/DOJ clearance before they begin working with the students. We can provide verification upon demand from OUSD.

Sincerely,

Marisa Ramirez
Program Director
mramirez@bacr.org

| | |
|--|---------|
| Board Office Use: Legislative File Info. | |
| File ID Number | 14-1306 |
| Introduction Date | 6/25/14 |
| Enactment Number | 14-1077 |
| Enactment Date | 6/25/14 |



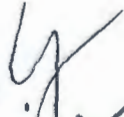
OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education

June 25, 2014

TO: Board of Education

FROM: Gary Yee, Ed.D., Superintendent 
Marie Santos

SUBJECT: Master Memorandum of Understanding between OUSD and Bay Area
Community Resources

ACTION REQUESTED

Authorize the President and Secretary of the Board to enter into and execute a Memorandum of Understanding with Bay Area Community Resources, on behalf of the District to provide services to students. This establishes a one year relationship with Bay Area Community Resources, and a Not-To-Exceed amount of \$4,672,728.30. This amount is projected using historical cost data, known changes to the number of sites served and expected available grant funding allowable.

BACKGROUND

The Oakland Unified School District enters into contracts each year to provide professional services that support the District's academic mission. The Master MOU establishes all terms and conditions, a defined menu of services with negotiated rates, and allows for the gathering of necessary supporting documentation to further streamline the process of receiving necessary services, while keeping the integrity of checks and balances, as well as maintaining oversight by the Governing Board.

A Menu of Services was established that would allow a principal to "Order" from the Menu using the Individual Service Agreement (ISA). This is essential to promoting transparency of services, and the costs of those services, between like schools. Each Individual Service Agreement is submitted to the board for approval. In the event that this vendor receives more orders for service than anticipated, an amendment to this MOU will request a new not-to-exceed amount.



DISCUSSION

Vendor: Bay Area Community Resources

Overview of Services: Bay Area Community Resources contracts with schools to be a lead agency to provide high quality after school programming consisting of academic enrichment and recreational physical activities, family literacy and targeted Equitable Access services to students that are high risk.

Not-To-Exceed Amount: \$4,672,728.30

Determination of the Not-to-Exceed Amount is based on historical data and projections for the coming school year, it is anticipated that Bay Area Community Resources will provide services to 28 school sites.

The District contracts with agencies to provide various activities and after school programs. Chosen by the number of sites served with District and the long standing relationship with the agencies, the Master Memorandum of Understanding establishes a relationship with Bay Area Community Resources, defining terms and conditions as well as setting a maximum not-to-exceed ceiling amount. This ceiling is derived from historical cost data, and known changes in sites to be served, as well as expected grant funding.

In addition, the District has been working with agencies to provide a Menu of Service, which delivers a clear and measurable scope of work. Analogous to ordering from a common table menu, each product is described and the price is clearly quoted, establishing and promoting a more perfect competition where the consumer, here the principal, is informed of the services offered, and the price for those services. This allows the principal to easily compare services and prices, and plan for programmatic needs.

FISCAL IMPACT

There is no funding associated with the Master Memorandum of Understanding or the Amendment to the Master Memorandum of Understanding herewith. The Master Memorandum of Understanding establishes a relationship, as well as setting the terms and conditions with Bay Area Community Resources. The funding source for each Individual Service Agreement will be determined separately and individually. Funding for the Individual Service Agreement is verified through a review of the BDT budget process, and a review of State and Federal compliance funding when applicable.



RECOMMENDATION

Approval of the Master MOU between Bay Area Community Resources and the Oakland Unified School District authorizing the President and Secretary of the Board to enter into and execute the Master Memorandum of Understanding and Individual Service Agreement(s) with Bay Area Community Resources in an amount Not-To-Exceed \$4,672,728.30.

The Secretary of the Governing Board shall place said Individual Service Agreements on the Consent Calendar for Approval.

ATTACHMENTS

- Master MOU

| | |
|---|---------|
| Board Office Use: Legislative File Info. | |
| File ID Number | 14-1306 |
| Introduction Date | 6/25/14 |
| Enactment Number | 14-1677 |
| Enactment Date | 6/25/14 |



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**MASTER
MEMORANDUM OF UNDERSTANDING
BETWEEN
OAKLAND UNIFIED SCHOOL DISTRICT and
Bay Area Community Resources**

2014-2015

1. INTENT

- 1.1 **Intent of this Memorandum of Understanding.** This Memorandum of Understanding (hereinafter "MOU") establishes the Oakland Unified School District's (hereinafter "OUSD") intent to establish a relationship with Bay Area Community Resources (hereinafter "CONTRACTOR"), to provide services to OUSD as described and stated in full in the Individual Service Agreement(s).

Cumulative Amount of ISA(s) NOT TO EXCEED \$ 4,675,728.30

- 1.2 **This Master MOU shall include an Individual Services Agreement (hereinafter "ISA")** developed for each OUSD site CONTRACTOR is to provide services. It is understood that this Master MOU does not commit OUSD to pay for services provided by any CONTRACTOR, unless and until an authorized OUSD representative approves the service, and a Purchase Order is issued by OUSD's Procurement department and the ISA(s) are ratified by the Board of Education.

2. TERMS AND CONDITIONS

- 2.1 **Term of Agreement.** The term of this agreement shall be July 1, 2014 to August 21, 2015 and may be extended by written agreement of both parties. **ISA's are void upon termination or expiration of the Master MOU.**
- 2.2 **All terms and conditions apply jointly and severally** to all CONTRACTOR'S employees, agents, partners, subcontractors, and/or volunteers acting on behalf of, and by the direction of CONTRACTOR.
- 2.3 **Notice of Termination.** OUSD may, at any time, terminate this Agreement upon not less than five (5) days written notice to CONTRACTOR. OUSD shall compensate CONTRACTOR for services satisfactorily provided through the date of termination. In addition, OUSD may terminate this agreement for cause should CONTRACTOR fail to perform any part of this Agreement. In the event of termination for cause, OUSD may secure the required services from another contractor. If the cost to OUSD exceeds the cost of providing the services pursuant to this Agreement, CONTRACTOR shall pay the additional cost.
- 2.4 **Choice of Law.** This Agreement shall be performed in Oakland, CA and is governed by the laws of the State of California.
- 2.5 **Licenses and Permits.** CONTRACTOR shall obtain and keep in force all licenses, permits, and certificates necessary for the performance of this Agreement.
- 2.6 **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.
- 2.7 **Conflict of Interest.** CONTRACTOR shall abide by and be subject to all applicable OUSD policies, regulations, statutes or other laws regarding conflict of interest. CONTRACTOR shall not hire any officer or employee of OUSD to perform any service by this Agreement without first obtaining the prior written approval of OUSD. CONTRACTOR affirms to the best of his/her/its knowledge, there exists no actual or potential conflict of interest between CONTRACTOR'S family, business or financial interest and the services provided under this Agreement, and in the event of change in either private interest or services under this Agreement, any question regarding possible conflict of interest which may arise as a result of such change will be brought to OUSD's attention in writing.

- 2.8 **Drug-Free / Smoke Free Policy.** No drugs, alcohol, and/or smoking are allowed at any time in any buildings and/or grounds on OUSD property. No students, staff, visitors, CONTRACTORS, or subcontractors are to use drugs on these sites.
- 2.9 **Anti-Discrimination.** Consistent with the policy of OUSD in connection with all work performed under Contracts, CONTRACTOR shall not engage in unlawful discrimination in employment on the basis of actual or perceived race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex or sexual orientation. CONTRACTOR agrees to comply with applicable Federal and California laws including, but not limited to, the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and OUSD policy. In addition, CONTRACTOR agrees to require like compliance by all its subcontractor(s).
- 2.9A **Local, Small Local and Small Local Resident Business Enterprise Program (L/SL/SLRBE).** OUSD requires a twenty percent (20%) minimum local participation requirement for all professional service contracts over the informal bidding threshold (Public Contract Code Section 20111). Contractors shall comply with the twenty percent (20%) local business participation requirement at a rate of ten percent (10%) local and 10% small local and/or small local resident business participation. Business entities must be certified by the City of Oakland in order to earn credit toward meeting the twenty percent participation requirement. A copy of the District's S/SL/SLRBE Policy can be obtained from the OUSD website: www.ousd.k12.ca.us
- 2.10 **Limitation of OUSD Liability.** Other than as provided in this Agreement, OUSD's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall OUSD be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
- 2.11 **CONTRACTOR costs or expenses.** OUSD shall not be liable to CONTRACTOR for any costs or expenses paid or incurred by CONTRACTOR in performing services for OUSD except as follows:
None, in an amount not to exceed \$0.00.
- 2.12 **Liability of CONTRACTOR to correct unsatisfactory work.** The granting of any payment by OUSD, or the receipt thereof by CONTRACTOR, shall in no way lessen the liability of CONTRACTOR to correct unsatisfactory work, although the unsatisfactory character of that work may not have been apparent or detected at the time a payment was made. Work, which does not conform to the requirements of this Agreement, may be rejected by District and in that case must be replaced by CONTRACTOR without delay.
- 2.13 **Waiver.** No delay or omission by either party in exercising any right under this Agreement shall operate as a waiver of that or any other right or prevent a similar subsequent act from constituting a violation of the Agreement.
- 2.14 **Submittal of Documents.** CONTRACTOR shall not commence the Work under this Contract until CONTRACTOR has submitted and OUSD has approved the certificate(s) and affidavit(s), and the endorsement(s) of insurance required as indicated below:
- a) Signed Agreement
 - b) Workers' Compensation Certification
 - c) Insurance Certificates and Endorsements
 - d) Fingerprinting/Criminal Background Investigation Certification (provided with invoice)
 - e) Tuberculosis Clearance – Test Showing Negative Results (provided with invoice)

- 2.15 **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
- 2.16 **Changing Legislation.** CONTRACTOR understands that changes in Federal, or state legislation or District policy may impact funding levels, grant requirements, and responsibilities of CONTRACTOR during an academic school year. This MOU may be amended during the 2014-15 fiscal year to reflect additional changes resulting from such legislation.

3. ADMINISTRATION OF MASTER MOU

- 3.1 All notices provided for by this Master MOU shall be in writing. Notices shall be mailed or delivered by hand and shall be effective as of the date of receipt by addressee.

| | |
|------------------------|------------------------------|
| Contract Administrator | Michael Moore |
| Department | Procurement |
| Address | 900 High Street |
| City, State, Zip | Oakland, CA 94601 |
| Email | Michael.Moore@ousd.k12.ca.us |

- 3.2 Notices to CONTRACTOR shall be addressed as indicated:

| | |
|------------------|------------------------------|
| Name | Martin Weinstein |
| Title | CEO |
| Agency | Bay Area Community Resources |
| Address | 171 Carlos Drive |
| City, State, Zip | San Rafael, CA 94903 |
| Phone | (510) 418-4952 |

4. AREAS OF AUTHORITY

- 4.1 **Oakland Unified School District.** The Oakland Unified School District is responsible for fiduciary and programmatic oversight for the expenditure of funds contracted to CONTRACTOR by OUSD for fiscal year 2014-2015.
- 4.2 **Independent Contractor.** This is not an employment contract. CONTRACTOR, is an independent contractor or business entity, and will be responsible for operations and management of its employees to sufficiently carry out the agreed upon Scope of Work. CONTRACTOR understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partner, or joint venture of OUSD, and are not entitled to benefits of any kind or nature normally provided or entitled to employees of OUSD, including, but not limited to, State Unemployment Compensation or Worker's Compensation. CONTRACTOR shall assume full responsibility for payment of all Federal, State, and local taxes or contributions necessary to do business in the State of California, including unemployment insurance, social security and income taxes with respect to CONTRACTOR's employees. In the performance of the work herein contemplated, CONTRACTOR is an independent contractor, with the sole authority for controlling and directing the performance of the details of the work, OUSD being interested only in the results obtained.
- 4.3 **Fiscal oversight and management.** CONTRACTOR shall be responsible for providing oversight, fiscal management, payroll services and technical assistance to its agents, employees or subcontractors. CONTRACTOR may be required to facilitate and collaborate with other service providers as necessary.
- 4.4 **No Rights in Third Parties.** This agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
- 4.5 **Ownership of Documents.** All documents created by CONTRACTOR pursuant to this Agreement, including but not limited to reports, designs, schedules, and other materials prepared, or in the process of being prepared, for the services to be performed by CONTRACTOR, are and shall be at the time of creation and thereafter the property of the OUSD, with all intellectual property rights therein vested in the OUSD at the time of creation. The 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 CONTRACTOR or in the hands of any subcontractor upon completion or termination of the work shall be immediately delivered to the OUSD. If any materials are lost, damaged or destroyed before final delivery to the OUSD, CONTRACTOR shall replace them at its own expense and CONTRACTOR hereby assumes all risks of loss, damage or destruction of or to such materials. CONTRACTOR may retain a copy of all materials produced under this Agreement for its use in its general business activities.

- 4.6 **Copyright/Trademark/Patent/Ownership.** CONTRACTOR understands and agrees that all matters produced under this Agreement shall become the property of OUSD and cannot be used without OUSD's express written permission. OUSD shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark, and/or patent of said matter in the name of OUSD. CONTRACTOR consents to use of CONTRACTOR's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium. These matters include, without limitation, drawings, plans, specifications, studies, reports, memoranda, computation sheets, the contents of computer diskettes, artwork, copy, posters, billboards, photographs, videotapes, audiotapes, systems designs, software, reports, diagrams, surveys, source codes or any other original works of authorship, or other documents prepared by CONTRACTOR or its Sub-CONTRACTORS in connection with the Services performed under this Agreement. All works shall be works for hire as defined under Title 17 of the United States Code, and all copyrights in those works are the property of OUSD.
- 4.7 **Confidentiality.** The CONTRACTOR and all CONTRACTOR's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information and documents received. CONTRACTOR understands that student records are confidential and agrees to comply with all state and federal laws concerning the maintenance and disclosure of student records. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.
- 4.8 **Contractor Changes.** CONTRACTOR may, at any time, by written order, make changes within the scope of work and services described in this Agreement. If such change(s) cause an increase or decrease in the budgeted cost of, or the time required for performance of the agreed upon work, CONTRACTOR shall so advise the OUSD immediately via the Contracts Administrator with a revised ISA. The revised ISA 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 the OUSD prior to the time that CONTRACTOR performs work or services related to the proposed adjustment in compensation. Any and all pertinent changes shall be expressed in a written supplement to this Agreement prior to implementation of such changes.
- 4.9 **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, employee, representative or agent from 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.
- 4.10 **CONTRACTOR Qualifications / Performance of Services.**
- (a) **CONTRACTOR Qualifications.** CONTRACTOR is specially trained, experienced, competent and fully licensed to provide the Services required by this Agreement in conformity with the laws and regulations of the State of California, the United States of America, and all local laws, ordinances and regulations, as they may apply.
- (b) **Standard of Care.** CONTRACTOR represents that CONTRACTOR has the qualifications and ability to perform the Services in a professional manner, without the advice, control, or supervision of OUSD. CONTRACTOR's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California school districts.

- 4.11 **Employees or Subcontractors of CONTRACTOR.** Consistent with invoicing requirements in Section 7, CONTRACTOR shall submit a list of employees or other persons who were working on the District's school sites for the period CONTRACTOR is invoicing. In the event that OUSD, in its sole discretion, at any time during the term of this Agreement, desires the removal of any CONTRACTOR related persons, employee, representative or agent from the OUSD school site and, or property, CONTRACTOR shall immediately upon receiving notice from OUSD of such desire, cause the removal of such person or persons.
- 4.12 **OUSD's Evaluation of CONTRACTOR.** and CONTRACTOR's Employees and/or Subcontractors. OUSD may evaluate the CONTRACTOR's work in any way that OUSD is entitled to do so pursuant to applicable law. The OUSD's evaluation may include, without limitation:
- (a) Requesting that OUSD employee(s) evaluate the CONTRACTOR and the CONTRACTOR's employees and subcontractors and each of their performance.
 - (b) Announced and unannounced observance of CONTRACTOR, CONTRACTOR's employee(s), and/or subcontractor(s).
5. **CONDUCT OF CONTRACTOR.**
- 5.1 **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/portal/public/SAM>)
- 5.2 **Maintain background check.** CONTRACTOR certifies that all persons permitted to work on school sites or, may come in contact with children, have been cleared under California law and the Education Code.
- 5.3 **Maintain clean, safe, and secure program environments** for staff and students in conjunction with OUSD, and following OUSD guidelines. CONTRACTOR, as they view as necessary, will initiate and establish additional cleanliness, safety, and security policies and protocol sufficient to ensure staff, student and family member safety.
- 5.4 **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.
- 5.5 **Mandatory participation** in technical assistance, training, orientation, monthly meetings and other support and resource development activities provided by the OUSD and collaborative partners in conducting program planning, implementation, and evaluation as necessary. These may include required regular meetings with the school principal or other identified designee to ensure collaboration with the school vision. Participation in meetings facilitated by OUSD to address program success, areas of concern and for general troubleshooting are also required.
- 5.6 **Ensure compliance with funding guideline requirements** and follow OUSD policies and procedures. This includes compliance with District staffing requirements and policies including No Child Left Behind and other legislative mandates.
- 5.7 **Maintain five sets of essential collaborative relationships** to ensure partnerships towards effective program implementation:
- a) Administration, faculty, and staff of OUSD
 - b) OUSD central administration departments
 - c) Parents/Guardians
 - d) Youth
 - e) Community organizations and public agencies

6. SCOPE OF WORK.

6.1 The attached Menu of Service outlines the specific scope of work, and is described in full and incorporated into this Master MOU. Services are ordered specifically by site as detailed in the Individual Service Agreement. Only the services detailed in the menu may be ordered by an OUSD site.

7. INVOICING.

7.1 **Updated listing of employees and their respective ATI number.** CONTRACTOR agrees as a condition of payment for services provided, CONTRACTOR will provide a complete updated listing with monthly invoices of all employees, subcontracted agencies, and volunteers, and their respective ATI number as registered with the Dept of Justice/FBI, at the site for which CONTRACTOR is providing services and invoicing OUSD.

7.2 **Submission of invoices to OUSD.** CONTRACTOR must submit invoices to OUSD in a format acceptable to OUSD and on a timely and regular basis for services rendered. Invoices must contain the following information: a) the name of the project or school site; b) a daily list of tasks/services performed; the hours (or portion of an hour) worked for each task described; and d) and an itemization of any reimbursable expenses, including receipts. All invoices shall be accompanied by the following verification statement signed by the CONTRACTOR:

I personally reviewed this invoice dated_____.

I have ensured that the invoice is correct and that the services and costs were incurred in compliance with all agreements between me and/or my firm and the Oakland Unified School District.

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. CONTRACTOR must also submit invoices according to specific invoicing deadlines as outlined by OUSD to ensure timely processing. OUSD reserves the right to reject any invoice which does not meet the requirements in this Section 7.2.

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

8. INDEMNIFICATION

8.1 CONTRACTOR shall indemnify, hold harmless and defend the Oakland Unified School District, its Governing Board, State Trustee, Superintendent and each of its officers, officials, employees, volunteers and agents (hereinafter in this Section 8 collectively referred to as "the District") 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 the District, CONTRACTOR 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 agreement.

8.2 CONTRACTOR obligations under the preceding shall apply jointly and severally regardless of whether the District or any of its officers, officials, employees, volunteers or agents are actively or passively negligent, but shall not apply to any loss of liability, fines, penalties, forfeitures, costs or damages caused solely by the active negligence or by the willful misconduct of the District.

8.3 If CONTRACTOR should subcontract all or any portion of the work or activities to be performed under this agreement, CONTRACTOR shall require each subcontractor to indemnify, hold harmless and defend the District, its officers, officials, employees, volunteers or agents in accordance with the terms of the proceeding paragraph.

9. INSURANCE

9.1 Throughout the life of the MOU, CONTRACTOR 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:

- a) **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.
- b) **WORKERS COMPENSATION** insurance, as required by the California Labor Code, with not less than the statutory limits.
- c) **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 CONTRACTOR. If any District property is leased, rented or borrowed, it shall also be insured the same as real property.

9.2 The above policies of insurance shall be written on forms acceptable to the Risk Manager of the Oakland Unified School District and endorsed to name the Oakland Unified School District, its officers, employees, volunteers or agents, as additional insured. Said Additional Insured endorsement shall be provided to the Oakland Unified School District prior to this Master MOU becoming valid. If at any time said policies of insurance lapse or become canceled, this agreement shall become void. The acceptance by OUSD of the above-required insurance does not serve to limit the liability or responsibility of the insurer or CONTRACTOR to OUSD.

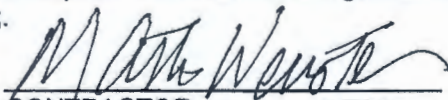
ADDITIONAL ADDENDUM(S) ATTACHED

(If this box is checked, additional terms and conditions apply.)

Yes No


- ASES / 21st CCLC PROGRAM GRANTS (Elementary / Middle)
- 21st CCLC ASSET GRANT (High School)
- FIELDTRIPS ONLY

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



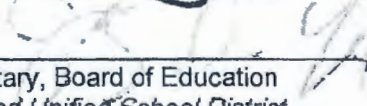
CONTRACTOR

Date: 5/29/14



President, Board of Education
Oakland Unified School District

Date: 6/26/14



Secretary, Board of Education
Oakland Unified School District

Date: 6/26/14

Bay Area Community Resources Anticipated Contract Amounts 2014-2015

| School | Funding Source | Amount |
|-------------------------|--|------------|
| Alliance | ASES | 87,152 |
| Alliance | SIG Funding | 62,000 |
| Bridges Academy | ASES | 85,886 |
| Bunche | 21 St Century- Core | 91,507 |
| Bunche | 21 St Century- Equitable Access | 21,545 |
| Bunche | 21 St Century- Family Literacy | 17,237 |
| Bunche | 21st Century - 2013-14 Carryover | 25,000 |
| Claremont | ASES | 85,787 |
| Elmhurst Community Prep | ASES | 122,454 |
| Elmhurst Community Prep | 21 St Century -Base | 129,145 |
| Elmhurst Community Prep | 21 St Century -Supplemental 2015 | 29,640 |
| Elmhurst Community Prep | 21 St Century -Equitable Access | 21,545 |
| Elmhurst Community Prep | 21 St Century- Family Literacy | 17,237 |
| Emerson | ASES | 93,855 |
| Esperanza Elementary | ASES | 70,117 |
| Esperanza Elementary | General Purpose | 19,950 |
| Glenview Elementary | ASES | 93,855 |
| Global Family | ASES | 86,143 |
| Global Family | Measure G | 11,000 |
| Global Family | 21 St Century -Supplemental 2015 | 29,640 |
| Grass Valley | ASES | 93,855 |
| Greenleaf Elementary | ASES | 79,455 |
| Hoover Elementary | ASES | 77,156 |
| Hoover Elementary | 21 St Century- Base | 61,067 |
| Hoover Elementary | 21 St Century- Supplemental 2015 | 24,700 |
| Horance Mann | ASES | 93,855 |
| Horance Mann | unknown (for mental health services) | 30,000 |
| Howard Elementary | ASES | 93,855 |
| Korematsu | ASES | 82,803 |
| Lafayette Elementary | ASES | 73,703 |
| Lafayette Elementary | 21 St Century- Base | 94,067 |
| Lafayette Elementary | 21 St Century -Supplemental 2015 | 24,700 |
| Madison Middle | ASES | 97,429 |
| Madison Middle | 21 St Century- Equitable Access | 11,905.00 |
| Madison Middle | 21 St Century- Base | 104,711.00 |
| Madison Middle | 21 St Century- Family Literacy | 17,237.00 |
| Madison Middle | 21 St Century -Supplemental 2015 | 39,520.00 |
| Madison Middle | 21 St Century- Supplemental - Saturdays | 8,254.00 |
| Markham Elementary | ASES | 85,635 |
| Martin Luther King Jr | ASES | 80,776.00 |
| Martin Luther King Jr | 21 St Century- Base | 96,576 |
| Martin Luther King Jr | 21 St Century- Supplemental 2015 | 14,820 |
| Martin Luther King Jr | 21 St Century- Supplemental - Saturdays | 6,000 |
| Martin Luther King Jr | unknown (for full service community schools) | 25,000 |

| | | |
|-----------------------------|--|---------------------|
| Melrose | ASES | 126,174 |
| Melrose | 21 St Century -Supplemental 2015 | 29,640 |
| Oakland Tech | 21 St Century- Core | 200,956 |
| Oakland Tech | 21 St Century- Equitable Access | 21,545 |
| Oakland Tech | 21 St Century- Family Literacy | 17,237 |
| Oakland Tech | 21st Century - 2013-14 Carryover | 25,000 |
| Place @ Prescott | ASES | 80,857 |
| Place @ Prescott | 21 St Century- Base | 54,683 |
| Place @ Prescott | 21 St Century- Supplemental 2015 | 14,820 |
| Reach | ASES | 93,855 |
| Reach | EIA-SCE-INSTR | 15,000 |
| Reach | General Purpose | 15,000 |
| Rudsdale | 21 St Century- Core | 130,289 |
| Rudsdale | 21 St Century- Equitable Access | 21,545 |
| Rudsdale | 21 St Century- Family Literacy | 17,237 |
| Rudsdale | 21st Century - 2013-14 Carryover | 25,000 |
| Sankofa Elementary | ASES | 124,795 |
| Sankofa Elementary | 21 St Century- Base | 96,955.00 |
| Sankofa Elementary | 21 St Century- Supplemental - Saturdays | 9,624.00 |
| Street Academy | 21 St Century- Core | 113,246.00 |
| Street Academy | 21 St Century- Equitable Access | 21,545.00 |
| Street Academy | 21 St Century- Family Literacy | 17,237.00 |
| Street Academy | 21st Century - 2013-14 Carryover | 25,000.00 |
| Urban Promise Academy | ASES | 112,468 |
| Urban Promise Academy | 21 St Century -Supplemental 2015 | 19,760.00 |
| Health and Wellness Project | Bechtel Student Health | 16,000.00 |
| | Total Above Anticipated Amount Contracted | 4,063,242.00 |
| | Additional Contracts 15% of Anticipated Amount | 609486.3 |
| | Total BACR Contract 2014-2015 | 4,672,728.30 |

Units of Service for Lead Agency: Bay Area Community Resources 2014-2015

Lead Agency Unit of Service for Elementary/Middle Schools

After School Services include:

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

Delivery of high quality after school programming consisting of academic, enrichment, and recreational/physical activity components to meet grant compliance. Services will be delivered by qualified and 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 August – 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: \$96,576

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

Lead Agency Unit of Service for High Schools

Description of Services:

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

Delivery of high quality after school programming consisting of academic, enrichment, recreational/physical activity, family literacy, and targeted Equitable Access services to students that are high risk and are hard to reach via general services. 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

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| served beyond the above base unit. |
| Other Specialized Services |
| <p>Option E: Youth Leadership and Career Exploration Structured weekly opportunities for youth to interact with trained mentors and engage in community service projects.</p> <p>Cost: \$6,000 for two sessions/week, from Sept – June; service for up to 20 youth.</p> |
| <p>Option F: Specialized CAHSEE preparation 6 week CAHSEE prep intensive: 2 hours every day with up to 3 tutors utilizing <i>Moving Forward Education</i> curriculum provided by trained mentors throughout entire school year.</p> <p>Cost: \$5,720</p> |
| <p>Option G: Specialized Title 1 Services Specialized Title 1 services will provide underprivileged children an enriched and accelerated educational program, including the use of school wide curriculum/programs or additional services such as intervention that increases the amount and quality of instructional time.</p> <p>Cost: \$12,000</p> |
| <p>Option H: Day Time Academic Support Additional academic services will be provide during the school day to the students. This may include computer instruction, tutoring, intervention or instruction of school wide curriculum.</p> <p>Cost: \$12,000</p> |
| <p>Option I: Parent workshops Specialized family events to foster parent involvement and understanding of how to provide academic support to children.</p> <p>Cost: \$300 per 2-hour event, for up to 75 families</p> |
| <p>Option J: Farmers Market Services Specialized health and nutrition activities for student to foster healthy eating and educate them on healthy eating by providing a produce stand on a weekly basis.</p> <p>Cost: \$5,500 to include all school community members.</p> |
| <p>Option K: Health and Wellness Specialized health and wellness activities for students that include: Restorative Justice activities, Wellness champions, behavioral health, etc.</p> <p>Cost: \$6,000</p> |
| <p>Option L: Physical Fitness Specialized physical fitness activities may include: all seasonal sport leagues (but not limited to) basketball, flag football, soccer, and track/field. It may also include: martial arts, capoeira, yoga, recreational activities, wrestling, or other physical activity as needed.</p> |

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

Option M: Visual or Performing Arts

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

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

Option N: Health & Nutrition

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

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

Option O: Full Service Community Schools

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

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

BACR Mental Health Services

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

Cost: \$9,000 per year

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

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

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

BACR Summer Programming

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

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

to 40-60 students.

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

Cost: \$30,000 for a 4 to 6 week summer program (approximately 3-6 hours/day) for up to 60-120 students.

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

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

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

Cost: \$17,237

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

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

Cost: \$21,545

Option : 21st Century Supplemental Program (Saturday and Intersession):

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

Cost: \$8,000

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

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



CERTIFICATE OF LIABILITY INSURANCE

BAYAR-3 OP ID: SG

DATE (MM/DD/YYYY)
07/11/13

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 Farallone Pacific Insurance Services, License # 0F84441 859 Diablo Avenue Novato, CA 94947 Peter C. Schmale, ext 121 | 415-493-2500 | CONTACT NAME: Sindy Graham |
| | 415-493-2505 | PHONE (A/C, No, Ext): 415-493-2166 FAX (A/C, No): 415-493-2505 |
| E-MAIL ADDRESS: sgraham@fp-ins.com | | |
| INSURER(S) AFFORDING COVERAGE | | NAIC # |
| INSURER A : Philadelphia Indemnity Ins Co. | | 32760 |
| INSURER B : State Compensation Ins. Fund | | |
| INSURER C : | | |
| INSURER D : | | |
| INSURER E : | | |
| INSURER F : | | |

INSURED **Bay Area Community Resources, Inc.**
171 Carlos Drive
San Rafael, CA 94903-2005

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 INSR | SUBR WVD | POLICY NUMBER | POLICY EFF (MM/DD/YYYY) | POLICY EXP (MM/DD/YYYY) | LIMITS |
|----------|--|-----------|----------|---------------|-------------------------|-------------------------|--|
| A | GENERAL LIABILITY | | | PHPK1041818 | 07/01/13 | 07/01/14 | EACH OCCURRENCE \$ 1,000,000 |
| | <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY | X | | | | | DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 |
| | CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR | | | | | | MED EXP (Any one person) \$ 20,000 |
| | Abuse Sublimit | | | | | | PERSONAL & ADV INJURY \$ 1,000,000 |
| | <input checked="" type="checkbox"/> 1,000,000 | | | | | | GENERAL AGGREGATE \$ 2,000,000 |
| | GEN'L AGGREGATE LIMIT APPLIES PER: | | | | | | PRODUCTS - COMP/OP AGG \$ 2,000,000 |
| | <input type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input checked="" type="checkbox"/> LOC | | | | | | \$ |
| A | AUTOMOBILE LIABILITY | | | PHPK1041818 | 07/01/13 | 07/01/14 | COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 |
| | <input type="checkbox"/> ANY AUTO ALL OWNED AUTOS | | | | | | BODILY INJURY (Per person) \$ |
| | <input checked="" type="checkbox"/> HIRED AUTOS | | | | | | BODILY INJURY (Per accident) \$ |
| | <input checked="" type="checkbox"/> SCHEDULED AUTOS | | | | | | PROPERTY DAMAGE (Per accident) \$ |
| | <input checked="" type="checkbox"/> NON-OWNED AUTOS | | | | | | \$ |
| A | UMBRELLA LIAB | | | PHUB426381 | 07/01/13 | 07/01/14 | EACH OCCURRENCE \$ 5,000,000 |
| | <input checked="" type="checkbox"/> EXCESS LIAB | | | | | | AGGREGATE \$ |
| | <input checked="" type="checkbox"/> OCCUR | | | | | | \$ |
| | <input type="checkbox"/> CLAIMS-MADE | | | | | | |
| | DED <input checked="" type="checkbox"/> RETENTION \$ 10,000 | | | | | | |
| B | WORKERS COMPENSATION AND EMPLOYERS' LIABILITY | | | 400110249 | 07/01/13 | 07/01/14 | <input checked="" type="checkbox"/> WC STATUTORY LIMITS <input type="checkbox"/> OTHER |
| | ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) | Y/N | N/A | | | | E.L. EACH ACCIDENT \$ 1,000,000 |
| | If yes, describe under DESCRIPTION OF OPERATIONS below | | | | | | E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 |
| | | | | | | | E.L. DISEASE - POLICY LIMIT \$ 1,000,000 |
| A | Professional Liability | | | PHPK1041818 | 07/01/13 | 07/01/14 | Each Aggregate 1,000,000 2,000,000 |

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

CERTIFICATE HOLDER**CANCELLATION**

Oakland Unified School District
1025 Second Avenue
Oakland, CA 94606-2212

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

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SAM Search Results
List of records matching your search for :

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

| | | |
|------------------------------|------------------------------------|------------------------------|
| ENTITY | BAY AREA COMMUNITY RESOURCES, INC. | Status:Active |
| DUNS: 102947132 | +4: | CAGE Code: 3VGW8 DoDAAC: |
| Expiration Date: Sep 6, 2014 | Has Active Exclusion?: No | Delinquent Federal Debt?: No |
| Address: 171 CARLOS DR | | |
| City: SAN RAFAEL | State/Province: CALIFORNIA | |
| ZIP Code: 94903-2005 | Country: UNITED STATES | |