

Board Office Use: Legislative File Info.	
File ID Number	16-1787
Introduction Date	8/24/16
Enactment Number	16-1354
Enactment Date	8/24/16 OR



Memo

To Board of Education
From Antwan Wilson, Superintendent

Board Meeting Date 8/24/16
(To be completed by Procurement)

Subject Individual Service Agreement - Master Memorandum of Understanding - East Bay Asian Youth Center (contractor) - 179/Manzanita Community School (site)

Action Requested Approval of the Individual Service Agreement to the Master Memorandum of Understanding (MMOU) between District and East Bay Asian Youth Center, for services to be provided primarily to 179/Manzanita Community School.

Background
A one paragraph explanation of why the consultant's services are needed. The attached Individual Service Agreement is the contracting of services at the negotiated price, stated in the referenced Master MOU, approved by the Board of Education on August 10, 2016 (Enactment Number 16-1289).

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 East Bay Asian Youth Center, Oakland, CA, for the latter to provide its Menu Option A-Lead Agency Unit for Arts, Recreation, Leadership and Family Literary activities, as described in the Program Plan, incorporated herein by reference as though fully set forth, at Manzanita Community School for the period of July 1, 2016 through August 18, 2017, in an amount not to exceed \$93,879.18, 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 East Bay Asian Youth Center for the latter to provide Arts, Recreation, Leadership and Family Literary activities for the After School Program at Manzanita Community School for the period July 1, 2016 through August 18, 2017.

Fiscal Impact Funding Resource: 6010/After School Education and Safety (ASES) Grant in an amount not to exceed \$93,879.18.

Attachments

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



CONTRACT JUSTIFICATION FORM

**This Form Shall Be Submitted to the Board Office
With *Every* Consent Agenda Contract.**

Legislative File ID No. 16-1787

Department: After School Programs, Manzanita Community School

Vendor Name: East Bay Asian Youth Center

Contract Term: Start Date: 7/01/2016 End Date: 8/20/2017

Annual Cost: \$ 93,879.18

Approved by: Julia Ma

Is Vendor a local Oakland business? Yes No

Why was this Vendor selected?

This organization has demonstrated experience and capacity serving in the after school lead agency role. This organization successfully met all requirements of OUSD's Lead Agency Request for Qualifications process and has been approved as a qualified lead agency partner by the OUSD Expanded Learning Office.

Summarize the services this Vendor will be providing.

This organization will provide comprehensive after school services for Oakland students, following the requirements set forth by OUSD and by the California Department of Education's ASES and/or 21st Century Community Learning Center grant programs. Daily after school services will include academic support, enrichment, and physical activity for students, as well as family engagement activities. This organization will work in close partnership with the host school site to align after school programming with the goals and priorities of the school's SPSA. This organization will also work in close partnership with the OUSD Expanded Learning Office to ensure the program meets attendance targets, fulfills compliance requirements, and achieves youth development quality standards.

Was this contract competitively bid? Yes No

If No, answer the following:

1) How did you determine the price is competitive?

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Enactment Date	8/24/16



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

INDIVIDUAL SERVICE AGREEMENT (ISA) 2016-2017

MASTER MOU INFORMATION			
VENDOR NAME	East Bay Asian Youth Center		
VENDOR #	V012162	ENACTMENT #	
SITE / DEPT NAME	Manzanita Community School	SITE #	179
OUSD STAFF CONTACT - EMAILS ABOUT THIS CONTRACT SHOULD BE SENT TO:		Renee.McMearn@ousd.org	

ORDER MENU OF SERVICES (EXHIBIT A OF MASTER MOU) – SELECT DESIRED SERVICE				
SERVICE AND UNIT OF SERVICE (SEE EXHIBIT A OF MASTER MOU FOR A FULL DESCRIPTION OF SCOPE OF WORK AND MENU OF SERVICES)	GRADE LEVEL(S) SERVED	RATE PER UNIT	DESIRED UNITS	AMOUNT (DESIRED UNITS TIMES RATE PER UNIT)
Lead Agency Unit of Services Option A	K-5	\$ 93,879.18	1	\$ 93,879.18
		\$		\$
		\$		\$
TOTAL AMOUNT				\$ 93,879.18
IF FEE DOES NOT EQUAL RATE PER UNIT MULTIPLIED BY DESIRED UNITS, EXPLAIN REASON FOR ALTERED RATE:				

BUDGET INFORMATION					
REQUISITION NUMBER		START DATE	07/01/2016	END DATE	08/18/2017
RESOURCE #	RESOURCE NAME	ORG KEY			AMOUNT
6010	ASES	1791553401			\$ 93,879.18
					\$
					\$

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	David Kakishiba	TITLE	Executive Director
SIGNATURE			DATE	6/26/16
OUSD SITE ADMINISTRATOR	NAME	Eyana Spencer	TITLE	Principal
SIGNATURE			DATE	6/30/16

APPROVAL			
IF USING FUNDS REVIEWED BY STATE AND FEDERAL PROGRAMS OR Quality Community School Development			
SPSA ACTION ITEM NUMBER: _____ OR, _____ SPSA MODIFICATION DOCUMENTATION ATTACHED			
RESOURCE MANAGER, if using funds managed by:			
<input type="checkbox"/> State and Federal <input type="checkbox"/> Quality Community School Development <input checked="" type="checkbox"/> After School Programs			
SIGNATURE		DATE	7/8/16
SIGNATURE		DATE	
NETWORK / EXECUTIVE OFFICER or DEPUTY CHIEF			
SIGNATURE		DATE	7/11/16
PRESIDENT AND THE SECRETARY OF THE BOARD OF EDUCATION			
SIGNATURE		DATE	8/25/16
SIGNATURE		DATE	8/25/16

2016-17 Elementary/Middle School After School Program Budget

AFTER SCHOOL BUDGET PLANNING SPREADSHEET

ELEMENTARY & MIDDLE SCHOOLS 02/2016

Site Name	Site #	Average # of students to be served daily (ADA)	ASES	OFCY Match Funds	Program Fees (if applicable)	Other School Site Funds	Other Lead Agency Funds
Manzanita Elementary School	179	60	Resource 8316, Program 1153 OUUSD (Lead Agency)	Lead Agency	Lead Agency	Lead Agency	Lead Agency
TOTAL GRANT AWARD			112,500.00	90,870.00	0.00	0.00	0.00
CENTRAL COSTS - INDIRECT, ADMIN, EVAL, PD, CUSTODIAL, SUPPLIES							
	OUUSD Indirect (5%)	5,357.14					
	OUUSD ASPO admin, evaluation, and training/technical assistance costs	7,009.35					
	Custodial Staffing and Supplies at 3.25%	3,254.34					
TOTAL SITE ALLOCATION			96,679.17				
CERTIFICATED PERSONNEL							
1120	Quality Support Coach/Academic Liaison REQUIRED	2,500.00				0.00	
1120	Certificated Teacher Extended Contracts- math or ELA academic intervention (required for MS)	0.00				0.00	
	Certificated Teacher Extended Contracts- ELL supports					0.00	
	Total certificated	2,500.00				0.00	
CLASSIFIED PERSONNEL							
2205	Site Coordinator (list here, if district employee)	0.00	0.00			0.00	0.00
2220	SSO (optional)	0.00				0.00	
		0.00					
	Total classified	0.00	0.00			0.00	0.00
BENEFITS							
3000's	Employee Benefits for Certificated Teachers on Extended Contract (benefits at 20%)	500.00					
3000's	Employee Benefits for Classified Staff on Extra Time/Overtime (benefits at 22%)	0.00					
3000's	Employee Benefits for Salaried Employees (benefits at 42%)	0.00					
3000's	Lead Agency benefits (rate: 25%)		0.00				
	Total benefits	500.00	0.00			0.00	0.00
BOOKS AND SUPPLIES							
4310	Supplies (OUUSD only, except for Summer Supplemental)	0.00				0.00	0.00
4310	Curriculum (OUUSD only)	0.00				0.00	0.00
5829	Field Trips	0.00				0.00	0.00
4420	Equipment (OUUSD only)	0.00				0.00	0.00
	Building Intentional Communities curriculum (required for 21st Century middle school sites- allocate at same level as 2014-15)						
	Bus tickets for students						
	District professional development on district PD days (Bridging the Bay conference, Youth Work Methods trainings)		500.00				
	Total books and supplies	0.00	500.00	0.00	0.00	0.00	0.00
CONTRACTED SERVICES							
5825	Site Coordinator (list here if CBO staff) 1 position/\$35.44/H/40H/W/40W	0.00	42,522.00	14,174.00			
5825	Literacy academic instructors (required for ES) 1 positions/\$19.20/H/22H/W/37W		15,628.80				
5825	Math academic instructors (required for ES) 1 positions/\$19.20/H/22H/W/37W	0.00	15,628.80				
5825	Enrichment Facilitators/Reading Specialist 1 position/\$25/H/15.5H/W/36W		0.00	6,000.00			
5825	Restorative Justice Lead Facilitator (required for 21st Century sites that have a school-day RJ coordinator)		0.00				



2016-17 Elementary/Middle School After School Program Budget

ELEMENTARY & MIDDLE SCHOOLS 02/2016

Site Name	Site #	Average # of students to be served daily (ADA)	ASES			OFCY Match Funds	Program Fees (if applicable)	Other Lead Agency Funds
			Resource	Lead Agency	%			
Manzanita Elementary School	179	60	0.00	90,442.76	9.00	81,865.00	0.00	
5825	Family Liaison (recommended for 21st Century sites)							
5825	Academic Mentor 3.34 positions/\$19.20/H/22HW/37W			7,376.16		44,795.00		
5825	Program Director 1 position/\$58.04/H/4HW/40W			9,287.00				
5825	Activities					9,435.00		
5825	Facilities					4,615.00		
5825	Utilities					923.00		
5825	Telecommunications					231.00		
5825	Supplies & Services					923.00		
5825	Reprographics					769.00		
	Total services		0.00	90,442.76	9.00	81,865.00	0.00	
IN-KIND DIRECT SERVICES								
							0.00	
							0.00	
							0.00	
							0.00	
	Total value of in-kind direct services						0.00	
LEAD AGENCY ADMINISTRATIVE COSTS								
	Lead Agency admin (4% max of total contracted \$)			2,936.42		9,005.00		
SUBTOTALS								
	Subtotals DIRECT SERVICE	85.00	4,682.24	90,942.76	9.00	81,865.00	0.00	
	Subtotals Admin/Indirect		13,938.58	2,936.42		9,005.00	0.00	
TOTALS								
	Total budgeted per column		18,620.83	93,879.18		90,870.00	0.00	
	Total BUDGETED	###	112,500.00	###	###	90,870.00	0.00	
	BALANCE remaining to allocate		0.00					
	TOTAL GRANT AWARD ALLOCATION TO SITE		112,500.00					



ASES MATCH REQUIREMENT:	
ASES requires a 3:1 match for every grant award dollar awarded	
Total Match amount required for this grant:	37,500.00
Facilities count toward 25% of this match requirement:	9,375.00
Remaining match amount required:	28,125.00
Match should be met by combined OFCY funds, other site funds, private dollars, and in-kind resources. This total equals:	0.00
Total Match amount left to meet:	28,125.00

Required Signatures for Budget Approval:

Principal:		Date:	4/27/16
Lead Agency:		Date:	4/27/16

OUSD After School Programs
 ASES and 21st Century Community Learning Center (21st CCLC) After School Program Plan
 Elementary & Middle Schools
 2016 – 2017

SECTION 1: School Site Information

School Site: Manzanita Community School	Lead Agency: East Bay Asian Youth Center
Principal Signature: 	Lead Agency Signature: 
After School Site Coordinator Name: Juan Campos	Date: 4/20/16

SECTION 2: Alignment with Site Plan (SPSA), Major Improvement Priorities

In collaboration with school leadership, identify the school's Major Improvement Priorities where this after school program is identified for its high leverage practices:

Our school focuses on the common core standards. We want our students to be deep thinkers who can explain their ideas and opinions. Our after school program can support this work through regular independent reading and skill building time with students, as well as helping students build background knowledge through SEL lessons, enrichment classes and field trips. It is our goal to also continue building on parent involvement and the monthly PAC meetings. We also hold academic parent meetings three times a year for all 1st-5th grade students during the regular PAC meeting time

LCAP Strategic Priorities

In collaboration with school leadership, identify the specific LCAP goal(s) that this afterschool program will intentionally support.

- College & Career Readiness (LCAP Goal 1)
- Literacy (Proficiency on Standards, Grade Level Reading, English Learners Reading Fluency-LCAP Goals 2, 3, 4)
- Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- Student Engagement (LCAP Goal 5)
- Parent/Family Engagement (LCAP Goal 6)
- Safe, Healthy & Supportive Schools (LCAP Goal 7)

State 3 – 4 primary goals of the After School Program and intended impacts for participating students.
Describe how these after school goals align with the school's Major Improvement Goals and Strategies identified in its SPSA plan.

I. Program Mission

To foster a college-going culture among elementary school students and families.

II. Program Impact Objectives

1. 80% of children demonstrate a belief that s/he will be a college graduate, as indicated by surveys.
2. 80% of children demonstrate a work ethic, as indicated by surveys.
3. 80% of children demonstrate an ability to work collaboratively with peers, as indicated by surveys.
4. Student demonstrates proficiency in reading, as indicated by reading scores.
5. Program shall be ranked "Performing" or "Thriving", as indicated by YPQA Assessment.

III. Program Theory-of-Change

1. If EBAYC sustains students' daily attendance in the program;
 2. If EBAYC consistently promotes, communicates, and models to all students and parents/caregivers the value of going to college;
 3. If EBAYC provides all students multiple and diverse opportunities to engage in project/activity-based learning; and
 4. If EBAYC provides all students multiple and diverse opportunities to learn-to-read and read-to-learn;
- Then EBAYC After-School Learning will achieve its Program Impact Objectives.

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>
High School Graduation: How many more Oakland children are graduating from high school?	Academic intervention and homework assistance	All children will matriculate to the next grade level by the end of the school year	Transcript
Satisfactory School Day Attendance: How many more Oakland children are attending school 95% or more?	After school mentoring and general academic support	All children will achieve an attendance rate of 95% or above	Attendance report
Job Skills/Career readiness: How many more students have meaningful internships and/or paying jobs?	N/A	N/A	N/A
Health and Well-being: How many more Oakland children have access to, and use, the health services they need?	N/A	N/A	N/A

SECTION 4: Program Model and Lead Agency Selection

For 2016-2017, my site will operate the following program model:

Traditional After School: *voluntary program open to all students, with enrollment priorities targeting certain students*

Extended Day Program: *additional class periods offered to students after the end of the regular bell schedule, for targeted grades and/or for all students of the school (Note: extended day classes must **not** appear on the school bell schedule)*

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.

EBAYC is non-profit community-building organization dedicated to supporting young people to be safe, smart, and socially responsible. EBAYC provides a continuum of integrated support services to a racially and culturally diverse membership of 2,000 children, youth, and young adults in Oakland's San Antonio, Eastlake, and Chinatown neighborhoods. Our services – Expanded Learning, Case Management, and Parent Engagement – result in higher school attendance rates, lower school suspension rates, and lower incarceration rates. Our services are provided in partnership with 15 neighborhood public schools – Oakland High School, Roosevelt Middle School, Frick Middle School, Edna Brewer Middle School, Urban Promise Academy, Garfield Elementary School, Franklin Elementary School, Lincoln Elementary School, Manzanita Community School, Bella Vista Elementary School, La Escuelita K-8 School, Cleveland Elementary School, Dewey Academy, Metwest High School, Oakland International High School – and the Alameda County Probation Department.

EBAYC organizes families to build relationships with one another across race and culture to improve the quality of neighborhood life. We authored and co-lead the Oakland's Kids First! Initiative, the landmark 1996 ballot measure requiring the City of Oakland to allocate 3% of its annual unrestricted revenue for children and youth services. We organized residents to close down the notorious National Lodge Motel on 17th Avenue & International Boulevard. Most recently, we co-authored and co-led the successful campaign to pass the College & Career Readiness for All Act of 2014, California's first local parcel tax dedicated to providing high-quality career pathways for every high school student in Oakland's district and charter-operated high schools.

EBAYC manages an annual operating budget of \$5 million and employs over 100 individuals, of whom the vast majority are Oakland natives, neighborhood residents, and program alumni. We are Oakland's only youth development organization that has the professional capacity to effectively communicate with and serve Spanish, Cantonese, Vietnamese, Lu-Mien, Khmer, and Tagalog speaking families.

SECTION 5: Attendance, Program Dates, Minimum Days, 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.

** 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, including training agenda and staff sign in sheets.*

Required # of Program Days your program will operate during School Year 2016-2017 (programs are required to operate between 177 – 180 days of the school year)	180
Projected Daily Attendance during School Year 2016-2017	85
Programs are allowed up to three days of program closure during the school year to offer staff professional development. Please list the three days (if any) your program plans to close this year for PD.	TBD
Minimum Days Elementary and middle school after school programs are required to operate from the end of the school day to 6pm. When a school holds minimum days, the after school program must begin early and run a long day until 6pm. Minimum days have significant impact on the after school staffing and budget. Thus, during the program planning process, school leadership and the lead agency partner must discuss the anticipated number of minimum days for the program year, and discuss shared resources to fund minimum day programming when the number of minimum days exceeds the typical OUSD schedule of one minimum day per week for the school year.	
Projected Number of Minimum Days for School Year 2016-2017	37
Describe funding plan to operate program on minimum days, including additional school resources (if any), to support full program implementation on all minimum days: The after school program can absorb extra staff hours for the 37 regular minimum days in the school year. However, any additional minimum days is not accounted for in the budget. We would like the school to assist us in developing a strategy to support the after school staff's increased work hours on the additional minimum days.	
SECTION 6: Program Schedule	
<ol style="list-style-type: none"> 1. Submit program schedule as an attachment, using the standard program schedule template. The after school schedule must indicate the school name and the program year. 2. Submit a copy of the school bell schedule for the 2016-17 school year. 	

Important Notes: The after school schedule must commence immediately the minute the school day bell schedule ends on all program days. Before submitting, compare the school bell schedule with the after school schedule to ensure that the times are aligned. (i.e. If the school bell schedule ends at 2:50 pm, then the after school schedule must begin at 2:50 pm. The same is true on minimum days.)

Additionally, programs must operate at least until 6pm daily AND must operate at least 3 hours per day. (i.e. If the school bell schedule ends at 3:10 pm, then the after school program must begin at 3:10 pm and run until 6:10 pm)

Please make sure program schedule clearly shows when the following program requirements will take place:

Elementary requirements:

- One hour/week of literacy instruction for students in grades K-5
- One hour/week of math instruction for students in grades K-5

Middle School requirements:

- Youth Leadership
- Academic intervention (ELA and math)
- Middle school athletics (recommended)
- College and career readiness programming

SECTION 7: Transitions Support for High Need Populations of Students

Schools have students transitioning in and out over the course of the school year. This includes transitional youth such as foster youth and Newcomers who may enter the school year mid-year. It is an LCAP priority in OUSD that we provide services to these high need populations of foster youth and English language learners including Newcomers.

How will your program collaborate with the school day to support high need students who are transitioning into the school? How will your program set aside program slots so that there is some space to serve high priority students transitioning into the school mid-year?

We are required to meet the enrollment goal of 85 at the beginning of the school year, as a result, there is no reserved slot for other students. However, we can put the transitional students on top of the wait list and will enroll the new student as soon as space becomes available.

SECTION 8: 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, and project-based learning.

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.

Please include the following requirements:

- **Required Elementary Academic Programming:** Elementary programs are required to provide at least 1 hour of literacy instruction per week for all students and 1 hour of math instruction per week for all students. (Curriculum and PD will be provided by OUSD.)
- **Required for Middle school Academic Programming:** Math and ELA academic intervention should be provided by teachers on extended contract, in order to support students struggling academically.

Description of program/activity	Target Population	Academic Support (choose one)	SPSA goal(s) or school need supported by activity	Instructional Strategies	Frequency (hrs/week, # of weeks)	Measurable Outcomes
Homework Assistance	All ASP students	<input checked="" type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervention <input type="checkbox"/> Other	A quality school will offer an integrated system of academic and learning support services provided by adults and youth.	Student will be organized in small groups organized by grade levels.	5 hours of homework assistance per week for 37 weeks.	Students will receive 5 hours of homework assistance per week by college and high school students.
Literacy Instruction	All ASP students	<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input checked="" type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervention <input type="checkbox"/> Other	A quality school will offer an integrated system of academic and learning support services provided by adults and youth.	Student will be organized in small groups organized by grade levels.	3 hours of reading intervention per week for 37 weeks.	Students will receive 3 hours of reading intervention per week by college and high school students.
Math Instruction	All ASP students	<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input checked="" type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervention <input type="checkbox"/> Other	A quality school will offer an integrated system of academic and learning support services provided by adults and youth.	Student will be organized in small groups organized by grade levels.	3 hours of math intervention per week for 37 weeks.	Students will receive 3 hours of math intervention per week by college students with chrome books

SECTION 9: 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.

Please include the following required and recommended **Middle School Program Components**: Youth leadership, middle school athletics, and college and career readiness programming.

Description of Program/ Activity	Rationale	SPSA goal(s) or school need supported by activity	Target Population and Frequency (hrs/week; number of weeks offered)	Targeted Skills	Measurable Outcome
College and Career Awareness	<input type="checkbox"/> Student Identified <input type="checkbox"/> School Identified <input checked="" type="checkbox"/> Parent Identified <input checked="" type="checkbox"/> Other (Lead Agency)	- SPSA goal 1,2 - School provides enrichment support during, and after school.	All ASP students, one hour per week, 37 weeks	<input checked="" type="checkbox"/> College/Career Readiness <input type="checkbox"/> Social & Emotional Learning <input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input type="checkbox"/> Health and Wellness <input type="checkbox"/> Other (specify)	Students will receive 3 different options of career and college workshops in a semester.
Organized Physical Activities - Soccer Program	<input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input checked="" type="checkbox"/> Parent Identified <input checked="" type="checkbox"/> Other (Lead Agency)	- SPSA goal 1,2 - School provides enrichment support during, and after school.	All ASP students, one hour per day, 37 weeks	<input type="checkbox"/> College/Career Readiness <input type="checkbox"/> Social & Emotional Learning <input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input checked="" type="checkbox"/> Health and Wellness <input type="checkbox"/> Other (specify)	Students will receive 3 hours of physical activities per week. They will know the rules and regulation of the sport. In additions students will participate in our soccer program with an additional 3 hours of physical activity.
Art and Crafts	<input type="checkbox"/> Student Identified <input type="checkbox"/> School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	- SPSA goal 1,2 - School provides enrichment support during, and after school.	All ASP students, one hour per day, 37 weeks	<input type="checkbox"/> College/Career Readiness <input type="checkbox"/> Social & Emotional Learning <input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input type="checkbox"/> Health and Wellness <input type="checkbox"/> Other (specify)	Students will be able to integrate art and crafts methods into projects. They will receive 3 hours of instruction per week.

Modern Dance	<input type="checkbox"/> Student Identified <input type="checkbox"/> School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	- SPSA goal 1,2 - School provides enrichment support during, and after school.	All ASP students, one hour per day, 37 weeks	<input type="checkbox"/> College/Career Readiness <input type="checkbox"/> Social & Emotional Learning <input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input type="checkbox"/> Health and Wellness <input type="checkbox"/> Other (specify)	Students will learn and be able to perform different dances. They will receive 3 hours of instruction per week.
Gardening	<input type="checkbox"/> Student Identified <input type="checkbox"/> School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	- SPSA goal 1,2 - School provides enrichment support during, and after school.	All ASP students, one hour per day, 37 weeks	<input type="checkbox"/> College/Career Readiness <input type="checkbox"/> Social & Emotional Learning <input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input type="checkbox"/> Health and Wellness <input type="checkbox"/> Other (specify)	Students will be able to integrate gardening methods into projects. They will receive 3 hours of instruction per week.

SECTION 10: 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. For 21st Century grantees who receive Family Literacy funding: *The activities listed below must align to your 21st Century Family Literacy budget plan.*

Type of Activity and Frequency	SPSA goal(s) or school need supported by activity	Describe how this activity is connected to student achievement	Measurable Outcome	Alignment with school day family engagement / family literacy efforts or resources
Family Learning Nights	Number of family learning nights, and 3 literacy nights per year and annual science fair	Parents and caregivers participate in specific information-sharing and skill-building activities that help support their child's learning. Activities include: Building Relationships with Your Child's Academic Mentor and Teacher; Understanding the Scholastic Reading Index; and Understanding Pathways to College	75% of participants' parents will attend the Family Nights	- Family Literacy nights - Science Fair Teacher grade level meetings.

SECTION 11: 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
a) Recruit and address the needs of students who are at risk of chronic absenteeism.	Review students' program and school attendance.
b) Inform parents about the importance of attendance and encourage parents to help each other get their students to class.	Monthly meeting to inform the parents of their children's academic progress
c) Track students with poor program attendance and reach out to find out why and how attendance could be improved.	Daily phone call to follow up with students' absences.
d) Celebrate good attendance and/or offer meaningful incentives to attract and reward students for attending our program.	Periodic awards during program assembly to recognize good attendance. Awards include incentive prizes, student of the month recognition.

SECTION 12: 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 strategies that OUSD schools are taking to change discipline and transform school culture and climate. Which of the following school strategies will your after school program work to intentionally align with, in order to support positive school culture and climate?

PBIS (Positive Behavioral Interventions and Support)

Restorative Justice

Social and Emotional Learning

Bullying Prevention: including online safety and creating climate of safety for all youth including foster youth, homeless, LGBTQ, disabilities, etc

Other: (please specify) BIC

b) How will the school and lead agency partner work together to ensure that the after school program is aligned with these efforts, and helping to transform school culture and climate? (ie. shared professional development, curriculum, coaching, planning meetings, COST meetings, etc.)

School and lead agency will partner to ensure that the after school program is aligned in supporting these efforts. The goals of the partnership are to transform school culture and climate with planning meetings, sharing ideas, fostering collaborative leadership, and collaborating to sponsor school wide events.

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, Ethnic Studies curriculum, recognition ceremonies for student accomplishments, Black professionals as role models or mentors, etc.):

School suspension is rarely practiced at the Elementary School level. School administrator and teachers often try alternatives to suspension before the official decision is made. Currently, the MCS after school program is working with Brothers on the Rise to provide additional support to African American students in areas of youth leadership and mentoring.

d) Please mark other strategies your after school program and school site are using to support all students and address disproportionality:

- Using Restorative practice to address disproportionality related to discipline
- Trauma informed practices
- Using PBIS to address discipline

SECTION 13: Social and Emotional Learning (SEL)

Developing SEL skills in students and in the adults who work in the Oakland school system is a key priority for OUSD. SEL includes the following skills: self-management, self-awareness, social awareness, relationship skills, and responsible decision-making.

Describe how you will work intentionally to develop SEL skills in program staff:	<ul style="list-style-type: none"> - Staff will meet once a week for staff training and development. - PBIS training, staff will use classroom modeling and positive reinforcement. - Staff will also continue to model BIC's
Describe how you will work intentionally to develop SEL skills in students:	Students that do well are able to earn points towards the incentive store. They are given 25 points each day. We will continue to develop SEL skills and more BIC's. African American, Latino, and Asian students will participate in Brothers on the Rise's after school group where they learn about social and emotional skill building.

SECTION 14: Coordination with Other Service Providers In the Full Service Community School model, the school becomes a hub of services where various types of service providers come together, work together, and coordinate their efforts to meet the holistic needs of students and families.	
The after school Site Coordinator or Director will actively participate in which of the following school group(s), in order to increase alignment between after school and school day efforts?	<input checked="" type="checkbox"/> COST team (Coordination of Services Team) <input checked="" type="checkbox"/> SST (Student Study Team) <input checked="" type="checkbox"/> SSC (School Site Council) <input type="checkbox"/> ELT (Educational Leadership Team) <input type="checkbox"/> PTA <input checked="" type="checkbox"/> Attendance Team/Workgroup <input type="checkbox"/> SPSA Site Planning team <input type="checkbox"/> School Culture/Climate Committee <input checked="" type="checkbox"/> Other (PBIS)
List key community partners whom you will actively collaborate with to accomplish the goals of your program.	Computer Literacy Program, Bothers on the Rise, Prescott Circus, America Scores
List all subcontractors who will be paid to deliver after school services.	N/A
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.	School nurse, and counselor

2016-17 After School Enrollment Policy for Manzanita Community 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 in need of academic / emotional support, and intervention to improve academic performance.	District assessments, COST referrals, Performance on SBAC, Formal recommendation	
English language learners	CELDT/ SRI/ FMP reading level SBAC	
Students from socio-economically disadvantaged families/backgrounds.	FRL data	

Which grade levels will you serve in this program? 2nd – 5th

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 2016. Indicate how families will be notified of 2016-17 enrollment before the last day of school, June 9, 2016.

Timeline	After School Enrollment Steps/Process	Individual(s) responsible
April 2016	Program enrollment announcement	EBAYC ASP Director
April 2016	Release of application	EBAYC ASP Director
May 2016	Recruitment and intake	EBAYC ASP Director
June 2016	Parent Orientation	EBAYC ASP Director

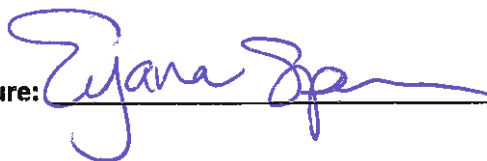
Important dates to include in your timeline:

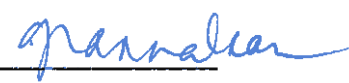
- April – June: Spring enrollment for 2016-17 programs.
- Families will be notified of 2016-17 after school enrollment before the last day of school, June 9, 2016.
- After school programs begin on 1st Day of school, with enrollment at a minimum 75% capacity.
- August – September: New school year enrollment of families for remaining program slots.
- Remaining program slots will be filled by September 30, 2016, except for slots reserved for transitional students (ie. Foster youth, Newcomers) entering the school mid-year.
- All programs must maintain waitlists after program slots are filled.

School Support for Program Recruitment

Describe how the school will support after school program recruitment efforts. Specify how school staff will help promote the after school program, refer students, and communicate with families about program opportunities:

The school staff will help promote the after school program by referring students, communicating with families about the program registration, making phone call to families regarding the opportunities, sending flyers home regarding the program enrollment and make announcements during parent meetings and school wide events.


Principal Signature: 

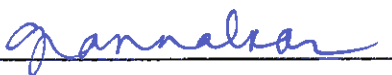
Lead Agency Signature: 

2016-17 Assurances for Grant Compliance and After School Alignment with School Day

Principal and Lead Agency representative 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) Quality Support Coach/Academic Liaison Role Description.

Principal initials	Lead Agency initials	2016 – 17 Assurances for Grant Compliance and After School Alignment with School Day
ES	ty	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.
ES	ty	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.
ES	ty	Site Administrator will meet regularly with Site Coordinator to ensure program is meeting identified goals.
ES	ty	Site will share student outcome data to better refine program (Attendance data, test scores, Report Cards, IEP’s, etc).
ES	ty	The principal and lead agency partner have reviewed and discussed the Quality Support Coach key responsibilities. 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 Quality Support Coach and to fulfill all responsibilities outlined in the role description.
ES	ty	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.
ES	ty	Site will invite Site Coordinator to participate on SSC, COST, SST, and/or SPSA planning teams to ensure coordination of services.
ES	ty	Site will coordinate the use of facilities and site level resources in support of program goals.
ES	ty	Site will provide Site Coordinator with office space that includes access to internet and phone.
ES	ty	Site Administrator will share the School Site Safety Plan with the Site Coordinator and discuss appropriate policies and procedures to ensure safety during the after school hours.

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 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
- Provide on-site coaching to after school staff implementing literacy and math curriculum.

The 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 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 required budget allocation for this position is \$2,500 for the year, equivalent to 83 hrs/year at a Paid-In-Service contract rate of \$30.12/hour.

Quality Support Coaching Planning

a) Please identify who will fulfill the Quality Support Coach role for 2016-17:

- 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 OUSD coach connected to the school (i.e. LCI Literacy or Math coach, BTSA coach, etc.)
- Other individual (please specify in detail): _____

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

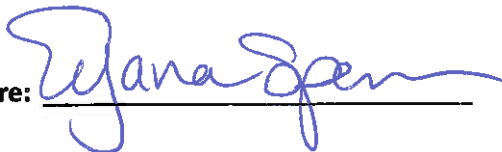

Melissa Kindshi will be the quality support coach for 2016-17 school year. She will have bi-weekly team meetings with staff and monthly meetings with ASP director and principal. She is a member of the Instructional Lead Team. Academic coach will also help to lead and plan specific family workshops and meetings. Further more she will assist mentors with academic concerns and be available when needed for support.

Teachers on Extended Contract for Direct Service

In addition to a 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. The Quality Support Coach cannot provide direct service to students. The Quality Support Coach is primarily responsible for providing coaching and training, and is paid at the negotiated Paid-In-Service rate of \$30.12 for their staff capacity-building services. Teachers doing direct service work after school must be paid with an extended contract.

List after school classes/activities that will be facilitated by teachers on extended contract	Anticipated hours/week for teacher on extended contract
2 nd and 3 rd grade teachers will work on extended contract twice a week	30 minutes 2X a week total 1hour

Principal Signature:  Lead Agency Signature: 

After School Safety and Emergency Planning for 2016-17

After School Safety and Emergency Planning

A) The Comprehensive School Site Safety Plan will incorporate the After School Program. The Principal and Site Coordinator will discuss plans and procedures for after school safety, and the Site Coordinator will have access to the Comprehensive School Site Safety Plan.

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.

ASP will implement similar emergency response procedure as the school day. The school will help us with practice drill at the beginning of each semester.

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

The lead agency partner will provide weekly training, coaching, classroom observation & feedback, curriculum development, classroom management, and youth development.

b) What professional development opportunities will be provided by the school site?

- Classroom observations 2 to 3 times a year.
- Trainings from Academic Coach every other week.
- Principal will provide additional trainings, e.g how to work with unengaged boys and management training.

c) ASPO professional development will consist of the mandatory August Institute (week of Aug. 3-6), mandatory monthly site coordinator meetings (2 hrs/month), the annual Bridging the Bay after school conference, 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:

Site coordinator will meet with staff weekly to provide wellness support and performance feedback. During staff development sessions, staff will share best practices and support each other to achieve success. For specific sites, the lead agency will also provide different workshops on team building, classroom management, and youth development principles.

Principal Signature: _____

Lead Agency Signature: _____

2016-2017 Units of Service for Lead Agency: East Bay Asian Youth Center

Lead Agency Unit of Service

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, trained individuals and community providers with subject matter expertise and youth development experience.

After School program will serve up to 150 students at seven elementary school sites, 300 at the middle school site, and 135 at the high school site. 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.

The After School Services include internship, career and work based learning, credit recovery, homework assistance, math intervention, reading intervention, sports, culinary arts, science, visual and performing art instruction.

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

For High School Programs: services also include family literacy programming and equitable access services. The Family Literacy workshops engage parents in their children's academic and leadership development process, and college and career exploration.

Option A: services for up to 80 Elementary students: \$94,000

Option B: services for up to 115 students Franklin Elementary: \$135,000

Option C: services for up to 150 students Lincoln Elementary: \$175,000

Option D: services for up to 165 students Garfield Elementary: \$195,000

Option E: services for up to 185 students Roosevelt Middle School ASES: \$200,000

Option F: services for up to 115 students Roosevelt Middle School 21CCLC: \$130,000

Option G: services for up to 110 students Edna Brewer Middle School ASES: \$127,000

Option H: services for up to 60 students Edna Brewer Middle School 21CCLC: \$70,000

Option I: services for up to 100 students Urban Promise Academy ASES: \$117,000

Option J: services for up to 90 students Frick Impact Academy ASES: \$104,000

Option K: services for up to 135 High School students: \$250,000

Option L: services for up to 100 High School students: \$170,000

Factors that may reduce or alter the school charge for above lead agency unit:

- a) School opting to utilize own teachers to provide academic services, reducing the academic programming charges to the cost above.
- b) School opting to directly contract with a different service provider for enrichment, reducing some of the enrichment charges to the cost above.
- c) School opting to provide supplies in support of after school programming, reducing supply costs from the total above.
- d) School opting to fund School Safety Officer, reducing above costs to provide safe and secure after school environment.
- e) Other specialty services from this menu have been selected to augment some of the basic lead agency services included in package above.
- f) School opting to augment after school services or serve additional students utilizing additional grant funds.
- g) Other: please describe

Option 1 Unit of Service: Family Support Garfield

Family Support services incorporate a broad range of support services that aim to improve students' school attendance and academic achievement. Services include truancy intervention, individual counseling, home visits, and case management support. Family Support services will serve up to 50 families.

Cost: \$60,000

Option 2 Unit of Service: Full Service Community School Garfield

FSCC services incorporate a broad range of support services that aim to improve parent leadership, improve family health, improve school attendance and improve academic achievement. Services include: parent leadership workshops, truancy intervention services, and community education events. FSCC services will serve up to 200 families.

Cost: \$132,000

Option 3 Unit of Service: Case Management Support Roosevelt

Student Support services incorporate a broad range of support services that aim to improve youth leadership, school attendance and academic achievement. Services include: life skill workshops, truancy intervention services, individual counseling and home visits. Case Management Support services will serve up to 50 students and families.

Cost: \$50,000

Option 4 Unit of Service: Full Service Community School Roosevelt

FSCC services incorporate a broad range of support services that aim to improve parent leadership, improve family health, improve school attendance and improve academic achievement. Services include: family engagement, parent leadership workshops, truancy intervention services, and community education events. FSCC services will serve up to 50 families.

Cost: \$35,000

Option 5 Unit of Service: Roosevelt School Year 21CCLC Supplemental Grant

Roosevelt School Year Supplemental service is a comprehensive community/school partnership dedicated to helping students succeed in school and in life. The program directly supports 50 students through college visit, career exploration, service learning projects, and organized physical activities.

Cost: \$15,000

Option 6 Unit of Service: Middle School Summer

Middle School Summer is a comprehensive community/school partnership dedicated to helping students succeed in school and in life. Middle School Summer directly supports 250 students in 2016 and 500 students in 2017 through health education, service learning projects, and organized physical activities.

Cost: \$40,000 in 2016 and \$55,000 in 2017

Option 7 Unit of Service: Elementary School Summer

Elementary School Summer is a comprehensive community/school partnership dedicated to helping students succeed in school and in life. Elementary School Summer directly supports over 500 students in 2016 and 500 students in 2017 through health education, service learning projects, and organized physical activities.

Cost: \$155,000 in 2016 - \$155,000 in 2017

Option 8 Unit of Service: Student Support Oakland International High

Student Support provides home-work and school-work help through small group tutoring in the library during class pull-outs and after school, "reading clubs" for students at various grade levels to support their reading growth and engagement with literacy. Student Support works with all students in school.

Cost: \$14,000

Option 9 Unit of Service: Full Service Community School Oakland High

FSCC services incorporate a broad range of support services that aim to improve parent leadership, improve family health, improve school attendance and improve academic achievement. Services include: family engagement, parent leadership workshops, truancy intervention services, and community education events. FSCC services will serve up to 500 families.

Cost: \$95,000

Option 10 Unit of Service: Other Services

Other Services is a comprehensive community/school partnership dedicated to helping students succeed in school and in life. Other Services directly supports students through family engagement, health education, academic intervention, enrichment, and service learning projects.

Cost: \$300,000



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
5/6/2016

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 HUB International, Inc 3000 Executive Parkway Ste 300 San Ramon, Ca 94583	CONTACT NAME: George Yin PHONE (A/C, No, Ext): 925-415-1125 FAX (A/C, No): E-MAIL ADDRESS: george.yin@hubinternational.com
	INSURER(S) AFFORDING COVERAGE INSURER A: Great American Insurance INSURER B: Oak River Insurance Co INSURER C: INSURER D: INSURER E: INSURER F:
INSURED East Bay Asian Youth Center Inc 2025 E 12th St Oakland, Ca 94606	NAIC #

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 (INSR) / WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PROJ-JECT <input type="checkbox"/> LOC OTHER:	X X	PAC215313423	6/1/2016	6/1/2017	EACH OCCURRENCE \$1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$100,000 MED EXP (Any one person) \$10,000 PERSONAL & ADV INJURY \$ GENERAL AGGREGATE \$2,000,000 PRODUCTS - COMP/OP AGG \$2,000,000 \$
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input checked="" type="checkbox"/> ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS <input checked="" type="checkbox"/> AUTOS	X	PAC215313423	6/1/2016	6/1/2017	COMBINED SINGLE LIMIT (Ea accident) \$1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
A	UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED \$ RETENTION \$		PAC215313423	6/1/2016	6/1/2017	EACH OCCURRENCE \$1,000,000 AGGREGATE \$1,000,000 \$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N N/A	EAWC601409	6/1/2016	6/1/2017	PER STATUTE <input checked="" type="checkbox"/> OTHER <input type="checkbox"/> EL EACH ACCIDENT \$1,000,000 EL DISEASE - EA EMPLOYEE \$1,000,000 EL DISEASE - POLICY LIMIT \$1,000,000

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

CERTIFICATE HOLDER

Oakland Unified School District, City of Oakland, its councilmembers, directors, officers, agents, employee, and volunteers
Attn: Rick Management
1000 Broadway Suite 400
Oakland, Ca 94607

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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Administrative Offices
 301 E 4th Street
 Cincinnati, Ohio 45202-4201
 Tel: 1-513-389-5000

**THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.
 ADDITIONAL INSURED - DESIGNATED PERSON OR ORGANIZATION**

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

Schedule

Name of Additional Insured Person(s) or Organization(s):

OAKLAND UNIFIED SCHOOL DISTRICT, CITY OF OAKLAND, ITS COUNCIL
 MEMBERS, DIRECTORS, OFFICERS, AGENTS, EMPLOYEES AND VOLUNTEERS
 ATTN: RISK MANAGEMENT

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

A. SECTION II - WHO IS AN INSURED is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability for "bodily injury," "property damage" or "personal and advertising injury" caused, in whole or in part, by your acts or omissions or the acts or omissions of those acting on your behalf:

1. in the performance of your ongoing operations; or
2. in connection with your premises owned by or rented to you.

However:

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



EBAYC

EAST BAY ASIAN YOUTH CENTER

2025 East 12th Street • Oakland • California • 94606

T 510.533.1092 • F 510.533.6825 • W www.ebayc.org

Julia Fong Ma
Coordinator, After School Programs
Oakland Unified School District
746 Grand Ave.
Oakland, CA 94610

Dear Ms. Ma,

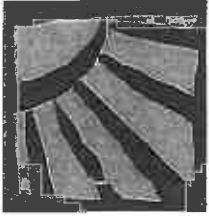
This letter explains the East Bay Asian Youth Center (EBAYC) policy for tuberculosis testing, fingerprinting and child abuse and neglect reporting.

EBAYC employees are not permitted to come into contact with students at any OUSD school sites until EBAYC receives their negative TB test results, fingerprint clearance and re-arrest records from the State of California - Department of Justice, and from the Federal Bureau of Investigation pursuant to Section 11105.3 of the California Penal Code and Section 15660 of the California Welfare and Institutions Code. No EBAYC employees who have been convicted of a violent or serious felony may come into contact with students.

EBAYC employees fully comply with the California Child Abuse and Neglect Reporting Act guidelines to report suspicions of possible child abuse and neglect to the appropriate reporting agencies.

Sincerely,

Gianna Tran, MSW
Deputy Executive Director
East Bay Asian Youth Center



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The East Bay Asian Youth Center (EBAYC) is a youth development organization based in Oakland's historic Chinatown and San Antonio neighborhoods. EBAYC envisions all young people growing to be life-long builders of a just and compassionate multicultural society. Our mission supports young people to be safe, smart, and socially responsible. EBAYC serves a diverse membership of over 1,500 children, youth and young adults.

EBAYC was created in Berkeley in 1976 by Asian American Youth who wanted a place to help each other and their community. EBAYC expanded to Oakland in 1988 to help reduce and prevent gang violence among Southeast Asian immigrant youth. In 1996, EBAYC co-creates the 1996 Kids First Initiative, the successful ballot initiative that requires the City of Oakland to protect and expand funding for children and youth services. EBAYC opens the Roosevelt Village Center at Roosevelt Middle School in 1988 and became a place based organization.

Our theory of change is that if EBAYC partners with public and private institutions to provide young people a continuum of high-quality supports and opportunities; and if EBAYC engages families to actively participate in the public arena to improve the quality of neighborhood life; then EBAYC will support young people to be safe, smart, and socially responsible.

EBAYC Service Strategies

Juvenile Justice

EBAYC works with juvenile probationers move toward a healthy and productive life pathway to keep them safe, get off court probation and earn their high school diploma. We provide young people intensive mentoring, case management, and transitional employment services. Recidivism among young people is reduced by over 50% when they participate in EBAYC.

High Quality Schools

EBAYC partners with thirteen Oakland schools to provide summer and after school education, work-based learning, attendance case management, and medical and mental health services. We help parents collaborate with their child's teachers, and to be leader in school governance. We support high school students to graduate and enter higher education. EBAYC consistently demonstrates high standards of program quality and performance as indicated by city, county, and school district evaluation.

Community Development

EBAYC works with residents and merchants to increase public safety, reduce street level prostitution, improve physical environment, and expand job opportunities along the International Boulevard corridor.

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Record Status: Active

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