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# Memo

**To** Board of Education

**From** Antwan Wilson, Superintendent

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

**Subject** Memorandum of Understanding - East Bay Agency for Children (contractor) - 145/Peralta Elementary School (site)

**Action Requested** Approval of a Memorandum of Understanding (MOU) between District and East Bay Agency for Children, for services to be provided primarily to 145/Peralta Elementary School.

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

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

**Discussion**  
*One paragraph summary of the scope of work.*

Approval by the Board of Education of a Memorandum of Understanding 2016-2017 between the District and East Bay Agency for Children, Oakland, CA, for the latter to serve as lead agency for program coordination, math intervention, homework support, student supervision and a variety of enrichment services for Peralta Elementary School's comprehensive After School Program for the period of July 1, 2016 through August 20, 2017, in the amount of \$96,879.00.

**Recommendation**

Approval by the Board of Education of a Memorandum of Understanding (MOU) between the District and East Bay Agency for Children for the latter to provide Arts, Recreation, Leadership and Family Literary activities in its capacity as a Comprehensive After School Program Lead Agency at Peralta Elementary School for the period July 1, 2016 through August 20, 2017.

**Fiscal Impact**

Funding Resource: 6010/After School Education and Safety (ASES) Grant in an amount not to exceed \$96,879.00.

**Attachments**

- Memorandum of Understanding
- Certificate of Insurance
- Program Plan and Budget
- Statement of Qualifications



## CONTRACT JUSTIFICATION FORM

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

**Legislative File ID No.** 16-1736

**Department:** After School Program, Peralta Elementary School

**Vendor Name:** East Bay Agency for Children

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

**Annual Cost:** \$ 96,879.00

**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?

The California Department of Education allocates site-specific grant funding to OUSD schools. The lead agency partner works in collaboration with the school site administrator to complete an after school budget plan specifying the requested after school services and agreed upon cost of services. The final contract amount for the agency is approved by the school site administrator and by the OUSD Expanded Learning Office, once budget plans are approved for compliance and program plans meet CDE requirements. The lead agency leverages additional funding and in-kind resources to augment the contracted amount from OUSD to support high quality program implementation.

2) Please check the competitive bid exception relied upon:

- Educational Materials**
- Special Services** contracts for financial, economic, accounting, legal or administrative services
- CUPCCAA exception** (Uniform Public Construction Cost Accounting Act)
- Professional Service Agreements** of less than \$87,800 (increases a small amount on January 1 of each year)
- Construction related Professional Services** such as Architects, DSA Inspectors, Environmental Consultants and Construction Managers (require a "fair, competitive selection process)
- Energy** conservation and alternative energy supply (e.g., solar, energy conservation, co-generation and alternate energy supply sources)
- Emergency** contracts [requires Board resolution declaring an emergency]
- Technology** contracts
  - electronic data-processing systems, supporting software and/or services (including copiers/printers) over the \$87,800 bid limit, must be competitively advertised, but any one of the three lowest responsible bidders may be selected
  - contracts for computers, software, telecommunications equipment, microwave equipment, and other related electronic equipment and apparatus, including E-Rate solicitations, may be procured through an RFP process instead of a competitive, lowest price bid process
  - Western States Contracting Alliance Contracts (WSCA)
  - California Multiple Award Schedule Contracts (CMAS) [contracts are often used for the purchase of information technology and software]
- Piggyback" Contracts** with other governmental entities
- Perishable Food**
- Sole Source**
- Change Order for Material and Supplies** if the cost agreed upon in writing does not exceed ten percent of the original contract price
- Other, please provide specific exception**

**Memorandum of Understanding 2016-2017  
Between Oakland Unified School District and  
East Bay Agency for Children**

1. **Intent.** This Memorandum of Understanding ("MOU") establishes the Oakland Unified School District's ("OUSD") intent to contract with East Bay Agency for Children ("AGENCY") to serve as the lead agency to provide after-school and/or summer educational programs and to serve a sufficient number of students and run services for a sufficient number of days to earn the core grant allocation of funding at 145/Peralta Elementary School under the following grants:
  - After School Education and Safety Program ("ASESP")
  - California Department of Education ("CDE") 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC)
  - Oakland Fund for Children and Youth - This MOU will also outline services provided on OUSD school grounds through the Oakland Fund for Children and Youth ("OFCY") After-School Initiative funds that shall be utilized as matching funds to CDE ASESP and 21<sup>st</sup> CCLC funds.
  - Private grants
2. **Term of MOU.** The term of this MOU shall be July 1, 2016 to August 20, 2017 and may be extended by written agreement of both parties.
3. **Termination.** OUSD may at any time terminate this MOU for any or no reason upon not less than five (5) days written notice to AGENCY. OUSD shall compensate AGENCY for services satisfactorily provided through the date of termination. In addition, OUSD may terminate this MOU for cause should AGENCY fail to perform any part of this MOU. In the event of termination for cause, OUSD may secure the required services from another contractor. If OUSD's cost of procuring services from another contractor exceeds the cost of providing the services pursuant to this MOU, AGENCY shall pay the additional cost.
4. **Compensation.** The ASESP and 21st CCLC grant award amount for East Bay Agency for Children is **\$96,879**. AGENCY shall be entitled to compensation from these funds in accordance with the following terms and conditions:
  - 4.1. **Total Compensation.** Subject to the provisions of 4.2 Positive Attendance and the provisions of 4.3 Administrative Fee, AGENCY shall receive the amount of the grant award less OUSD's administrative fees and other site costs agreed to by the Site Administrator and AGENCY.
  - 4.2. **Positive Attendance.** Payment for services rendered related to the ASESP and 21st CCLC grants shall be based on actual student attendance rates (\$7.50 a day per student), not estimates, as those programs are "positive attendance based." OUSD reserves the right to modify the annual core allocation based on reported attendance. In the event that payments made to AGENCY exceed the reported attendance for the Core grant, the AGENCY will return payments to OUSD at the rate of \$7.50 a day per student. Documentation of attendance must be submitted through the OUSD/OFCY attendance systems in order for invoices for payment of services for the ASESP and 21st CCLC grants to be processed. Exhibit A (Attendance Reporting Schedule 2016-2017")
    - 4.2.1. **Reconciliation Process for Positive Attendance Based Grant Funds.** OUSD will adjust the payment of the "positive attendance based" grants based on quarterly review of monthly invoices and attendance for services rendered related to the ASESP, 21ST CCLC (Core Grant) for any adjustments resulting from the reconciliation of the attendance reports for that quarter's months. The attendance reconciliation process will assess the program's performance with respect to the required compliance with the grant mandated attendance rates. Based on the review, financial adjustments of additional payment or additional withholding will be made. Any



remaining balance(s) will be forwarded to AGENCY or OUSD. Any adjustment required in excess of the withholding will necessitate additional adjustments to future invoices and payments.

- 4.2.2. Administrative Charges and Reconciliation.** Reconciliation process for positive attendance based grants must factor in the subtraction of administrative and other OUSD central charges, as outlined in section 4.3, from any grant amounts earned through attendance (OUSD indirect, custodial, evaluation, and After School Programs Office administrative and training/technical assistance fees).
- 4.3. OUSD Administrative Fees.** OUSD shall charge and withhold up to 14% from the overall ASEP and 21<sup>st</sup> Century grant awards for central indirect, administrative, custodial, evaluation, and direct service training and technical assistance.
- 4.4. AGENCY Administrative Fees.** AGENCY understands and agrees that it may not charge more than 4% of the total contract amount as administrative fees and that its administrative fees must be set at an appropriate dollar amount to keep the ASEP and 21<sup>st</sup> Century grants within the grant-mandated allowable 15% for total indirect/administrative costs. The agency administrative fees charged to the ASEP and 21<sup>st</sup> CCLC grants must be used for direct administrative costs and cannot be used for agency indirect costs. Direct administrative costs consist of expenditures for administrative activities that provide a direct benefit to the ASEP and 21<sup>st</sup> CCLC programs. Indirect costs consist of expenditures for administrative activities that are necessary for the general operation of the agency, but that cannot be tied to the ASEP and 21<sup>st</sup> CCLC programs.
- 4.5. Program Budget.** The grant will remain as part of the site budget. Funds will be encumbered from the site budget on behalf of AGENCY for the school year 2016-2017 and will not exceed **\$96,879** in accordance with Exhibit B. **Exhibit B** ("ASEP/21<sup>st</sup> CCLC Planning Tool/Comprehensive After School Program Budget for AGENCY 2016-2017").
- 4.6. Modifications to Budget.** Any modifications to the approved grant budget must be approved by OUSD, AGENCY, and CDE before expenditures of funds for modified line items are authorized. Except as expressly set forth herein, OUSD shall not be liable to AGENCY for any costs or expenses paid or incurred by AGENCY in performing services for OUSD. The granting of any payment by OUSD, or the receipt thereof by AGENCY, shall in no way lessen the liability of AGENCY to correct unsatisfactory work, although the unsatisfactory character of that work may not have been apparent or detected at the time a payment was made. Work, which does not conform to the requirements of this Agreement, may be rejected by OUSD and in that case must be replaced by AGENCY without delay.
- 4.7. Program Fees.** The intent of the ASEP and 21<sup>st</sup> CCLC programs is to establish local programs that offer academic assistance and enrichment for students in need of such services regardless of their ability to pay. Though it is not against the rules to charge fees for participation in programs, the CA Department of Education discourages it because it could exclude students in need from attending and taking advantage of the after school program. Fees should not create a barrier to participation in the after school program. After school services must be equally accessible to all students targeted for services regardless of their ability to pay. Programs that propose to charge fees may not prohibit any family from participating based on their inability to pay and must offer a sliding scale of fees and scholarships for those who could not otherwise afford to participate. Any income collected from fees must be used to fund program activities specified in the grant application. AGENCY shall do full accounting of fees collected, and documentation shall be kept for 5 years for auditing purposes. If AGENCY decides to charge fees, this decision shall be made collaboratively with the Site Administrator, and AGENCY shall work collaboratively with the Site Administrator and parent leaders to develop an appropriate program fee structure for the school community. AGENCY shall provide the OUSD After School Programs Office with written documentation of the program fee structure prior to charging any program fees, and shall provide OUSD with additional documentation upon request, to ensure grant compliance.

5. **Scope of Work.** AGENCY will serve as lead agency at 145/Peralta Elementary School, will be responsible for operations and management of the ASESP, 21st CCLC, OFCY, and private grants contracted to AGENCY by OUSD for fiscal year 2016-2017. This shall include the following required activities:

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

5.1.1. **Alignment with Single Plan for Student Achievement (“Site Plan”).** AGENCY will ensure the after school program aligns with OUSD and 145/Peralta Elementary School and objectives to ensure the success of students as articulated in the Site Plan. AGENCY will work in partnership with the school principal to ensure that the program components are aligned with and complement OUSD standards and school site curriculum.

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

5.3. **Enrollment.** AGENCY will enroll K through 5<sup>th</sup> grade students at 145/Peralta Elementary School, to serve sufficient number of students and run services for a sufficient number of days to earn the full core grant allocation of funding.

#### 5.4. **Program Requirements**

5.4.1. **Program Hours.** The program shall be offered Monday through Friday, every regular school day annually, commencing immediately upon the conclusion of the regular school day, operating a minimum of 15 hours/week, and until 6:00 pm daily. Instructional activities must include a balance of both academic and enrichment/recreation components.

5.4.2. **Program Days.** The program shall be offered a minimum of 177 - 180 days during the 2016 – 2017 school year. AGENCY will close the ASESP and 21<sup>st</sup> CCLC program no more than a maximum of 3 days in the 2016-2017 school year for staff professional development, as permitted by Education Code. Programs that receive 21<sup>st</sup> CCLC Supplemental grant funds or private funding for summer shall additionally operate a sufficient number of days and hours in the summer, on weekends, and during intercession in the manner prescribed by the grant legislation and/or funder, in order to meet attendance goals required by the CA Department of Education and/or the funder

5.4.3. **Program Components.** AGENCY agrees to provide programming that supports the guidelines as outlined in the ASESP and 21st CCLC grants for students at 145/Peralta Elementary School. AGENCY acknowledges and agrees to provide programming consistent with grant guidelines including, but not limited to:

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

music, career awareness, college interest, service learning and other youth development activities based upon student needs and interests. All programs must offer both enrichment and recreation/physical fitness activities as core components of the after school program and summer program.

- **Family Literacy Services.** In all programs receiving 21<sup>st</sup> CCLC grant funds, AGENCY shall assess the need for family literacy services among adult family members of the students to be served by the program. All programs will, at a minimum, either refer families to existing services or coordinate with local service providers to deliver literacy and educational development services.
  - **Supplemental and Summer Services.** In all programs receiving 21<sup>st</sup> CCLC Supplemental grant funds or private funding for summer, AGENCY will provide educational and enrichment programming in the summer, on weekends, and/or during intercessions. A broad range of activities may be implemented based on local student needs and interests, and district guidelines for summer programming.
  - **Middle School Sports League Activities.**  
All programs participating in the Middle School Sports League must include those activities in their Program Planning tool and Program Schedule. Middle School Sports League activities, including but not limited to on and off site practices and games, are subject to the field trip policy high risk field trip activities requirements provided in this agreement. All sports participants and volunteers must have on file a completed Middle School Sports Release of Liability and Assumption of Risk prior to participation (attached hereto as Exhibit E (1)).
- 5.4.3.1. Snacks/Supper/Beverages: AGENCY shall meet Federal and State meal and snack requirements and all meals and snacks must be provided by OUSD Nutrition Services department. Nutrition Services shall:
- 5.4.3.1.1. Provide meals and beverages that meet State and Federal standards;
  - 5.4.3.1.2. Provide the number of meals and beverages requested by AGENCY unless/until Nutrition Services determines that AGENCY's participation is lower than the snack/meal/beverage count provided by the AGENCY, in which case, the number will be adjusted;
  - 5.4.3.1.3. Provide all supplies including utensils, napkins, forks, required;
  - 5.4.3.1.4. Support compliance by AGENCY with required State and Federal administrative requirements;
  - 5.4.3.1.5. Provide annual training to AGENCY.
- 5.4.3.2. Each AGENCY participating in the Nutrition Services snack/meal/beverage program shall:
- 5.4.3.2.1. Attend annual training. In the event that the person responsible for snack distribution changes, AGENCY will make arrangements with Nutrition Services for training of new employees or representative of the AGENCY;
  - 5.4.3.2.2. Complete After School Snack and Supper Menu Production Worksheets (MPW) on a daily basis;
  - 5.4.3.2.3. Ensure meal count is accurate;
  - 5.4.3.2.4. Submit completed MPW to cafeteria staff by the next business day;
  - 5.4.3.2.5. Return leftovers to cafeteria;
  - 5.4.3.2.6. Ensure that only students are served and receive food from the program;

- 5.4.3.2.7. Ensure that meals are not removed from campus
- 5.4.3.2.8. Immediately report to OUSD Site Coordinator and Nutrition Services any concerns related to food safety or food contamination
- 5.4.3.3. AGENCY will be billed at the rates immediately below, for meals by Nutrition Services under the following conditions.
  - 5.4.3.3.1. MPW not completed and submitted by the next business day;
  - 5.4.3.3.2. Snacks are ordered and not picked up
- 5.4.3.4. In addition to any applicable liability associated with audit findings. AGENCY will be charged the following for each meal that OUSD is unable to claim due to AGENCY's failure to comply with program requirements:
  - 5.4.3.4.1. Snack: \$1.00
  - 5.4.3.4.2. Supper: \$3.50
- 5.4.3.5. AGENCY will be liable for audit findings and/or assessments (See Section 12 below) that are attributable to AGENCY's failure to comply with the rules and regulations of the Nutrition Services program, including liability if reimbursement is denied Nutrition Services because of AGENCY's failure to comply with program requirements.
- 5.4.4. **Staff Ratio.** The staff to youth ratio shall not exceed 1:20, with no more than 20 youth for each qualified, adult staff supervisor.
- 5.5. **Data Collection.** AGENCY will work with OUSD to collect and analyze data on student enrollment, student attendance, student academic performance, student satisfaction, and parent satisfaction. This includes, but is not limited to:
  - 5.5.1. **Accountability Reports.** Providing OUSD with the following set of program accountability reports:
    - Financial reports
    - Activity reports
    - Outcomes reports: behavioral and academic
  - 5.5.2. **Attendance Reports.** Providing OUSD with attendance reports using the OUSD/OFCY attendance systems and maintaining required attendance records utilizing the OUSD/OFCY attendance systems, including completion of mandatory monthly reports. Original written documentation of all daily attendance records, including all daily sign in/out sheets, will be maintained by Agency for 5 years for auditing purposes.
  - 5.5.3. **Use of Enrollment Packet.** AGENCY will use OUSD After School Program Parent Permission and Student Information enrollment packet, including early release waiver, for all after school participants. (**Exhibit C**) AGENCY will seek approval from the OUSD After School Programs Office for any modifications to the OUSD enrollment packet, in advance of distribution.
- 5.6. **Maintain Clean, Safe and Secure Environment.** Maintaining clean, safe, and secure program environments for staff and students in conjunction with OUSD guidelines. AGENCY, as they view necessary, will initiate and establish additional cleanliness, safety, and security policies and protocol sufficient to ensure staff, student and family member safety.
- 5.7. **Meeting Participation.** AGENCY will participate in technical assistance, training, orientation, monthly meetings and other support and resource development activities provided by OUSD and collaborative partners in conducting program planning, implementation, and evaluation. These



include required regular meetings with the school principal or other identified designee to ensure collaboration with the school vision. AGENCY staff will participate in meetings facilitated by the OUSD After School Programs Office to address program quality, program improvement and general troubleshooting.

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

- Administration, faculty, and staff of 145/Peralta Elementary School
- OUSD After School Programs Office
- OUSD central administration departments
- Parents/Guardians
- Youth
- Community organizations and public agencies

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

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

- AGENCY shall provide each Site Administrator and the OUSD After School Programs Office with a schedule of all after school program field trips and/or off site events and/or off site activities by the first day of each semester, and a schedule of all summer field trips and/or off site events and activities by the first day of the summer program, if AGENCY is providing summer services (**Exhibit D**)
- AGENCY hereby certifies that after school and summer program staff and/or subcontractors will comply with the following procedures for all field trips, off site events and off site activities:

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

6.1.1. a full description of the trip and scheduled activities

6.1.2. student/adult participant health information

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

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

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

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

6.5. **Health Conditions/Medication:** Trip participant health information will be gathered and reviewed in advance of trip and any needed revisions to supervision plan made, including making sure that chaperones understand relevant information (eg food allergies). A plan will be developed

to collect, secure, and dispense prescription medications from their original containers only and consistent with physician's instructions.

## 6.6. Supervision

6.6.1. AGENCY Executive Director must review and approve supervision plan.

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

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

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

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

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

6.7. **Transportation Requirements:** The after school and summer program or subcontractors shall ensure compliance with all state laws and may transport by the use of its own equipment, contract to provide transportation or arrange transportation by the use of other equipment to enrolled after school and summer participants provided that: (A) parent/guardians' written permission has been obtained in advance; (B) After School Program Coordinator and/or Summer Program Coordinator has confirmed that: transportation arrangements are safe and appropriate; (C) all drivers have valid California driver's license; (D) all drivers have received fingerprint clearance; (E) provided that such transport is covered under driver or registered owner's personal automobile insurance or AGENCY automobile liability insurance policy for at least \$100,000 per individual and \$300,000 per occurrence for liability for bodily injury; and \$50,000 per occurrence for liability for property damage; (F) all drivers and registered owners of private or rented vehicles used shall complete and sign declaration of driver forms assuring that: (i) the driver is at least 21 years of age and holds a current valid California driver's license;(ii) the driver has not been convicted of reckless driving or driving under the influence of drugs or alcohol within the past five years; and (iii) the driver provides proof of sufficient insurance; (G) if after school or summer program arranges and/or contracts with a third party to provide this transportation, the organization or company with whom they contract must be licensed as a transportation provider, be certified to transport students (e.g., School Pupil Activity Bus certification) and have at least \$5,000,000 automobile and \$1,000,000 General Liability insurance; (H) arrangements have been made for additional vehicle for use in event of illness or emergency; and (I) students receive instruction in safe conduct on bus or other transport; and (J)

drivers shall receive safety and emergency instructions and information which shall be kept in their vehicle, including health and emergency information for each student riding in his/her vehicle.

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

6.9. Vendor is licensed to provide all proposed activities.

6.10. All after school program student participants on field trips, off site events or activities must be covered by medical or accident insurance.

6.10.1. OUSD will secure at its own expense limited student accident insurance coverage to assist in payment of eligible student medical expenses incurred by parent/guardians due to student accidents during the after school program. This coverage will be secondary to any primary medical insurance for which student participants are eligible. All accidents or injuries to student participants must be reported via email to [ousdincidents@ccmsi.com](mailto:ousdincidents@ccmsi.com) by After School Program staff within one business day of occurrence. After School Program staff will immediately refer parent/guardians seeking payment of medical expenses under student accident coverage to OUSD's designated accident insurance representative.

#### 6.11. **ADDITIONAL REQUIREMENTS FOR HIGH RISK, OVERNIGHT, OUT OF STATE TRIPS:**

##### 6.11.1. **Definition of High Risk Activities**

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

- Amusement Parks
- Interscholastic Athletic Activities
- Bicycle riding
- Circus Arts
- Hiking (Moderate to rigorous terrain or length) vs short nature "walks"
- Hang gliding
- Horseback riding
- Ice Skating
- In-line or Roller Skating
- Rock climbing, climbing walls
- Skateboarding or use of non-motorized scooters
- Snow sports of any kind
- Trampoline; Jumpers
- Motorcycling
- Rodeo
- Target Shooting
- Water Activities including but not limited to: swimming, snorkeling, scuba diving, sailing, boating, kayaking, river rafting, water slides, water skiing etc.
- Outdoor active, experiential programs (Ropes course, pulley, etc.)
- Other activities determined by the school principal to have a high risk to student safety

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

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

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

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

6.11.4. Letter must be sent to parent(s)/guardian(s) and a meeting must be held for staff, chaperones, parent(s)/guardian(s) and students in advance of trip to discuss trip and safety related procedures, itinerary and questions.

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

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

- Facility
- Program

## 6.12. **Additional Requirements for Field Trips/Excursions Which Include Swimming or Wading**

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

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

### 6.12.3. **Swimming Activities**

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

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

6.12.3.3. Owners of private pools must provide a certificate of insurance, designating OUSD and AGENCY as an additional insured, for not less than \$2,000,000 in liability coverage.

6.12.3.4. Lifeguards must be designated for all swimming activities. If lifeguards are not provided by the pool owner or operator, the AGENCY Executive Director shall ensure their presence. The AGENCY Executive Director shall ensure that lifeguards are Red Cross certified or equivalent and must be at least 21 years old. A swim test must be administered before any student is permitted in the deep end of the pool or swim area. A tracking system shall be designed in advance of trip to identify those students who have and have not passed the swim test.



- 6.12.3.5. The ratio of adult chaperones to students shall be at least one to ten. In grades 4-6, this ratio shall be at least one to eight. In grades K-3, this ratio shall be at least one to four.
- 6.12.3.6. Specific supervisory responsibilities shall be determined in advance to accommodate the varying swimming abilities of students. These responsibilities shall be clarified in writing and reviewed verbally before the trip.
- 6.12.3.7. Emergency procedures shall be included with written instructions to adult chaperones and staff.
- 6.12.3.8. Staff and chaperones assigned to supervise students must wear swim suits and know how to swim and be at each side of the pool or swim area actively monitoring students at all times.
- 6.12.3.9. The After School Program Coordinator and/or Summer Program Coordinator may require students to wear flotation devices, depending upon their age and swimming ability.
- 6.12.3.10. A buddy-system or other means of surveillance shall be arranged in advance and strictly enforced during swimming activities.

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

- 6.13.1. At least 2 weeks prior to trip date, all persons attending trip, including, but not limited to, each and every student, teacher, instructor, chaperone, supervisor, parent, administrator, volunteer, or aide (hereinafter "participant") will provide to the School District Office of the General Counsel an original, properly completed, signed and dated East Bay Regional Park District Waiver (**attached as Exhibit E**), executed by either the participant if he or she is 18 years of age or older, or the participant's parent or legal guardian if the participant is under 18 years of age
- 6.13.2. Should AGENCY fail to provide an original, properly completed, signed and dated East Bay Regional Park District Waiver for each trip participant as defined in Section 6.13.1 above, AGENCY agrees to hold harmless, defend and indemnify OUSD, its officers, employees, volunteers and agents from all claims and actions resulting therefrom.

**7. Financial Records.** AGENCY agrees and understands that OUSD is responsible for fiduciary and programmatic oversight for the expenditure of the ASEP and 21st CCLC grant funds contracted to AGENCY by OUSD for fiscal year 2016-2017. AGENCY will function as a sub recipient of funding and as such will follow all required fiscal guidelines and meet outlined standards as referenced in applicable Federal and State sub recipient guidelines for the federal 21<sup>st</sup> Century Community Learning Centers grant program, CFDA Number 84.287, awarded by the Office of Elementary and Secondary Education Academic Improvement and Teacher Quality Programs office. Sub recipients that receive over \$500,000 of federal funds are required to undergo an annual audit and communicate findings to OUSD, as requested. AGENCY will ensure that all contracted funds of this MOU are expended as per grant guidelines.

- 7.1. **Accounting Records.** AGENCY will maintain its accounting records based upon the principles of fund accounting.
- 7.2. **Disputes.** AGENCY shall make all records related to ASEP, 21ST CCLC available to OUSD for review. OUSD and AGENCY shall meet and confer regarding any disputes as to the amount of actual expenses before taking any action to collect funds.

**8. Invoicing**

8.1. **Billing Structure.** AGENCY shall only invoice for actual expenditures incurred. Supporting documentation must be presented along with monthly invoices upon request. Billing details must be

provided upon request to OUSD to ensure compliance with related sub recipient and grant guidelines.

- 8.2. **Unallowable Expenses.** AGENCY may not purchase computers or capital equipment using ASES, 21<sup>st</sup> Century Core Grant, 21<sup>st</sup> Century Direct Access, or 21<sup>st</sup> Century Family Literacy funds.
  - 8.3. **Invoice Requirements.** AGENCY will submit invoices with evidence of the following staff qualifications for each AGENCY employee and AGENCY agent, including employees of subcontracting agencies and volunteers: TB Clearance, current CA Department of Justice and FBI fingerprint clearance, and Instructional Aide requirement. AGENCY will utilize the required OUSD invoicing and staff qualifications form (**Exhibit F**) for regular invoice submission.
  - 8.4. **Submission of Invoices.** AGENCY must submit invoices to OUSD on a timely and regular basis for services rendered. OUSD will not accept invoices submitted more than thirty days beyond the end of each fiscal quarter. No invoices will be accepted more than 30 days past the end of June 30 of the contractual fiscal year. AGENCY must also submit invoices according to specific invoicing deadlines as outlined by OUSD to ensure timely processing. (**Exhibit G**)
  - 8.5. **Submission of Invoices for ASEP and 21<sup>st</sup> Century Grants.** For services rendered related to the ASEP and 21<sup>st</sup> CCLC grants, OUSD shall pay AGENCY, on a monthly basis, for appropriately documented expenses related to the ASEP and 21<sup>st</sup> CCLC grants, with a cumulative total for 2016-2017 not to exceed \$96,879 in accordance with the attached Exhibits to this Memorandum. Invoices for payment of services shall be submitted by the 10<sup>th</sup> of each month to the OUSD After School Programs Office, utilizing the required OUSD invoicing and staff qualifications form (**Exhibit F**). OUSD will strive to adhere to second Accounts Payable check run per the published schedule of monthly payments if invoices are submitted in accordance with the deadlines and requirements set forth in this section and the accompanying Exhibits.
9. **Ownership of Documents.** AGENCY agrees that, pursuant to California law, it shall maintain program and fiscal documentation for the ASEP and 21<sup>st</sup> CCLC programs for a minimum of five years. All documents created by AGENCY pursuant to this MOU, including but not limited to reports, designs, schedules, registration packets, early release waivers, and other materials prepared, or in the process of being prepared, for the services to be performed by AGENCY, are and shall be at the time of creation and thereafter the property of OUSD, with all intellectual property rights therein vested in OUSD at the time of creation. OUSD shall be entitled to access to and copies of these materials during the progress of the work. Any such materials in the hands of AGENCY or in the hands of any subcontractor upon completion or termination of the work shall be immediately delivered to OUSD. If any materials are lost, damaged or destroyed before final delivery to OUSD, AGENCY shall replace them at its own expense and AGENCY hereby assumes all risks of loss, damage or destruction of or to such materials. AGENCY may retain a copy of all materials produced under this MOU for its use in its general business activities.

## 10. Changes

- 10.1. **Agency Changes.** AGENCY may, at any time, by written order, make changes consistent with Section 5 Scope of Work of this MOU. If such changes cause an increase or decrease in the budgeted cost of or the time required for performance of the agreed upon work, an equitable adjustment as mutually agreed shall be made in the limit on compensation as set forth in Section 4 or in the time of required performance as set forth in Section 5.4, or both. In the event that AGENCY encounters any unanticipated conditions or contingencies that may affect the scope of work or services and result in an adjustment in the amount of compensation specified herein, AGENCY shall so advise OUSD immediately upon notice of such condition or contingency. The written notice shall explain the circumstances giving rise to the unforeseen condition or contingency and shall set forth the proposed adjustment in compensation. Such notice shall be given to OUSD prior to the time that AGENCY performs work or services related to the proposed adjustment in compensation. Any and all pertinent changes shall be expressed in a written amendment to this MOU and signed by OUSD prior to AGENCY's implementation of such changes.

10.2. **Changing Legislation.** AGENCY understands that changes in Federal, or state legislation or District policy may impact funding levels, grant requirements, and responsibilities of AGENCY during an academic school year. This MOU may be amended during the 2016-2017 fiscal year to reflect additional changes resulting from such legislation.

## 11. Conduct of Consultant

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

11.2. **Staff Requirements.** AGENCY will adhere to the following staff requirements for each AGENCY “agent”, including employees, staff of subcontracting agencies, and volunteers. AGENCY will provide OUSD with evidence of staff qualifications, consistent with invoicing requirements outlined in Section 8.3 which include:

11.2.1. **Tuberculosis Screening.** Current documentation of negative TB Test (PPD) on file for each AGENCY agent working with students.

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

11.2.3. **Minimum Qualifications.** AGENCY staff and agents who directly supervise students and are included in the 1:20 staff to student ratio must meet the following minimum qualifications for an instructional aide: a high school diploma or its equivalency and one of the following: (a) an AA degree; or completion of 48 semester units in college; or (b) successful completion of the Instructional Assistant exam, administered by the Alameda County Office of Education. In addition, AGENCY shall provide at its own expense, First Aid and CPR Training to sufficient AGENCY staff to ensure that no less than 2 AGENCY staff members with current First Aid and CPR Training are present on site during the program each day.

11.3. **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.

11.4. **Conflict of Interest.** AGENCY shall abide by and be subject to all applicable OUSD policies, regulations, statutes or other laws regarding conflict of interest. OUSD shall be permitted to hire an officer or employee of AGENCY for OUSD services in connection with or unrelated to this

Agreement and AGENCY shall be permitted to hire any officer or employee of OUSD to perform any service by this Agreement, provided that the agreement attached hereto as Exhibit J is fully executed prior to the performance of any services by the officer or employee. AGENCY affirms to the best of his/her/its knowledge, there exists no actual or potential conflict of interest between AGENCY's family, business or financial interest and the services provided under this MOU, and in the event of change in either private interest or services under this MOU, any question regarding possible conflict of interest which may arise as a result of such change will be brought to OUSD's attention in writing.

11.5. **Drug-Free / Smoke Free Policy.** AGENCY understands that OUSD does not permit drugs, alcohol, and/or smoking at any time in any buildings and/or grounds on OUSD property. AGENCY agrees to adhere to this policy for its students, staff, visitors, employees and or subcontractors.

11.6. **Non-Discrimination.** Consistent with the policy of OUSD in connection with all work performed under Contracts, AGENCY shall not engage in unlawful discrimination in employment on the basis of actual or perceived race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex or sexual orientation. AGENCY agrees to comply with applicable Federal and California laws including, but not limited to, the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and OUSD policy. In addition, AGENCY agrees to require like compliance by all its subcontractor(s).

11.7. **Bullying.** The District's Board of Education recognizes the harmful effects of bullying on student learning, school attendance and participation in after school programs. In order to have a safe environments that protect students from physical and emotional harm, AGENCY shall establish student safety as a high priority and shall not tolerate bullying of any student. AGENCY shall adopt a policy expressly against harassment, intimidation, and bullying.

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

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

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

13.1. **Commercial General Liability** insurance which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and



bodily injury and property damage liability insurance with combined single limits of not less than \$1,000,000 per occurrence.

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

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

The above policies of insurance shall be written on forms acceptable to the Risk Manager of OUSD and endorsed to name the OUSD, its officers, employees, volunteers or agents, as additional insured. Said Additional Insured endorsement shall be provided to OUSD upon AGENCY's execution of this MOU and before work commence under this MOU. If at any time said policies of insurance lapse or become canceled, this MOU 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 AGENCY to OUSD. **Exhibit H** ("Certificates of Insurance").

14. **Litigation.** [This section is intentionally deleted by the parties].

15. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

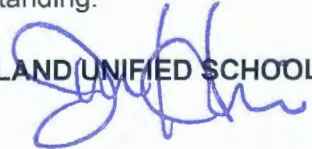
16. **Counterparts.** This MOU and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

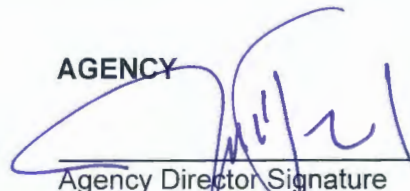
17. **Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion:** The District certifies to the best of its knowledge and belief, that it and its principals: Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered 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>

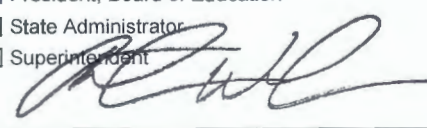
On behalf of our respective institutions or organizations, we hereby execute this Memorandum of Understanding.


OAKLAND UNIFIED SCHOOL DISTRICT


AGENCY

  
\_\_\_\_\_  
8/25/16  
Date

  
\_\_\_\_\_  
6/23/16  
Date

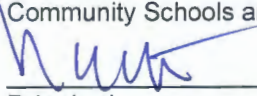
President, Board of Education  
 State Administrator  
 Superintendent  
  
\_\_\_\_\_  
8/25/16  
Date

Agency Director Signature  
  
\_\_\_\_\_  
Josh Leonard, CEO  
Print Name, Title

Secretary,  
Board of Education  
  
\_\_\_\_\_  
7/29/16  
Date

**Attachments:**

- **Exhibit A.** Attendance Reporting Schedule
- **Exhibit B.** Planning Tool/Comprehensive After School Program Budget
- **Exhibit C.** Enrollment Packet, including Early Release Waiver
- **Exhibit D.** List of Anticipated Field Trips, Off Site Events and Off Site Activities
- **Exhibit E.** Waiver for use of East Bay Regional

Deputy Chief  
Community Schools and Student Services Dept.  
  
\_\_\_\_\_  
6/22/16  
Date

Principal

Kyla Gramlich      7/1/16  
Network Superintendent      Date

Don Dilla  
DEPUTY SUPERINTENDENT      8/1/16  
Date

- Park District Bodies of Water (Swimming Pools, Lagoons, Shoreline Parks and Lakes) and Related Facilities
- **Exhibit F.** Invoicing and Staff Qualifications Form
  - **Exhibit G.** Fiscal Procedures and Policies
  - **Exhibit H.** Certificates of Insurance
  - **Exhibit I.** Statement of Qualifications

MOU template approved by Legal June, 2016

Exhibit A

Attendance Reporting Schedule

<b>Oakland Unified School District                      After School Programs                      Attendance Reporting Schedule</b>	
<b>Monthly Attendance Period</b>	<b>Deadline to Input Attendance Data into                      Cityspan</b>
July 1 – July 31, 2016	August 10, 2016
August 1 - August 30, 2016	September 9, 2016
September 1-30, 2016	October 10, 2016
October 1-30, 2016	November 10, 2016
November 1-30, 2016	December 9, 2016
December 1-31, 2016	January 10, 2017
January 1-31, 2017	February 10, 2017
February 1-28, 2017	March 10, 2017
March 1-31, 2017	April 10, 2017
April 1-30, 2017	May 10, 2017
May 1-31, 2017	June 9, 2017
June 1-30, 2017	June 16, 2017

Exhibit B

ASES and 21<sup>st</sup> CCLC After School Program Plan  
and After School Budget Planning Spreadsheet

*(Template distributed separately)*

**INSERT HERE**





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

**SECTION 1: School Site Information**

School Site: <b>Peralta Elementary</b>	Lead Agency: <b>East Bay Agency for Children</b>
Principal Signature: <i>[Signature]</i>	Lead Agency Signature: <i>Reba Lal</i>
After School Site Coordinator Name (if known at this time): <b>Sherice Tyler</b>	Date: <i>4/24/16</i>

**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.

**Priority Improvement #1**

- **Goal #1:** Teachers will report that 100% of their students positively collaborated/completed projects/tasks, took risks, and powerfully communicated (speaking, writing, art) each marking period.
- **Goal #2:** Students will be powerfully engaged in learning, as evidenced by positive behavior and by their literacy performance.
- **Goal #3:** Art Integration will support instruction.

**Priority Improvement #2**

- **Goal #1:** At least 87% of students in all grades will score at or above grade level on Fountas and Pinnell Assessments.

**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.

1. **Keeping students safe:** Safety is the first priority during the school day as it is in afterschool. The afterschool program will provide a safe environment for students to communicate any issues that may arise during the afterschool program. We will help student’s understand why and how to be responsible for their own actions.
2. **Learning environment:** Being prepared with grade appropriate and individual work for each grade level and also for student’s referred to the program by OUSD staff. Trained, qualified staff will support students to achieve their academic goals.
3. **Building relationships with students, parents and the community:** Discuss student’s progress with parents and develop solutions to improve any academic or social problems that student’s may be having.
4. **Having fun:** Afterschool program will make learning fun for students by utilizing theme-based learning projects that align with the school day and providing engaging enrichment activities.

**SECTION 3: OUSD Strategic Questions**  
 Complete the matrix for *at least two* of the following four OUSD Strategic questions.

<b>Strategic Questions/Desired Outcomes</b>  <i>As a result of our ASP efforts...</i>	<b>Strategic Activities</b>  <i>What after school strategic activities will support the desired outcomes?</i>	<b>Outcomes of Strategic Activities</b>  <i>What short-term outcomes will you expect from your efforts by the end of the school year?</i>	<b>Data used to assess the strategic activities</b>  <i>What data will be collected to measure these outcomes?</i>
<b>High School Graduation:</b> How many more Oakland children are graduating from high school?	<ul style="list-style-type: none"> <li>• Project based learning and skill building enrichment for all program participants to continue to keep students engaged in school and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• 90% of students will demonstrate increased school engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Student, parent, and teacher year-end surveys administered at the end of the school year.</li> </ul>
<b>Satisfactory School Day Attendance:</b> How many more Oakland children are attending school 95% or more?	<ul style="list-style-type: none"> <li>• Afterschool staff participates seamlessly with school staff to mirror the welcoming and inclusive learning community.</li> <li>• Monitor attendance daily and contact families as soon as</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to keep Peralta’s chronic absence lower than the district’s goal.</li> <li>• Students will state that they are satisfied with program.</li> <li>• Stronger relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Program will have 85% ADA.</li> <li>• 80% of surveyed students will state that they enjoy coming to the afterschool</li> </ul>



	<p>attendance is an issue.</p> <ul style="list-style-type: none"> <li>• Provide students with engaging activities (student selected and evaluated) to keep them interested and coming to program.</li> <li>• Consistent and stable relationships between staff and students and staff and families.</li> </ul>	<p>between students and staff and families and staff.</p>	<p>program.</p> <ul style="list-style-type: none"> <li>• 90% of surveyed students will state that there is an adult who cares about them in the afterschool program.</li> </ul>
<p><b>Job Skills/Career readiness:</b> How many more students have meaningful internships and/or paying jobs?</p>			
<p><b>Health and Well-being:</b> How many more Oakland children have access to, and use, the health services they need?</p>			

**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.

Founded in 1952 by local parents, EBAC’s mission is to improve the well-being of children, youth and families by reducing the impact of trauma and social inequities. EBAC is committed to reducing barriers that contribute to disparities in wellness for socio-economically disadvantaged and racially marginalized families by building a comprehensive, place-based continuum of accessible, trauma-informed and culturally relevant services that build resiliency, aid in recovery, and, where possible, prevent exposure to adverse childhood experiences.

EBAC’s service areas include Family and Community Wellness; Intensive Behavioral Health; School Based Behavioral Health; and Trauma Informed Collaborative, provided by multilingual and multicultural staff that benefit 20,000 Alameda County children and their families



annually. Ninety-five percent served are low-income and from communities of color (primarily African American, Limited English Proficient, newly immigrated, refugees and/or migrants).

EBAC has been managing the afterschool program at Peralta Elementary since 2013. The partnership between Peralta Elementary and EBAC has been a strong and productive one. We both share the same goals and each year work on becoming more and more aligned with one another. EBAC's afterschool programs help to fulfill our vision of reducing barriers that contribute to wellness for socio-economically disadvantaged and racially marginalized families by providing children and youth with access to high quality academic and enrichment activities that may otherwise have been inaccessible or cost prohibitive. Afterschool participants gain important social and leadership skills, feel a sense of pride and accomplishment in learning new things, and have opportunities to be physically active. EBAC Afterschool staff is committed to supporting our youth participants in growing, thriving and meeting their full potential.

EBAC is well qualified to serve as the site's lead afterschool provider, as we currently serve in this capacity at three Oakland Unified School District (OUSD) schools: East Oakland PRIDE Elementary since 2013, and Sequoia Elementary since 2000 and this upcoming year at RISE Community School. In addition, EBAC serves as the lead agency for an afterschool program originally under OUSD from 1995-2005 and currently under Education for Change, a charter school management group, since 2005 at Achieve Academy. All of our afterschool programs have consistently received excellent ratings from independent evaluators. Additionally, through the OUSD's Request for Qualifications process in early 2015, EBAC was recognized as an organization that demonstrated strengths in all performance areas. As a result, EBAC is one of only six agencies (out of 18) recommended by OUSD for expansion to additional school sites.

#### **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)	<b>180</b>
Projected Daily Attendance during School Year 2016-2017	<b>90</b>
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.	<b>Peralta will not be closed but rather is open during some school holidays.</b>



### 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

51

Describe funding plan to operate program on minimum days, including additional school resources (if any), to support full program implementation on all minimum days:

**There are no additional funding allocations from the school that go towards the added minimum days.**

### SECTION 6: Program Schedule

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 2:55 pm, then the after school schedule must begin at 2:55 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?

**Traditionally Peralta has had very few students who transfer to the school after the start of the school year. The Peralta afterschool program does its best to offer programming to all students who are in need of services. If students transfer to the school mid-year and are considered high need for afterschool care, we will do our best to make space available for them. If space is unavailable they will move to the top of the waiting list.**



## 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
Literacy Instruction	K-5 <sup>th</sup> graders	<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input checked="" type="checkbox"/> Academic Intervention <input type="checkbox"/> Other	ELA Standards	<ul style="list-style-type: none"> <li>▪ Ice Breakers</li> <li>▪ Academic discussion</li> <li>▪ Interactive Discussion</li> <li>▪ Small/whole group</li> <li>▪ One-on-one</li> <li>▪ Modeling</li> <li>▪ Games</li> </ul>	1 hour/wk	75% of students will improve SRI scores
Math Instruction	K-5 <sup>th</sup> graders	<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input checked="" type="checkbox"/> Academic Intervention <input type="checkbox"/> Other	Math Standards	<ul style="list-style-type: none"> <li>▪ Number Talk</li> <li>▪ Small/whole group</li> <li>▪ One-on-one</li> <li>▪ Modeling</li> <li>▪ Games</li> <li>▪ Ice Breakers</li> </ul>	1 hour/wk	75% of students will improve SMI scores
Homework Help	K-5 <sup>th</sup>	<input checked="" type="checkbox"/> Homework Support	Support below grade	<ul style="list-style-type: none"> <li>▪ Mentoring</li> </ul>	2 hours/wk	80% of students



	graders	<input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervention <input type="checkbox"/> Other	level students in reaching key grade level Math and ELA standards	<ul style="list-style-type: none"> <li>▪ Small/whole group</li> <li>▪ One-on-one</li> <li>▪ Modeling</li> <li>▪ Games</li> </ul>		will report that this program helps them complete their homework
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**SECTION 9: ENRICHMENT & PHYSICAL ACTIVITY / RECREATION**

Enrichment activities and physical activity/recreation are required components of the ASES and 21<sup>st</sup> Century grants. Enrichment activities should provide students with the opportunity to apply 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
<b>Destiny Arts:</b> Students learn a variety of dance styles including Hip-Hop, creative movement and other international styles. This class provides students with the opportunity to perform in and outside of school, while also implementing the five fingers of prevention.	<ul style="list-style-type: none"> <li>× Student Identified</li> <li>× School Identified</li> <li>× Parent Identified</li> <li><input type="checkbox"/> Other (specify)</li> </ul>	<p><b>Priority Improvement #1</b>  <b>Goal #1:</b> Teachers will report that 100% of their student's positively collaborated/completed projects/tasks, took risks, and powerfully communicated (speaking, writing, art) each marking period.  <b>Goal #2:</b> Students will be powerfully engaged in learning, as evidenced by positive behavior and by their literacy performance.  <b>Goal #3:</b> Art Integration will support instruction.</p>	K-5 <sup>th</sup> grade 3 hrs/week all year	<ul style="list-style-type: none"> <li><input type="checkbox"/> College/Career Readiness</li> <li>× Social &amp; Emotional Learning</li> <li><input type="checkbox"/> Leadership</li> <li><input type="checkbox"/> Academic (specify)</li> <li>× Health and Wellness</li> <li><input type="checkbox"/> Other (specify)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student attendance</li> <li>▪ Student and parent satisfaction</li> </ul>
<b>Visual Arts:</b> Students may choose to participate in various art classes such as: <b>Arts &amp; Crafts, Illustrations,</b>	<ul style="list-style-type: none"> <li>× Student Identified</li> <li>× School Identified</li> <li>× Parent Identified</li> <li><input type="checkbox"/> Other (specify)</li> </ul>	<p><b>Priority Improvement #1</b>  <b>Goal #1:</b> Teachers will report that 100% of their student's positively collaborated/completed</p>	K-5 <sup>th</sup> grade 1.5 to 3 hrs/wk all year	<ul style="list-style-type: none"> <li><input type="checkbox"/> College/Career Readiness</li> <li>× Social &amp; Emotional Learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student attendance</li> <li>▪ Student and parent</li> </ul>

<b>Creative Expression or Origami</b>		<p>projects/tasks, took risks, and powerfully communicated (speaking, writing, art) each marking period.</p> <p><b>Goal #2:</b> Students will be powerfully engaged in learning, as evidenced by positive behavior and by their literacy performance.</p> <p><b>Goal #3:</b> Art Integration will support instruction.</p>		<input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Academic (specify) <input type="checkbox"/> Health and Wellness <input checked="" type="checkbox"/> Other: <b>Creative Arts</b>	satisfaction
<b>Karate:</b> Students learn and study karate skills and techniques to keep them physically healthy and active.	<input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input checked="" type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	<p><b>Priority Improvement #1</b></p> <p><b>Goal #1:</b> Teachers will report that 100% of their student's positively collaborated/completed projects/tasks, took risks, and powerfully communicated (speaking, writing, art) each marking period.</p> <p><b>Goal #2:</b> Students will be powerfully engaged in learning, as evidenced by positive behavior and by their literacy performance.</p>	K-5 <sup>th</sup> grade 3 hrs/wk all year	<input type="checkbox"/> College/Career Readiness <input checked="" type="checkbox"/> Social & Emotional Learning <input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input checked="" type="checkbox"/> Health and Wellness <input type="checkbox"/> Other (specify)	<ul style="list-style-type: none"> <li>▪ Student attendance</li> <li>▪ Student and parent satisfaction</li> </ul>
<b>OYC:</b> Singers discover the world, themselves and each other while learning songs from a variety of cultures. Focus is on fostering a love of music through active learning of musical skills, developing musical excellence through melody, rhythm, harmony and music theory at age appropriate levels.	<input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input checked="" type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	<p><b>Priority Improvement #1</b></p> <p><b>Goal #1:</b> Teachers will report that 100% of their student's positively collaborated/completed projects/tasks, took risks, and powerfully communicated (speaking, writing, art) each marking period.</p> <p><b>Goal #2:</b> Students will be powerfully engaged in learning, as evidenced by positive behavior and by their literacy performance.</p> <p><b>Goal #3:</b> Art Integration will support instruction.</p>	K-5 <sup>th</sup> grade 3 hrs/wk all year	<input type="checkbox"/> College/Career Readiness <input checked="" type="checkbox"/> Social & Emotional Learning <input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Academic: <b>Literacy</b> <input type="checkbox"/> Health and Wellness <input type="checkbox"/> Other (specify)	<ul style="list-style-type: none"> <li>▪ Student attendance</li> <li>▪ Student and parent satisfaction</li> </ul>
<b>Cooking/Nutrition:</b> Students focus on learning the nutritional value of the	<input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input checked="" type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	<p><b>Priority Improvement #1</b></p> <p><b>Goal #1:</b> Teachers will report that 100% of their student's positively collaborated/completed</p>	2 <sup>nd</sup> -5 <sup>th</sup> grade 1.5 hrs/wk all year	<input type="checkbox"/> College/Career Readiness <input checked="" type="checkbox"/> Social & Emotional Learning	<ul style="list-style-type: none"> <li>▪ Student attendance</li> <li>▪ Student</li> </ul>

<p>foods they eat. Students cook and learn how to make healthy food options.</p>		<p>projects/tasks, took risks, and powerfully communicated (speaking, writing, art) each marking period.  <b>Goal #2:</b> Students will be powerfully engaged in learning, as evidenced by positive behavior and by their literacy performance.</p>		<p><input type="checkbox"/> Leadership  <input checked="" type="checkbox"/> Academic: <b>Science, Math</b>  <input checked="" type="checkbox"/> Health and Wellness  <input type="checkbox"/> Other (specify)</p>	<p>and parent satisfaction</p>
<p><b>Fiber Works:</b> Students learn the basics of crocheting and knitting.</p>	<p><input checked="" type="checkbox"/> Student Identified  <input checked="" type="checkbox"/> School Identified  <input checked="" type="checkbox"/> Parent Identified  <input type="checkbox"/> Other (specify)</p>	<p><b>Priority Improvement #1</b>  <b>Goal #1:</b> Teachers will report that 100% of their student’s positively collaborated/completed projects/tasks, took risks, and powerfully communicated (speaking, writing, art) each marking period.  <b>Goal #2:</b> Students will be powerfully engaged in learning, as evidenced by positive behavior and by their literacy performance.  <b>Goal #3:</b> Art Integration will support instruction.</p>	<p>2<sup>nd</sup>-5<sup>th</sup> Grade  1.5 hrs/wk all year</p>	<p><input type="checkbox"/> College/Career Readiness  <input checked="" type="checkbox"/> Social &amp; Emotional Learning  <input type="checkbox"/> Leadership  <input type="checkbox"/> Academic (specify)  <input type="checkbox"/> Health and Wellness  <input checked="" type="checkbox"/> Other: <b>Creative Arts</b></p>	<ul style="list-style-type: none"> <li>▪ Student attendance</li> <li>▪ Student and parent satisfaction</li> </ul>
<p><b>What’s growing on (Gardening):</b> Students study gardening, earth science, nutrition and the environment. Healthy lifestyle choices are promoted by preparing healthy snacks from fruits and vegetables harvested by the students.</p>	<p><input checked="" type="checkbox"/> Student Identified  <input checked="" type="checkbox"/> School Identified  <input checked="" type="checkbox"/> Parent Identified  <input type="checkbox"/> Other (specify)</p>	<p><b>Priority Improvement #1</b>  <b>Goal #1:</b> Teachers will report that 100% of their student’s positively collaborated/completed projects/tasks, took risks, and powerfully communicated (speaking, writing, art) each marking period.  <b>Goal #2:</b> Students will be powerfully engaged in learning, as evidenced by positive behavior and by their literacy performance.</p>	<p>K-5<sup>th</sup> grade  3 hrs/wk all year</p>	<p><input type="checkbox"/> College/Career Readiness  <input checked="" type="checkbox"/> Social &amp; Emotional Learning  <input type="checkbox"/> Leadership  <input checked="" type="checkbox"/> Academic: <b>Science</b>  <input checked="" type="checkbox"/> Health and Wellness  <input type="checkbox"/> Other (specify)</p>	<ul style="list-style-type: none"> <li>▪ Student attendance</li> <li>▪ Student and parent satisfaction</li> </ul>
<p><b>Recreation:</b> Students can choose from a variety of outdoor recreation like activities: <b>PEACE Playtime or Kids in Motion.</b> Both classes</p>	<p><input checked="" type="checkbox"/> Student Identified  <input checked="" type="checkbox"/> School Identified  <input checked="" type="checkbox"/> Parent Identified  <input type="checkbox"/> Other (specify)</p>	<p><b>Priority Improvement #1</b>  <b>Goal #1:</b> Teachers will report that 100% of their student’s positively collaborated/completed projects/tasks, took risks, and powerfully communicated</p>	<p>K-5<sup>th</sup> grade  6 hrs/wk all year</p>	<p><input type="checkbox"/> College/Career Readiness  <input checked="" type="checkbox"/> Social &amp; Emotional Learning  <input checked="" type="checkbox"/> Leadership  <input type="checkbox"/> Academic (specify)</p>	<ul style="list-style-type: none"> <li>▪ Student attendance</li> <li>▪ Student and parent satisfaction</li> </ul>



offer students structured outside games that teach teambuilding and keep kids physically active and healthy.		(speaking, writing, art) each marking period. <b>Goal #2:</b> Students will be powerfully engaged in learning, as evidenced by positive behavior and by their literacy performance.		<input checked="" type="checkbox"/> Health and Wellness <input type="checkbox"/> Other (specify)	
<b>Eat a Story:</b> Students explore books that have food themes. They read the book and then get to cook/make the food item that is talked about in the book.	<input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input checked="" type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	<b>Priority Improvement #1</b> <b>Goal #1:</b> Teachers will report that 100% of their student’s positively collaborated/completed projects/tasks, took risks, and powerfully communicated (speaking, writing, art) each marking period. <b>Goal #2:</b> Students will be powerfully engaged in learning, as evidenced by positive behavior and by their literacy performance.	K-1 <sup>st</sup> grade 1.5 hrs/wk all year	<input type="checkbox"/> College/Career Readiness <input checked="" type="checkbox"/> Social & Emotional Learning <input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Academic: <b>Literacy</b> <input checked="" type="checkbox"/> Health and Wellness: <b>cooking</b> <input type="checkbox"/> Other (specify)	<ul style="list-style-type: none"> <li>▪ Student attendance</li> <li>▪ Student and parent satisfaction</li> </ul>
<b>Leisure Club:</b> Students play board games, art work, homework, or read. This class allows students to have “preferred activity time” in a structured and supervised manner.	<input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input checked="" type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	<b>Priority Improvement #1</b> <b>Goal #1:</b> Teachers will report that 100% of their student’s positively collaborated/completed projects/tasks, took risks, and powerfully communicated (speaking, writing, art) each marking period. <b>Goal #2:</b> Students will be powerfully engaged in learning, as evidenced by positive behavior and by their literacy performance.	K-5 <sup>th</sup> grade 7.5 hrs/wk all year	<input type="checkbox"/> College/Career Readiness <input checked="" type="checkbox"/> Social & Emotional Learning <input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input checked="" type="checkbox"/> Health and Wellness: <b>downtime for students who need it</b> <input type="checkbox"/> Other (specify)	<ul style="list-style-type: none"> <li>▪ Student attendance</li> <li>▪ Student and parent satisfaction</li> </ul>

**Gardening:** Students study gardening, earth science, nutrition and the environment. Healthy lifestyle choices are promoted by preparing healthy snacks from fruits and vegetables harvested by the students.

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
<b>Winter Break Potluck</b>	Provides opportunities for families to see their child perform in front of an audience. Families will get a	Parents, students and EBAC staff will share dialogue about the program, student progress and	To have parent involvement and input in the Afterschool	This event allows parents to participate in the Afterschool program, as



	better understanding of what it is that their children were learning in the program. .	room for improvement while enjoying dishes prepared by families and staff.	Program’s success, while also allowing students to showcase what they have learned.	parent volunteers in the afterschool program classes, and will allow parents to experience what goes on in the ASP.
<b>Showcases</b>	Provides opportunities for families to understand what their child is learning; why they learned it; what it looks like to perform well.	This event will allow parents to see what their children have learned in the Afterschool Program, by showcasing their talents for the whole school.	To have students show their learned skills from the Afterschool Program.	Having this event open to all students in the school, and working closely with the PPTG in organizing this event.

**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.	<b>Regular weekly check in with school day attendance clerk to make sure student’s attendance is the same for afterschool as well as the school day.</b>
b) Inform parents about the importance of attendance and encourage parents to help each other get their students to class.	<b>Parents are provided with the ASP handbook at the beginning of the school year during the ASP parent orientation. Handbook clearly states attendance policies.</b>
c) Track students with poor program attendance and reach out to find out why and how attendance could be improved.	<b>Make phone calls, emails and/or send letters home to families with students who have chronic absenteeism.</b>
d) Celebrate good attendance and/or offer meaningful incentives to attract and reward students for attending our program.	<b>Give out awards at Showcases i.e. perfect attendance, most improved attendance etc.</b>

**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) \_\_\_\_\_

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.)

**The Site Coordinator and Program Director will work with the school in supporting their school culture and climate. The P.E.A.C.E. program has aligned their program goals to those of the school. P.E.A.C.E. program has also 4 core values (compassion, honesty, respect and responsibility) which have been integrated into their behavior system and staff expectations.**

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.):

**Afterschool program will support the school-day in their efforts. We ensure that we have a diverse applicant pool when hiring for our afterschool staff. (We want our staff to reflect the make-up of our students.) EBAC will provide all staff with training from Brother's on the Rise around strategies for working with boys of color.**

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:	<b>SEL skills are very important to our program structure and design. All of our staff are trained in youth development principals. Our SC models good SEL skills in her staff meetings and in her relationships with staff, students and families. We hold our staff to high SEL expectations and they are evaluated yearly.</b>
Describe how you will work intentionally to develop SEL skills in students:	<b>Our staff model good SEL skills with our students. We have also designated SEL skill building time in our program where students will learn and develop SEL skills and will have time to practice them.</b>

**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?	<ul style="list-style-type: none"> <li>× COST team (Coordination of Services Team)</li> <li>× SST (Student Study Team)</li> <li><input type="checkbox"/> SSC (School Site Council)</li> <li><input type="checkbox"/> ELT (Educational Leadership Team)</li> <li>× PTA</li> <li>× Attendance Team/Workgroup</li> <li><input type="checkbox"/> SPSA Site Planning team</li> <li>× School Culture/Climate Committee</li> <li><input type="checkbox"/> Other (specify)</li> </ul>
List key community partners whom you will actively collaborate with to accomplish the goals of your program.	<b>Peralta School administration and the Peralta Parent Teacher Group (PPTG). We will stay in clear communication with these two groups in order to stay aware of community events and needs.</b>
List all subcontractors who will be paid to deliver after school services.	<b>Destiny Arts Center, Oakland Youth Chorus, Berkeley Karate</b>
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.	<b>Parent Liaison, School Psychologist, Quality Support Coach, School Secretary, and Custodian.</b>



**2016-17 After School Enrollment Policy for     Peralta Elementary     School**

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

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

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

Target Population(s)	Specific Data to Inform Selection of Program Participants	(High School Only) Indicate if participation is <i>Optional</i> or <i>Mandatory</i> for each target population
All students grades K-5 <sup>th</sup>	Enrollment records and school day teacher referrals. Other data and risk factors identified by site.	N/A
Students in need of academic support and intervention to improve or sustain academic performance.	Teacher or counselor referral/recommendation. Parent/caregiver feedback.	N/A
Students in need of social and emotional learning.	Parent/caregiver feedback. Student selection.	N/A

**Which grade levels will you serve in this program?**     K-5<sup>th</sup> grades    

*Note: The ASES and 21<sup>st</sup> 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
5/23/2016-6/8/2016	All families will be given enrollment packets May 23, 2016. The packets will need to be returned by June 3, 2016. Parents will be notified of their child's enrollment in the school's newsletter and e-mail by June 10, 2016.	Site Coordinator
6/2016-8/2016	Incoming kindergarten families will be given packets during testing/assessments and will be notified of enrollment once packets have been turned in, via phone call with a confirmation e-mail.	Site Coordinator

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

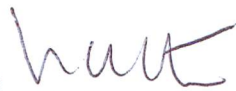
- April – June: Spring enrollment for 2016-17 programs.
- Families will be notified of 2016-17 after school enrollment before the last day of school, June 9, 2016.
- After school programs begin on 1<sup>st</sup> Day of school, with enrollment at a minimum 75% capacity.
- August – September: New school 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:

School administration and school day teachers will promote and refer students to the afterschool program. The Quality Support Coach will assist in getting these referrals from the school day. The Afterschool applications will be available in the front office as well as on the school website. Program will also be promoted through the Peralta Parent and Teacher Group (PPTG). The afterschool program uses the PPTG website to promote and communicate with all Peralta families. All announcements are on the website as well as promoted in the front office.

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
e	RZ	Site Administrator and Lead Agency Director/Site Coordinator have reviewed the CA Dept of Education’s ASES and/or 21 <sup>st</sup> Century Grant Assurances, and understand mandated grant compliance elements.
d	RZ	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.
c	RZ	Site Administrator will meet regularly with Site Coordinator to ensure program is meeting identified goals.
e	RZ	Site will share student outcome data to better refine program (Attendance data, test scores, Report Cards, IEP’s, etc).
e	RZ	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.
e	RZ	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.
x	RZ	Site will invite Site Coordinator to participate on SSC, COST, SST, and/or SPSA planning teams to ensure coordination of services.
e	RZ	Site will coordinate the use of facilities and site level resources in support of program goals.
e	RZ	Site will provide Site Coordinator with office space that includes access to internet and phone.
d	RZ	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:

Sonia Kurt-Spindt-school consultant and current Quality Support Coach





**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
N/A	

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.

**Site Coordinator will be in attendance at the staff safety procedure and protocol meeting, and will also be present at all safety drills. Site Coordinator will train all afterschool staff on safety procedures and protocols. All emergency procedures are also written in afterschool program instructor manuals. EBAC also has a Safety Training Binder at all sites.**

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:

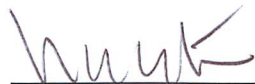
#### SSO Staffing: (check one)

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

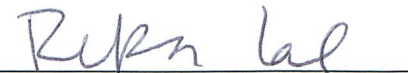
Site will pay Extra time/Over time (ET/OT) to accommodate an after school SSO.

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?

**Professional development: CPR, Fire Safety, Trauma Informed Care, Youth Development, SAPQA training, Building Intentional Communities, OUSD PLCs (Science and Literacy/Language/Math)**

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

**P.E.A.C.E. staff are invited to all school day professional development opportunities. A few of the afterschool staff also work during the school day which allows for program and school alignment.**

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:

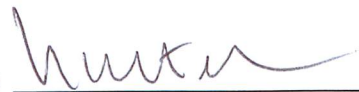
I understand that professional development helps ensure program quality. My program is committed to providing/accessing professional development opportunities for after school staff, based on needs identified by program data. My program will adequately budget for staff time to participate in professional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

### Staff Wellness

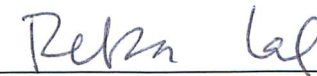
e) Please describe ways your program will work to support staff wellness over the course of the year:

**Staff wellness will be incorporated into check ins at all of our monthly staff meetings. Site Coordinator will check in individually with staff. Staff will be buddied up with another instructor for the school year and they will be responsible to each other to ensure that their buddy is following through with their self-care plan which will be created at the beginning of the year.**

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



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





## 2016-2017 PERALTA AFTERSCHOOL SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
1:30- 2:50			Community Building Activities, Recreation & Project-Based Learning Activities		
2:50- 3:30	Snack & Check-In	Snack & Check-In	Snack	Snack & Check-In	Snack & Check-In
3:30 - 5:00	Karate	Hip Hop Dance (Destiny Arts)	Cooking	Hip Hop Dance (Destiny Arts)	Karate
	Illustrations	Arts & Crafts	Cooking	Arts & Crafts	Illustrations
	Eat a Story	Arts & Crafts	OYC-Choir	Arts & Crafts	OYC-Choir
	Fiber Works	P.E.A.C.E. Playtime	P.E.A.C.E. Playtime	P.E.A.C.E. Playtime	Kids in Motion
	What's Growing On	Creative Expression	What's Growing On	Origami (Paper Crafts)	Creative Expression
	Leisure Club	Leisure Club	Leisure Club	Leisure Club	Leisure Club
5:00 - 6:00	Homework Literacy & Math Time	Homework Literacy & Math Time	Homework Literacy & Math Time	Homework Literacy & Math Time	Homework Literacy & Math Time
6:00	Pick-Up	Pick-Up	Pick-Up	Pick-Up	Pick-Up

## Results of Peralta Family Survey 15-16 (45 respondents)

Do you have a child(ren) currently enrolled in the 2015-2016 P.E.A.C.E. Afterschool Program?

Answer Choices	Responses
Yes	93.33% 42
No	6.67% 3
Total Respondents: 45	

If you answered "YES" to the first question, which days do they attend?

Answer Choices	Responses
Monday	76.19% 32
Tuesday	78.57% 33
Wednesday	88.10% 37
Thursday	83.33% 35
Friday	69.05% 29
Total Respondents: 42	

If you answered "NO" to the first question, please tell us why you did not enroll your child(ren) in the P.E.A.C.E. Afterschool Program for the 15-16 school year?

*Showing 3 responses*

- My daughter is not a fan of recess and Peace. I would enroll her in Peace if there was more science related activities specific on certain days. She is enrolled in SAFG now.
- I'm a stay at home mother and don't need care. If I did need care, I personally find PEACE to be too chaotic and wouldn't use it as my regular care.
- They are tired of the current classes.

Do you use the Morning Care Provided by EBAC? Do you plan on using the Morning Care next year?

Answer Choices	Responses	
Yes, I use it this year.	20%	9
No I do not use it this year.	75.56%	34
I plan on using it next year.	13.33%	6
Total Respondents: 45		

Please rank order the priorities that you look for in a quality Afterschool program?

	1	2	3	4	5	6	7	8	9	10	11	12	13	N/A	Total	Score
Flexibility around days you can attend	16.2% 6	13.5% 5	8.1% 3	0% 0	13.5% 5	8.1% 3	10.8% 4	8.1% 3	10.8% 4	2.7% 1	2.7% 1	2.7% 1	0% 0	2.7% 1	37	8.75
Caring Staff	40% 16	17.5% 7	25% 10	7.5% 3	2.5% 1	0% 0	2.5% 1	0% 0	0% 0	0% 0	0% 0	0% 0	2.5% 1	2.5% 1	40	11.51
Homework/Academic Support	0% 0	5.4% 2	16.2% 6	2.7% 1	8.1% 3	10.8% 4	2.7% 1	16.2% 6	0% 0	10.8% 4	13.5% 5	8.1% 3	2.7% 1	2.7% 1	37	6.67
Specific enrichment offerings (karate, dance, cooking)	7.3% 3	17% 7	17% 7	17% 7	14.6% 6	4.8% 2	2.4% 1	9.7% 4	7.3% 3	2.4% 1	0% 0	0% 0	0% 0	0% 0	41	9.51
Safety	16.2% 6	21.6% 8	8.1% 3	13.5% 5	2.7% 1	2.7% 1	2.7% 1	10.8% 4	8.1% 3	5.4% 2	0% 0	2.7% 1	2.7% 1	2.7% 1	37	9.19
Morning care	2.7% 1	5.5% 2	5.5% 2	5.5% 2	0% 0	0% 0	2.7% 1	0% 0	2.7% 1	5.5% 2	11.1% 4	22.2% 8	8.3% 3	27.7% 10	36	5



	1	2	3	4	5	6	7	8	9	10	11	12	13	N/A	Total	Score
Affordability	0%	12.8%	2.5%	10.2%	12.8%	15.3%	5.1%	7.6%	10.2%	10.2%	5.1%	2.5%	0%	5.1%	39	7.57
	0	5	1	4	5	6	2	3	4	4	2	1	0	2		
Outdoor time for my kids	5.4%	0%	8.1%	16.2%	16.2%	13.5%	13.5%	8.1%	8.1%	2.7%	5.4%	0%	0%	2.7%	37	8.08
	2	0	3	6	6	5	5	3	3	1	2	0	0	1		
Down time for my kids	0%	2.8%	0%	0%	11.4%	5.7%	8.5%	8.5%	17.1%	14.2%	5.7%	14.2%	0%	11.4%	35	5.45
	0	1	0	0	4	2	3	3	6	5	2	5	0	4		
Fun!	0%	0%	7.8%	15.7%	10.5%	23.6%	7.8%	5.2%	7.8%	10.5%	5.2%	2.6%	0%	2.6%	38	7.38
	0	0	3	6	4	9	3	2	3	4	2	1	0	1		
Location (on the school site)	16.6%	11.1%	5.5%	8.3%	8.3%	8.3%	19.4%	5.5%	5.5%	5.5%	0%	5.5%	0%	0%	36	8.67
	6	4	2	3	3	3	7	2	2	2	0	2	0	0		
Time to play with other kids in other grades	0%	0%	2.7%	2.7%	2.7%	2.7%	11.1%	8.3%	11.1%	16.6%	27.7%	8.3%	0%	5.5%	36	4.82
	0	0	1	1	1	1	4	3	4	6	10	3	0	2		
Other	4.3%	0%	4.3%	8.7%	0%	0%	4.3%	0%	4.3%	0%	4.3%	0%	17.3%	52.1%	23	5.73
	1	0	1	2	0	0	1	0	1	0	1	0	4	12		

If you added "OTHER" to the above question, please specify here.

Showing 6 responses

- We have really appreciate being able to take advantage of new opportunities such as SAFG. The flexibility that PEACE offers has made such opportunities possible. I would like to see this partnership continue and think SAFG would enhance an already quality program offering.
- I like that my daughter can easily attend PEACE after Scientific Adventures for Grils
- I would really like for my child to be able to finish her homework during PEACE and or participate in targeted educational programs like Scientific Adventures for Girls.
- educational aspect of program
- Care during breaks and in-service days (I put N/A for safety b/c that should be a given)
- Making sure kids from all economic backgrounds are together.

Please check the types of enrichment activities you are interested in your child(ren) participating in for the 2016-2017 school year?

	I would like to continue seeing this class offered.	I would NOT like this class offered next year.	I would like to ADD this new class for next year.	Total
Cooking with Ellen (currently being offered)	97.22% 35	2.78% 1	0% 0	36
Dance: Destiny Arts (currently being offered)	92.59% 25	7.41% 2	0% 0	27
Choir: Oakland Youth Chorus (currently being offered)	80.95% 17	19.05% 4	0% 0	21
Martial Arts: Sensei Mark (currently being offered)	94.29% 33	2.86% 1	2.86% 1	35
Arts & Crafts (currently being offered)	97.06% 33	2.94% 1	0% 0	34
Yarn Works/Sewing (currently being offered)	80.95% 17	19.05% 4	0% 0	21
Recreation/Teambuilding (currently being offered)	90 % 27	10% 3	0% 0	30
Arts Illustrations (currently being offered)	89.66% 26	10.34% 3	0% 0	29
Leisure Club (currently being offered)	88% 22	12% 3	0% 0	25
Gardening (currently being offered)	91.89% 34	5.41% 2	2.7% 1	37
Eat a Story (currently being offered)	75% 21	21.43% 6	3.57% 1	28
Sports: specify below	54.55% 12	0% 0	45.45% 10	22
Drama	35% 7	5 % 1	60 % 12	20
Music: specify below	31.58% 6	0% 0	68.42% 13	19
Science	38.24% 13	2.94% 1	58.82% 20	34
Chess	33.33% 7	9.52% 2	57.14% 12	21



*Showing 21 responses*

- I would like to see SAFG added in addition to instrumental music. Giving our girls a fighting chance in STEM requires early exposure that empowers them. I think the single gender strategy recognizes the inequality that exists in STEM fields and tries to address it through early intervention in relevant ways.
- I would like to see Scientific Adventures for Girls added to the PEACE curriculum
- As I mentioned above I would like for my daughter to take Scientific Adventures for girls and also get baseball and basketball
- Please add SAFG
- If this is only for PEACE, I will not be enrolling my children.
- Paper crafting with Ellen?
- Soccer, basketball
- I would love if this program would provide league sports to offer children the opportunity to compete against other schools/asp in the surrounding area.
- sport - soccer music - composition
- I would love it if my child could do a team sport and learn a musical instrument after school. I don't care what sport or what instrument!
- Origami is a huge favorite for my kids.
- Where is language? Spanish? Chinese? Computers and coding or any STEM classes? Music? Basketball or soccer or handball/racquetball? Chess would be fantastic and lots of other schools offer it, along with many of the above. We are one of very few schools not offering language and music options and I'm sure there are many parents who would pay extra for their child to take advantage of this. We certainly would. In fact, if language was offered, even intro to Spanish, we may be at PEACE 5 days a week instead of 4 - which quite honestly would make life much easier.
- Soccer A dance class for boys? My son is interested in dancing but doesn't like the idea of being vastly outnumbered by girls.
- Would love to see Spanish added and any type of musical instrument learning for younger kids.
- Sports: Badminton, Ping Pong, Soccer, Basketball Music: Ensemble playing for instrumental music, musical theater
- Soccer!!
- BASKETBALL
- Sports: Even just an outdoor game class where the sport changed regularly would be fun for our kid. Chess: Think our kid would enjoy chess and other board type games or card games as well.
- sports - soccer music - anything, really
- Origami with Ellen, Spanish language (an art/garden/cooking class in spanish?)
- I'd love to see a musical offering, science, drama, chess, even though my kid wouldn't do all of them. Karate and cooking have been the biggest hits with my kids. Both hated Eat a Story, unfortunately.

In order to build on the current successes, please let us know what you have enjoyed and appreciated about the P.E.A.C.E. program.

*Showing 38 responses*

- The PEACE staff do a tremendous job at caring for the kids and their families. They have worked hard to keep aftercare families in the loop on school information and happenings so we don't feel marginalized b/c we don't have a caregiver-parent who can follow up during school hours. The staff are professional, nurturing and responsive. The programing attends to diverse interests so it always feels like our daughter has something to look forward to. The option for care during some days over holidays and breaks - is awesome!!!!
- Being able to have some extra hours alone after a hard day of work
- I think the staff is great and good to work with. I like maximizing outdoor time.
- I like the location time and instructors.



- I love the teachers and the flexibility
- It's great staff.
- My kids love PEACE for 3 days/week, they love the fun activities and caring staff and that it's structured and they get to try various things, but not incredibly rigid. I really appreciate the flexibility of activities and days, and that some classes are a little more rigorous than others.
- I love the staff- you are all so supportive and warm. My daughter loves being at the after school program.
- Love the staff
- Of course the caring staff and the schedule.
- Ms. Sherice is the best! Number one, I love her and how she take care of my kid, who feels loved at school. That is so important to me. My daughter also loves the activities, which is important for obvious reasons.
- Staff are wonderful, they know and care about my kids. Kids love being with friends. Flexibility in scheduling.
- The afterschool staff are great and work well with the kids. They are genuinely concerned about our children's well-being and incredibly responsive to questions or concerns. With the exception of the limited program offerings, I believe EBAC does a phenomenal job. Thank you! Sherice is extremely well organized and I appreciate her regular communication. I never worry about my child's safety. We especially love the cooking and gardening classes and appreciate that kids have a little downtime with the Leisure Club option during long and busy weeks.
- The staff!
- Great staff! My daughter has fun, never says she feels bored and learns a lot.
- I really like the warm feeling I get from the staff. My daughter always feels included even when she is the 'helper'- she often does not want to be picked up as she wants to finish a project that she is working on.
- We love the smooth transition from the school day, and how the staff really know all the kids. We also really appreciate the flexibility in scheduling and pickup times, and how the kids get to try different activities.
- I appreciate how flexible and warm all the staff are. My child loves going to after care and enjoys all the different activities.
- Flexible, enriching, affordable, location
- Its all good for us.
- Love the options for classes and the hours. I really LOVE the exposure to all ages and diversity of Peralta. And how nice the kids are to each other. Ms. Sherice is wonderful. Garden program is amazing, and by far my son's favorite. He loves Ms. Gabby. He also loves Ms. Danesse and takes her classes b/c of her , which is amazing since he previously hated art. My son has done surprisingly well in PEACE and enjoys it, so really, I shouldn't complain!
- The curriculum and teachers at PEACE are fabulous. Our kids have opportunities to try new things that they would not have without the PEACE program.
- I appreciate how flexible Sherice is about my kids doing extra days on short notice. I appreciate that my kids get a combination of playtime and structured activities.
- It's very convenient, affordable and the teachers are caring.
- Wonderful and caring staff, lots of fun enrichment options
- I love the caring support everyone gives the kids. I also love the way the staff listens to the parents' concerns.
- Staff is great! I love the flexibility and friendliness. Our child does get tired at the end of the long day but he's in Kindergarten so to be expected.
- Friendly staff and holiday hours!
- Amazing, caring staff. Fun options.
- The staff are amazing. Sherice runs a great program. My son doesnt want to leave at the end of the day.
- My son really enjoys art-y and cooking enrichments, and loves the PEACE teachers. I appreciate the personal attention that teachers give, and that they know me and my son.
- Fun, friends of multi-ages, snack (very important to our kid), knowing where our kid is after school. Flexible pickup time.
- Staff is kind, knows my son.
- Sherice, Jamilla and Denise are wonderful caring people.
- The staff is really nice and friendly and I feel our family has a special relationship with them. I feel comfortable talking with them. I know my daughter really enjoys the different extracurricular activities especially gardening, cooking, and chorus.
- I love the staff who know the kids, model great behavior and challenge them socially and mentally.

- Caring staff has been key, we've appreciated when more diverse offerings have been added, like fiber arts. Very glad that popular classes like cooking and karate have been continued, and that mural painting was brought back. Also extremely grateful for the flexibility of accommodating kids who don't attend 5 days/week, and Sherice's heroic efforts to get everyone into classes they like.
- The availability of the program and staff, affordability, ease of location on school site, "friends" my student has made via the program.

In order to ensure continual improvements, please let us know what areas you feel the P.E.A.C.E. program can be enhanced or developed.

*Showing 22 responses*

- Digitized calendars and online payment process would be very much appreciated. Besides science and music I would also like to see computer options and/or introductory engineering in the form of fun age-appropriate projects.
- More Science programs instead of art
- I would really like for my child to be able to finish her homework during PEACE and or participate in targeted educational programs like Scientific Adventures for Girls.
- I have concerns about safety because the campus is so open after school.
- The science for girls would be a good enhancement.
- More structured outside activities. I'd like to see more structured yard activities.
- The enrichment programs should be more varied. It's the same classes for a long time now and not enough diversity. The quality of instruction should also improve. It looks like there is good intention but the follow-through isn't there. It's only 1.5 hours and more planning and thought should be put into whether or not the child is actually getting something out of the class. There is time for socialization, too. So keep this enrichment hour "enriching".
- I don't like so many of the OUSD snacks! They are junk half the time! (The fresh fruit is appreciated, however.) I wish there were a way we could have consistently healthy snacks. Also, I don't like the amount of movie watching that occurs on Fridays... I don't want my kid to be left out, but I also don't want her watching movies for over an hour (I think) while at school.
- I would love to get a bill. Online would be even better. I forget to pay on a regular basis. However this is less important than the positives.
- Language, chess, musical instruments, computers and coding, STEM programs...EBAC is missing the essentials. These kids need to build 21st Century skills so they need 21st Century afterschool options. Right now the afterschool options are fairly basic. We need more hands-on, minds-on interactive, asset-based programming. I don't think it would take much more to organize and highly, highly encourage you to offer more of these skills-building activities. Parents will pay more for supplemental classes, especially music and language. I'd like to see a survey asking parents about these things and how many would pay the supplemental fees associated. This current survey does not capture that information so a follow-up survey could prove very valuable. Then you will be letting the parents know you have heard them and have true data to build expanded program offerings. Thank you!!!
- It would be nice if the enrichment classes changed over more frequently. The kids sometimes are curious about something but not sure if they'd want to do it for a whole semester. Input from kids: They like the craisins and fruit. They don't like the animal crackers. They think there should be more activities in Leisure Club.
- I would love to see the kids go on more walks and eat slightly more nutritious snacks if possible, like milk and veggies.
- -Better morning care! Have some structure or activity, have an involved and on-time staff member there. -Offer full week break options so that kids don't have to go to an expensive week-long break camp that doesn't offer individual days. -Allow kids/parents to rank choices instead of picking top three, and maybe change them mid semester so kids get more exposure to different things. -Provide calendars for the whole year and/or be able to fill them out online/pay online. Make it easier for the parents to not have late payments.
- It is already amazing thank you!!!!
- Sometimes there seems to be a lot of yelling involved, which I know makes some parents uncomfortable.



- Improved payment and receipt options (e.g. online payments)
- N/a
- Leisure club isn't the greatest; at least for my boy.
- Our kid would appreciate more snack. Also, he's looking forward to getting into the more detailed classes for upper grades like origami. Lastly, if you add sports or chess or any other potentially competitive activities, a big good sportsmanship component as part of those would be great.
- More enrichment activities that appeal to my son.
- I would like to see a dance class offered for the younger grades. There are some PEACE classes that my daughter cannot attend because of her grade and I would like for her to be able to.
- I think just a greater diversity of specific offerings (as opposed to general/vague offerings like leisure club and recreation) would be good. Really appreciated the addition of fiber arts. Some instructors seem more connected to the subject matter than others, so more commitment/enthusiasm would be good. It also seems like the more specific classes are all Wed/Fri, which is difficult for us.

Please let us know if you have any other comments, feedback, questions or concerns. Optional: Name and contact information

*Showing 7 responses*

- Would really appreciate if Scientific Adventures for Girls allowed boys to attend as well. My son would like to attend and I don't see any reason it can't be all-inclusive for school-aged kids besides the name, which is unfortunate.
- If SAFG is only offered through PEACE, my daughter would be excluded because she does not and will not attend PEACE.
- Thank you!!!
- this is chris specker, sarah turleys mom. itsyourmovegames@yahoo.com 510-547-4836
- Thank you all so much for the great job you do!!
- As a parent who needs to get to work on time, I'm very frustrated by the morning care. There have been maybe a dozen days this school year that someone has been there right at 7:30am. And when someone is there, they just seem to sit at the desk and not acknowledge the parents or children coming in. The thing I dislike the least about PEACE is the movie watching. The kids watch way too many movies. Every Friday, every time it rains (why can't they play outside or in the multi-purpose room?!), often on Wednesdays too. I've asked if my child can do homework instead of movies, but was told it was a staffing issue. I wonder if other parents would also want their kids to do homework or another activity besides movie watching, so it would justify having staff split. I also have requested numerous times that my son finish his lunch at afternoon snack time. It never happens. The kids get such little time to eat lunch, and I much prefer him to eat his healthy lunch than the snacks provided. (Wish the snacks provided were better too!) Thank you for the opportunity to share, and thank you for the great care that has happened too! Ashley Dawn ashldawn@gmail.com
- Mary Franklin marylizzy84@gmail.com



**AFTER SCHOOL BUDGET PLANNING SPREADSHEET**

ELEMENTARY & MIDDLE SCHOOLS 02.2016

Site Name:	ASES	OFCY Match Funds	Program Fees (if applicable)	Other School Site Funds	Other Lead Agency Funds
Peralta Elementary					
Site #: 145	Resource 6010, Program 1553				
Average # of students to be served daily (ADA): 90	OUSD	Lead Agency	Lead Agency	OUSD	Lead Agency
	%				
<b>TOTAL GRANT AWARD</b>	<b>112,500</b>		<b>158,000</b>	<b>0</b>	<b>0.00</b>

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

OUSD Indirect (5%)	5,357				
OUSD ASPO admin, evaluation, and training/technical assistance costs	7,009				
Custodial Staffing and Supplies at 3.25%	3,254				

<b>TOTAL SITE ALLOCATION</b>	<b>96,879</b>				
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**CERTIFICATED PERSONNEL**

1120	Quality Support Coach/Academic Liaison REQUIRED	0			0
1120	Certificated Teacher Extended Contracts- math or ELA academic intervention (required for MS)	0			0
	Certificated Teacher Extended Contracts- ELL supports				
	Total certificated	0			0

**CLASSIFIED PERSONNEL**

2205	Site Coordinator (list here, if district employee)	0	0		0
2220	SSO (optional)	0			0
	Total classified	0	0		0

**BENEFITS**

3000's	Employee Benefits for Certificated Teachers on Extended Contract (benefits at 20%)	0			
3000's	Employee Benefits for Classified Staff on Extra Time/Overtime (benefits at 22%)	0			
3000's	Employee Benefits for Salaried Employees (benefits at 42%)	0			
3000's	Lead Agency benefits (rate: 25%)		\$18,294	\$20,946	\$1,960
	Total benefits	\$0	\$18,294	\$0	\$20,946

**BOOKS AND SUPPLIES**

4310	Supplies (OUSD only, except for Summer Supplemental)	\$0			\$0
4310	Curriculum (OUSD only)	\$0			\$0
5829	Field Trips	\$0			\$0
4420	Equipment (OUSD only)	\$0			\$0
	Total books and supplies	\$0	\$0	\$0	\$0

**CONTRACTED SERVICES**

5825	Site Coordinator (list here if CBO staff)	\$0	\$42,900		\$8,580
5825	Program Director				\$16,964
5825	Senior Director				\$2,000
5825	Program Assistant (\$16.29 X 32hrs/wk X 44 wks) = \$22,936				\$22,936
5825	2 benefited staff: Enrichment/Literacy/Math (Direct Service: 2 x \$16.02/hr x 17 hrs/wk x 44 wks) + (Prep: 2 x \$16.02/hr x 3 hrs/wk x 44 weeks) + (PD 2 x \$16.02/hr x 65/hrs) = \$30,277 ASES will pay for approximately 98 % = \$29,749 (-\$528 to balance)		\$29,749		\$528
5825	Program Instructors (averaged) (Direct Service: 3 x \$15.45/hr x 9 hrs/wk x 39 wks) + (Prep: 3 x \$15.45/hr x 2.5 hrs/wk x 39 weeks) + (PD 3 x \$15.45/hr x 65/hrs) = \$23,800 ASES will pay for approximately 0%				\$23,800



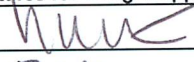

<sup>16-17</sup>  
2016-17 Elementary/Middle School After School Program Budget

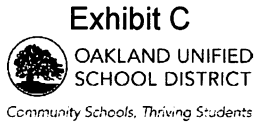
**ELEMENTARY & MIDDLE SCHOOLS 01.2015**

Site Name:	Peralta	%	ASES		OFCY Match Funds	Program Fees (if applicable)	Other School Site Funds	Other Lead Agency Funds
			Resource 6010, Program 1553					
Site #:	145		OUUSD	Lead Agency	Lead Agency	Lead Agency	OUUSD	Lead Agency
Average # of students to be served daily (ADA):	90							
5825	Academic Liaison			\$3,000				
5825	Contractors					\$35,000		
	<b>Total services</b>		\$0	\$75,649	\$0	\$109,808	\$0	\$7,000
<b>IN-KIND DIRECT SERVICES</b>								
							\$0	\$0
	<b>Total value of in-kind direct services</b>						\$0	\$0
<b>LEAD AGENCY ADMINISTRATIVE COSTS</b>								
	Lead Agency admin (4% max of total contracted \$)			\$2,936.42		\$27,246		\$16,144
<b>SUBTOTALS</b>								
	<b>Subtotals DIRECT SERVICE</b>	85	\$1,682	\$93,943	\$0	\$130,754	\$0	\$8,960
	<b>Subtotals Admin/Indirect</b>	15	\$13,939	\$2,936	\$0	\$27,246		\$16,144
<b>TOTALS</b>								
	Total budgeted per column		\$15,621	\$96,879	\$0	\$158,000	\$0	\$25,104
	<b>Total BUDGETED</b>	100	\$112,500		\$0	\$158,000	\$0	\$25,104
	<b>BALANCE remaining to allocate</b>		\$0			\$0		
	<b>TOTAL GRANT AWARD/ALLOCATION TO SITE</b>		\$112,500			\$158,000		

<b>ASES MATCH REQUIREMENT:</b>	
ASES requires a 3:1 match for every grant award dollar awarded.	
Total Match amount required for this grant:	37,500
Facilities count toward 25% of this match requirement:	9,375
Remaining match amount required:	28,125
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:	28,125

**Required Signatures for Budget Approval:**

Principal:	
Lead Agency:	



OAKLAND UNIFIED SCHOOL DISTRICT
ASES AND 21ST CENTURY AFTER SCHOOL PROGRAMS

PARENT PERMISSION AND STUDENT INFORMATION - ELEMENTARY AND MIDDLE SCHOOLS

I give my child permission to participate in the 2016-17 OUSD After School Program.

Name of School: Parent Signature: Date:

Student's Name Grade Date of Birth

Parent/Guardian Name (Please print) Email Address

Home Address City Zip

Home Phone Work Phone Cell Phone

EMERGENCY CONTACT INFORMATION

In case of emergency please contact:

Name Relationship Phone: work/home/cell

Does your child have health coverage? Yes No

Name of Medical Insurance Policy/ Insurance # Primary Insured's Name

Name of Child's Doctor Telephone

I authorize After School Program Staff to furnish and/or obtain emergency medical treatment which may be necessary for my child during the After School Program.

Parent/Guardian Name Signature Date



**RELEASE OF LIABILITY**

I understand the nature of the after school program and that participation is voluntary. I understand that the Oakland Unified School District is not responsible for loss, damage, illness, or injury to person or property as a result of participation in the after school program. I hereby release and discharge the Oakland Unified School District and its officers, employees, agents, and volunteers from any and all claims for injury, illness, death, loss or damage as a result of after school program activities.

Parent/Guardian Signature: \_\_\_\_\_ Date \_\_\_\_\_

**STUDENT RELEASE/ PICK UP POLICY**

As parent/guardian, I understand that the After School Program will begin immediately after school is out and will end by **6:00 p.m.** Students will not be released to go home from the After School Program until they are signed out by the parent/guardian or one of the individuals listed below:

\_\_\_\_\_

Parent/Guardian/Caretaker Signature Date

When I am unable to pick my child up, I give After School Program staff permission to release my child to:

\_\_\_\_\_  
Name/Relationship Phone Numbers: Home/Work/Cell

\_\_\_\_\_  
Name/Relationship Phone Numbers: Home/Work/Cell

**REMEMBER:** Please pick up your child on time. The program ends by 6:00 p.m. If students are not picked up by 6:00 p.m., After School Program staff are required by law to report to Child Protective or law enforcement. Please note: Three instances of tardiness in picking up your child will result in his/her dismissal from the program.

**PERMISSION TO EVALUATE PROGRAMS AND TRACK STUDENT PROGRESS**

I give permission for the After School Program Staff and any designated evaluation consultant to review my child's school data (including but not limited to test scores, report cards, attendance, other performance indices, and demographic data), and input my child's data into the after school database for the purpose of providing targeted support and academic instruction and assessing the effectiveness of the After School Program. I also give permission for After School Program staff and any designated evaluation consultant to monitor my child's progress and to require my child to complete evaluation surveys for the purpose of determining program effectiveness.

\_\_\_\_\_ Parent/Guardian Signature

**PHOTO/VIDEO RELEASE**

During your child's attendance in the After School Program, s/he may participate in an activity that is being photographed or videotaped; these photographs/video recordings may be used for promotional purposes.

My child \_\_\_ may \_\_\_ may not be photographed/videotaped by the After School program for promotional purposes.

I authorize the OUSD or any third party it has approved to photograph or videotape my child during After School program activities and to edit or use any photographs or recordings at the sole discretion of OUSD. I understand that I and my child shall have no legal right or interest arising from the recording, including economic interest. I also agree to release and hold harmless the OUSD and any third party it has approved from and against all claims, demands, damages, and liabilities arising out of or use of the recording.

\_\_\_\_\_ Parent/Guardian Signature

**Program Policies**

\_\_\_ I understand that my child is expected to participate fully in the after school program:

- ❖ **Elementary School** students are expected to participate every day until 6pm, for a total of 15 hours per week.
- ❖ **Middle School** students are expected to participate at least 3 days per week until 6pm, for a minimum total of 9 hours per week.

\_\_\_ I understand that eligible students who can fully participate in the program have priority enrollment. If my child cannot fully participate, my child may lose his/her spot in the program.

\_\_\_ I understand that my child (in 2<sup>nd</sup> grade or higher) must sign in to program on a daily basis, and my child or a parent/guardian must sign out of program daily.

\_\_\_ I understand that some OUSD after school programs may charge fees on a sliding scale in order to serve more students and provide more services. I understand that no child who is eligible for the program will be denied enrollment due to a family's inability to pay program fees.

\_\_\_\_\_ Parent/Guardian Signature

**EARLY RELEASE WAIVER (OPTIONAL)- ELEMENTARY AND MIDDLE SCHOOL STUDENTS**

Students who are able to participate fully in the after school program every day until 6pm have priority for enrollment.

Based on the OUSD Early Release Policy, families can request Early Release of their child from the after school program for any of the following reasons:

- Parallel Program
- Family Emergency
- Personal Family Circumstance
- Medical appointment
- Transportation
- Community safety
- Child accident
- Other conditions, as deemed appropriate

School Site: \_\_\_\_\_

Name of Program: \_\_\_\_\_

Name of Student: \_\_\_\_\_

Grade: \_\_\_\_\_

I request early release of my child from the After School Program at \_\_\_\_\_ o'clock p.m.  
(please check reason)

- I am concerned for my child's safety in returning home by him/herself after dark.
- I am unavailable to pick my child up after this time.
- Other: \_\_\_\_\_

As parent/guardian, I hereby release and discharge the Oakland Unified School District and its officers, employees, agents and volunteers from all claims for injury, illness, death, loss or damage arising from my child's' early release from the After School Program.



\_\_\_\_\_

Signature of Parent/Guardian

\_\_\_\_\_

Date



**WAIVER OF PICK UP POLICY AND PERMISSION TO RELEASE WITHOUT SUPERVISION  
(OPTIONAL)**

**FOR STUDENTS AGES \_\_\_\_ AND OLDER ONLY**

School Site: \_\_\_\_\_

Name of Student: \_\_\_\_\_

Grade: \_\_\_\_\_

Date of Birth of Student: \_\_\_\_\_

If I arrive later than the dismissal time or am unable to pick up my child at the end of the After School Program:

- I give the After School Program staff permission to release my child from the after school program without supervision.

As parent/guardian, I hereby release and discharge the Oakland Unified School District and its officers, employees, agents, and volunteers from all claims for injury, illness, death, loss or damage as a result of the release of my child without supervision if I arrive later than dismissal time or am unable to pick up my child at the end of the After School Program day.



\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

**OUSD After School Programs  
2016-2017  
Student Health Form**

School Site: \_\_\_\_\_

**STUDENT INFORMATION**

Student's Name \_\_\_\_\_ Date of Birth \_\_\_\_\_

Grade in 2016-17 \_\_\_\_\_ Language spoken in the home \_\_\_\_\_

**PARENT/GUARDIAN INFORMATION**

Parent/Guardian Name (First, Last) \_\_\_\_\_

Student's Home Address \_\_\_\_\_

Phone (home) \_\_\_\_\_

Parent/Guardian Cell # \_\_\_\_\_ Parent/Guardian Work # \_\_\_\_\_

**EMERGENCY**

In case of emergency, please contact:

Name: \_\_\_\_\_ Relationship to student: \_\_\_\_\_

Phone Number: \_\_\_\_\_

**HEALTH**

Please check if your child has any of these Health Conditions and requires management after school:

<input type="checkbox"/> Severe Allergy to: _____	<input type="checkbox"/> Student has Epi-pen at school
<input type="checkbox"/> Asthma	<input type="checkbox"/> Student has inhaler at school
<input type="checkbox"/> Diabetes	<input type="checkbox"/> Student has medication at school
<input type="checkbox"/> Seizures	<input type="checkbox"/> Student has medication at school
<input type="checkbox"/> Sickle Cell Anemia	<input type="checkbox"/> Student has medication at school
<input type="checkbox"/> Cystic Fibrosis	<input type="checkbox"/> Student has medication at school
<input type="checkbox"/> Other conditions: _____	<input type="checkbox"/> Student has medication at school

Medications needed during the school day: \_\_\_\_\_

Medications needed after school hours: \_\_\_\_\_

**Medical Management Plan and Separate Emergency Medication during After School Program:**

All students with asthma, diabetes, and severe allergies should have emergency medication available to after school program staff in the event of an asthma attack, low blood sugar, or allergic reaction along with a medical management plan (Diabetes, Severe Allergy, or Asthma Action Plan) signed by you and your doctor. The after school program will need to have medication for your child that is separate from the medication you provide the regular school day program.

See your School Nurse/Health Services for more information.

**Authorization to treat minor:**

I give permission for the after school staff to administer medication that my child may require during the after school program.

In the event that I, or other parent/guardian, cannot be contacted, I hereby give permission to the after school program staff to secure proper treatment for my daughter/son/ward.

Date: \_\_\_\_\_ Parent or Guardian Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Does your child have vision problems? \_\_\_\_\_

Have you ever been notified that your child has difficulty seeing? \_\_\_\_\_

Is your child supposed to wear glasses? \_\_\_\_\_

*Please return this form immediately to the after school program.*

*Thank you!*



Exhibit D

## Schedule of Field Trips, Off Site Events and Off Site Activities for After School Program

This form should be completed by the 1<sup>st</sup> day of each semester, and by the 1<sup>st</sup> day of the summer program (if applicable).

**Contact Information:**

Site Name		Lead Agency Name	
Name of Contact Person		Email	
Telephone		Fax	

**The following Field Trips, Off Site Events and Off Site Activities for the After School Program will occur during:**

- Fall Semester- August 22, 2016 to January 27, 2017
- Spring Semester- January 30, 2017 to June 9, 2017
- Summer Program (Specify dates: \_\_\_\_\_ to \_\_\_\_\_)

Name of Field Trip, Off Site Event, and/or Off Site Activities	Date(s)	Time(s)

Site Coordinator Signature \_\_\_\_\_ Date \_\_\_\_\_

Lead Agency Director Signature \_\_\_\_\_ Date \_\_\_\_\_

Site Administrator Signature \_\_\_\_\_ Date \_\_\_\_\_

**EAST BAY REGIONAL PARK DISTRICT**

**WAIVER AND RELEASE OF LIABILITY AND INDEMNITY AGREEMENT**

**Waiver and Release of Liability.** In consideration of being allowed to use and participate in activities at East Bay Regional Park District's facilities, including but not limited to its pools, lakes, shorelines and swimming lagoons ("Recreational Activity"), I, for myself and my spouse, my child, heirs, personal representatives, next of kin, and assigns, voluntarily agree to release, waive, discharge, and promise not to sue the East Bay Regional Park District, its officers, directors, agents, volunteers, and employees (collectively the "District") from any and all liability for any accident, illness, injury, death, wrongful death, or property damage/loss arising out of my participation in the Recreational Activity and/or use of District facilities and equipment (along with the use of transportation provided, arranged, or paid for by the District, including such transportation for medical treatment), whether occurring on or off District property, and whether caused by any negligence of the District or otherwise, excepting only to the extent caused by District's gross negligence.

**Assumption of Risk.** I understand that participation in the Recreational Activity and the use of District facilities, equipment, and transportation carry inherent risks that cannot be eliminated regardless of the care taken to avoid injury. These risks may result in injuries that include, but are not limited to, disease, cuts, eye injuries, blindness, broken bones, concussions, heart attacks, heat stroke, dehydration, joint or back injuries, slipping on uneven surfaces, brain injuries, drowning, paralysis, and death, as well as damage/loss of personal property. I also understand that these risks might arise for a variety of reasons, including but not limited to, actions, inaction or negligence of other parties, participants, or the District. I further understand that there may be other risks that are not known to me or reasonably foreseeable at this time. **By signing below, I acknowledge that participation in the Recreational Activity and the use of District facilities, equipment, and transportation is voluntary and that I knowingly assume any and all risks, known and unknown.**

**Indemnity Agreement.** In consideration for the District's permission to participate in the Recreational Activity, I voluntarily agree to indemnify and hold harmless the District from all claims, demands, and causes of action brought by me or anyone else as a result of my participation in the Recreational Activity and/or use of District facilities and equipment (along with the use of transportation provided, arranged, or paid for by the District, including such transportation for medical treatment), whether caused by any negligence of the District or otherwise, and agree to reimburse the District for any resulting costs, expenses, and attorneys' fees

**Severability.** I understand and acknowledge that this Agreement is intended to be as broad and inclusive as permitted by law. If any portion of this Agreement is deemed invalid, it is agreed that the remaining portion of the Agreement shall continue in full legal force and effect.

**Minor Participants.** If Participant is under 18, Participant's custodial parent or legal guardian must sign below, warranting that he or she is the Participant's custodial parent or legal guardian, and is agreeing to the terms and conditions of this Agreement, on both his or her and the Participant's behalf. **Parent or legal guardian acknowledges by their signature that they are giving up the same rights for the minor as they would be giving up if they signed this Agreement on their own behalf.**

**I have read this Agreement and understand that I am giving up substantial rights by signing it, but do so voluntarily and intend to completely release the District from the liability described above to the greatest extent allowed by law.** I also understand that this Agreement is legally binding on me and my child (if applicable), spouse, heirs, personal representatives, assigns, and next of kin.

Participant's Name \_\_\_\_\_  
(Print)

Name of Custodial Parent or Guardian (if Participant is under 18): \_\_\_\_\_  
(Print)

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Participant Signature (if over 18) or Custodial Parent or Guardian Signature

EBRPD Waiver – Swim Use  
Rev. 3/09

Exhibit E (1)  
 Middle School Sports Release of Liability and Assumption of Risk

**OAKLAND UNIFIED SCHOOL DISTRICT AND \_\_\_\_\_**  
**20\_\_-20\_\_ MIDDLE SCHOOL SPORTS LEAGUE ACTIVITIES**

**RELEASE OF LIABILITY AND ASSUMPTION OF RISK**

In exchange for being permitted to participate or have my child/ward participate in activities and use equipment and facilities, I agree to release, indemnify and discharge Oakland Unified School District ("OUSD"), \_\_\_\_\_, and their respective agents, directors and employees on behalf of myself, my spouse/domestic partner, children, heirs, assigns, and estate as described below.

1. I am familiar with the Middle School Sports League Activities and facility rules and agree that I and my child will follow them. I understand that the recreational activities or use of the facilities or equipment carries inherent risks which cannot be eliminated regardless of the presence of coaches or other care taken to avoid injury. I understand that OUSD and \_\_\_\_\_ are not responsible for loss, damage, illness, or injury, or death, to person or property as a result of use of the facilities or equipment or participation in the Middle School Sports League activities offered after school and on designated weekend days as scheduled.
2. As parent/guardian, I certify that my child is physically fit and medically able to participate in the Middle School Sports League activities and that parent/guardians have not been advised otherwise by a qualified medical person. I authorize OUSD, \_\_\_\_\_, or Middle School Sports League staff to furnish and/or obtain emergency medical treatment which may be necessary for me or my child during Middle School Sports League activities. Participant and/or parent/guardian agree to pay all costs associated with medical care and transportation for the participant as provided by law.
3. As parent/guardian, I have reviewed the schedule(s) for Middle School Sports League activities and understand that weather permitting the Middle School Sports League activities generally run after school and on designated weekend days of each month as scheduled. Parent/Guardians understand that they are responsible for transporting their child/children and picking up their children promptly at the end of the program and that there is no OUSD or \_\_\_\_\_ supervision for children after the Middle School Sports League program ends.
4. I agree as an adult participant, or the Parent/Guardian of a minor participant, to grant the right and permission to photograph and/or record me or my child/ward in connection with Middle School Sports League and to use the photograph and/or recording for all purposes.

By signing this document (Release of Liability and Assumption of Risk), I understand that if anyone is hurt or property damaged in connection with Middle School Sports League activities, I may be found to have waived my or my child/ward's right to maintain a lawsuit against OUSD, \_\_\_\_\_, or their respective agents, directors, and employees and I am voluntarily choosing to participate.

**SIGNATURE \_\_\_\_\_**  
 (Participant or Parent/Legal Guardian if under age of 18)

**Today's Date \_\_\_\_\_**

\_\_\_\_\_  
**Participant Name (print)**

\_\_\_\_\_  
**Grade**

\_\_\_\_\_  
**Date of Birth**

\_\_\_\_\_  
**School**

**(COMPLETE INFORMATION ON BOTH SIDES)**



**OAKLAND UNIFIED SCHOOL DISTRICT AND \_\_\_\_\_**  
**20\_\_-20\_\_ MIDDLE SCHOOL SPORTS LEAGUE ACTIVITIES**

Participant Name (print) \_\_\_\_\_ Grade \_\_\_\_\_ Date of Birth \_\_\_\_\_

School \_\_\_\_\_

Home Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_ Email Address \_\_\_\_\_

In case of emergency please contact:

Name \_\_\_\_\_ Relationship \_\_\_\_\_ Phone: work/home/cell \_\_\_\_\_

**If the Participant Is A Minor (under age 18):**

Print name of Parent or Legal Guardian of Minor \_\_\_\_\_

Home Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_ Email Address \_\_\_\_\_

**SIGNATURE** \_\_\_\_\_  
**(Participant or Parent/Legal Guardian if under age of 18)**

**Today's Date** \_\_\_\_\_

**Student Participant Health Conditions**

- Severe Allergy to: \_\_\_\_\_  Student has an Epi-pen at school  
 Asthma  Student has an inhaler at school  
 Diabetes  Student has medication at school  
 Seizures  Student has medication at school  
 Sickle Cell Anemia  Student has medication at school  
 Other condition(s): \_\_\_\_\_  Student has medication at school

Medications needed during the school day: \_\_\_\_\_

Medications needed after school hours: \_\_\_\_\_

Special Instructions: \_\_\_\_\_

All students with asthma, diabetes, and severe allergies should have emergency medication available to school staff in the event of an asthma attack, low blood sugar, or allergic reaction along with a Severe Allergy/Asthma Action plan signed by you and your doctor. See your School Nurse/Health Services for more information.

Health Insurance Plan Name: \_\_\_\_\_ Subscriber/Policy No. \_\_\_\_\_  
**(COMPLETE INFORMATION ON BOTH SIDES)**



**Exhibit F**  
**OAKLAND UNIFIED**  
**SCHOOL DISTRICT**

*Community Schools, Thriving Students*

**INVOICING AND STAFF QUALIFICATIONS FORM**  
**2016-2017**

**Basic Directions**

**Complete the chart below for each subcontractor and attach with Lead Agency monthly invoices.**

1. Employee, agent or subcontractor name.
2. ATI #. This is the fingerprint clearance number assigned by the Department of Justice.
3. Current TB Clearance. Current means within the last 4 years. This documentation should be maintained in Lead Agency files.
4. IA Requirement. No Child Left Behind Law requires that any staff who directly supervise students and are included in the 20:1 student-to-adult ratio meet the IA requirement. This documentation should be maintained in Lead Agency files.

**Agency Information**

Agency Name		Agency's Contact Person	
Billing Period		Contact Phone #	

Employee, Agent, or Subcontractor Name	ATI #	Current TB Clearance Documentation on File	IA Requirement Documentation on File
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

## Exhibit G (1)



OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools, Thriving Students*

### **PROCEDURE FOR INVOICING Oakland Unified School District Comprehensive After School Programs 2016-2017**

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The following procedures are required in submitting invoices that utilize 21<sup>st</sup> Century and/or ASES funding:

- ◆ All 21<sup>st</sup> Century and/or ASES invoices must be submitted to the OUSD After School Programs Office in order to be processed and paid. We are located at 1000 Broadway, Suite 150.
- ◆ All invoices must be generated on your organization's letterhead. This applies to both agency and individual contractors.
- ◆ To maintain invoicing consistency so that all necessary information is included, please use the attached invoicing format. Simply cut and paste the format onto your organization's letterhead. Please utilize the sample invoice as a guide. All of the information in the top section of the invoice template **MUST** be completed in order to process for payment. Also, in the body of the template, a detailed breakdown of charges must be provided, including number of hours worked and hourly rate. **Failure to fully complete an invoice according to these specifications may result in a delay of payment.**
- ◆ All invoices should cover only one calendar month, i.e. the 1<sup>st</sup> through the 30<sup>th</sup> or 31<sup>st</sup>.
- ◆ Contractor, Agency, Site Coordinator, and Principal signatures must be secured prior to submission of invoices to the After School Programs Office. All of these signatures must be originals.
- ◆ Invoices for the month are generally due in the After School Programs Office by 5:00 p.m. on the 10<sup>th</sup> of the following month. This is not a steadfast rule; for example, the invoice for November 1-30<sup>th</sup> is due in our office on the 9<sup>th</sup> of December (the 10<sup>th</sup> is a Saturday). **Invoices that are submitted after the due dates listed below will be processed the following monthly invoicing period.**

The tentative schedule for OUSD payments is anticipated as follows:

<b>Invoices due to our office by 5:00 pm on:</b>	<b>Accounts Payable checks to be mailed on:</b>
August 10, 2016	August 25, 2016
September 9, 2016	September 23, 2016
October 10, 2016	October 24, 2016
November 10, 2016	November 21, 2016
December 9, 2016	December 21, 2016
January 10, 2017	January 25, 2017
February 10, 2017	February 27, 2017
March 10, 2017	March 24, 2017
April 10, 2017	April 25, 2017
May 10, 2017	May 23, 2017
June 9, 2017 for May invoices	June 23, 2017
June 16, 2017 for Final Billing	TBD

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



Exhibit G (2)



OAKLAND UNIFIED  
SCHOOL DISTRICT

Community Schools, Thriving Students

**PROCEDURES for PAID INSERVICE/EXTENDED CONTRACTS and TIME SHEETS  
OUSD CERTIFICATED TEACHERS 2016-2017**

The following procedures are required in submitting fiscal forms for Paid Inservice/Extended Time for OUSD employees utilizing 21<sup>st</sup> Century and/or ASES funding:

Paying OUSD Certificated Employees (Teachers)

- ◆ Academic Liaisons should submit a Paid Inservice form and Extended Contract teachers should submit a “Request for Extended Contract” IN ADVANCE to approve all projected work to be completed, using appropriate Budget Org Key (Object Code usually -1120 or -1122)
- ◆ **The FIRST submission of the Paid Inservice/Extended Contract paperwork must be accompanied by a timesheet in order to be processed by OUSD Payroll. No payment will be rendered until timesheets are submitted to our office.**
- ◆ Have Employee sign Extended Contract & ALL Time Sheets
- ◆ Have Principal approve and sign Paid Inservice/Extended Contract & ALL Time Sheets
- ◆ Please be sure to submit ORIGINALS of all documents
- ◆ Please use only ONE SIDED Time Sheets
- ◆ Deliver to OUSD After School Programs Office — All 21<sup>st</sup> Century and/or ASES Paid Inservice/Extended Contracts and Time Sheets must be submitted to the OUSD After School Programs Office in order to be processed and paid. We are located at 1000 Broadway, Suite 150.
- ◆ **Union Contract rate for teachers is \$25.82/hr.**
- ◆ **Union Contract rate for Academic Liaisons is \$33.58/hr.**
- ◆ Once the Paid In-service form or Request for Extended Contract has been submitted and approved, only timesheets are required to be submitted for subsequent payments.

Paid In-service/Extended Contract Timesheets Due to After School Programs Office on the following anticipated dates:	OUSD Anticipated Payroll Issue Dates ***Please note: Allow 45 days processing time for the first submission. Future submissions take approximately 2 weeks .***
September 30, 2016	October 14, 2016
October 31, 2016	November 15, 2016
November 30, 2016	December 15, 2016
December 16, 2016	January 13, 2017
January 31, 2017	February 13, 2017
February 28, 2017	March 15, 2017
March 30, 2017	April 14, 2017
April 28, 2017	May 15, 2017
May 31, 2017	June 15, 2017
June 9, 2017	June 30, 2017

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

Exhibit G (3)



OAKLAND UNIFIED  
SCHOOL DISTRICT

Community Schools, Thriving Students

**PROCEDURES for EXTENDED TIME and/or OVERTIME FORMS (ET/OT)  
for OUSD CLASSIFIED EMPLOYEES 2016-2017**

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

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

- ◆ Complete "Combined ET/OT/CT and Move-Up/Acting Time Report", using appropriate Budget Org Key
- ◆ Have Employee Sign Form
- ◆ Have Site Coordinator Sign Form
- ◆ Have Principal Approve and Sign Form
- ◆ All Custodial ET/OT forms must be submitted to Custodial Services at 900 High Street.
- ◆ All SSO ET/OT forms must be submitted to the SSO Office at 1011 Union St.
- ◆ Any other ET/OT forms for 21<sup>st</sup> Century and ASES classified staff must be delivered to Oakland SUCCESS After School Programs Office in order to be processed and paid. Please see payment schedule in chart below. **Forms that are submitted after the due dates listed below will be paid on the following Payroll Issue Date.** We are located at 1000 Broadway, Suite 150.
- ◆ Rate varies depending on employee's hourly rate

ET/OT Forms Due to After School Programs Office on the following anticipated dates:	OUSD Anticipated Payroll Issue Dates
September 15, 2016	September 30, 2016
September 30, 2016	October 13, 2016
October 13, 2016	October 31, 2016
October 31, 2016	November 15, 2016
November 15, 2016	November 30, 2016
November 30, 2016	December 15, 2016
December 15, 2016	December 29, 2016
December 16, 2016	January 13, 2017
January 13, 2017	January 31, 2017
January 31, 2017	February 15, 2017
February 15, 2017	February 28, 2017
February 28, 2017	March 15, 2017
March 15, 2017	March 30, 2017
March 30, 2017	April 14, 2017
April 14, 2017	April 28, 2017
April 28, 2017	May 15, 2017
May 15, 2017	May 31, 2017
May 31, 2017	June 15, 2017
June 9, 2017	June 30, 2017

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

Exhibit H

Certificates of Insurance and Additional Insured Endorsement

**INSERT HERE**





# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)  
6/22/2016

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).

<b>PRODUCER</b> Cook, Disharoon & Greathouse, Inc. 1900 Embarcadero Suite 206 Oakland CA 94606	<b>CONTACT NAME:</b> Lynda Reynolds-Brown <b>PHONE (A/C, No, Ext):</b> (510) 437-1900 <b>FAX (A/C, No):</b> (510) 437-1979 <b>E-MAIL ADDRESS:</b> certificates@cdginsurance.com
	<b>INSURER(S) AFFORDING COVERAGE</b> NAIC # <b>INSURER A:</b> Nonprofits Insurance Alliance <b>INSURER B:</b> Hartford Fire Insurance Company 19682 <b>INSURER C:</b> <b>INSURER D:</b> <b>INSURER E:</b> <b>INSURER F:</b>
<b>INSURED</b> East Bay Agency for Children 303 Van Buren Avenue Oakland CA 94610	

**COVERAGES** CERTIFICATE NUMBER: CL1511302316 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 INSD WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR  GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:	X	201508866NPO	11/14/2015	11/14/2016	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 500,000 MED EXP (Any one person) \$ 20,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 3,000,000
A	<b>AUTOMOBILE LIABILITY</b> <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS		201508866NPO	11/14/2015	11/14/2016	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ Medical payments \$ 5,000
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> EXCESS LIAB <input checked="" type="checkbox"/> RETENTION \$ 10,000	<input type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS-MADE	201508866UMBPO	11/14/2015	11/14/2016	EACH OCCURRENCE \$ 1,000,000 AGGREGATE \$ 1,000,000
	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N <input type="checkbox"/> N/A				PER STATUTE OTH-ER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$
B	Employee Dishonesty Bond		00FA0280544	11/14/2015	11/14/2016	Limit: \$550,000
A	Sexual Misconduct		2015408866NPO	11/14/2015	11/14/2016	Occurrence/Aggregate \$1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)  
  
Per Acord guidelines, please refer to 2nd page COMMENTS/REMARKS section for Additional Insured and special endorsement information.

<b>CERTIFICATE HOLDER</b>  Oakland Unified School District Attn: Risk Management 1000 Broadway, Suite 440 Oakland, CA 94607	<b>CANCELLATION</b>  SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.  AUTHORIZED REPRESENTATIVE L Reynolds-Brown/NRH <i>Lynda A. Reynolds-Brown</i>
--	---

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## COMMENTS/REMARKS

Oakland Unified School District, its officers employees, volunteers or agents are Additional Insured per the attached policy form #CG2026 0704, provided it is required in a written contract between the Named Insured and the Additional Insured.

**THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.**

**ADDITIONAL INSURED – DESIGNATED  
PERSON OR ORGANIZATION**

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

**SCHEDULE**

<b>Name Of Additional Insured Person(s) Or Organization(s)</b>
<p>Any person or organization that you are required to add as an additional insured on this policy, under a written contract or agreement currently in effect, or becoming effective during the term of this policy. The additional insured status will not be afforded with respect to liability arising out of or related to your activities as a real estate manager for that person or organization.</p> <p><b>Oakland Unified School District, its officers employees, volunteers or agents</b></p>
<p>Information required to complete this Schedule, if not shown above, will be shown in the Declarations.</p>

**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:

- A. In the performance of your ongoing operations; or
- B. In connection with your premises owned by or rented to you.



Exhibit I

Statement of Qualifications

**INSERT HERE**

# Building Brighter Futures and Stronger Communities



east bay agency for children

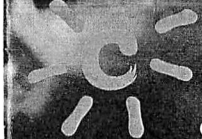
Life is stressful for children today. They can't learn when distracted by emotional, behavioral, and academic challenges they are ill-equipped to handle or when their families struggle to provide food, shelter and medical care for them.

With your help, East Bay Agency for Children strengthens children and families by empowering students to succeed in school and in life and by providing families the services and tools they need to support their children's education and well-being.

While East Bay Agency for Children provides intervention and prevention programs for over 20,000 children and families annually, your support ensures more at-risk children and youth will thrive.

**"With budgets at every level of government being cut, including many types of support for children and youth, the impact of an organization like EBAC with a strong track record is substantial. They're helping raise the standard for student achievement, creating a more level playing field for kids so that they have a fighting chance to stay in school, to learn, and to have some of that learning reinforced at home and in the community."**

Lisa Villarreal  
Program Officer, Education,  
San Francisco Foundation



east bay agency for children

## Mental Health Counseling at School Sites

Through mental health counseling at over 40 public and charter schools in Alameda County, East Bay Agency for Children teaches at-risk children the skills they need to manage the emotional and behavioral challenges that disrupt their learning.

## Intensive Therapy in Special Classes

In specialized classrooms, East Bay Agency for Children clinicians provide intensive mental health therapy to students who have severe emotional and behavioral challenges. The goal is to prepare them to transition to mainstream classrooms.

## Student and Community Family Support Services

East Bay Agency for Children assists families to obtain the critical community, social, and health services they need to flourish including health insurance coverage under Covered California. We teach families the school-readiness and literacy skills necessary to support their children's education. Our after school programs give children the extra academic help needed to succeed, and teens exiting the juvenile justice system receive vital counseling and guidance to help them complete school, build healthy relationships and find gainful employment.

## Child Assault Prevention

East Bay Agency for Children teaches children and youth how to reduce their vulnerability to abuse and assault, provides counseling services to those who have been victimized, and trains parents and other adults to build communities where positive, long-term relationships between children and adults grow and flourish.

## Grief and Illness Support Services

East Bay Agency for Children helps vulnerable children and hurting families cope with a life-threatening illness, loss, bereavement, or trauma through our peer support groups, crisis intervention services, and home-based counseling.

## \$1 Investment Becomes \$28 in Savings

According to the National Academy of Science, every dollar spent on prevention of mental illness among kids may be paid back as much as 28 times over the course of a lifetime in disability benefits never claimed, adult psychiatric care never needed and, in some cases, crimes never committed.

## Take the First Step to Empower a Child Today!

At [www.EBAC.org](http://www.EBAC.org) you can make a financial donation to expand our proven services, sign-up to volunteer your time and talents, or discover other ways you can help build brighter futures and stronger communities.

East Bay Agency for Children  
Administrative Office:  
303 Van Buren Ave  
Oakland, CA 94610  
510-268-3770 x 118  
[info@ebac.org](mailto:info@ebac.org)

[www.EBAC.org](http://www.EBAC.org)

**"EBAC provides a safety net for the students who are most at risk of failure, catching kids who typically fall through the cracks. EBAC is very good at addressing whatever is distressing them and looking at how those stressors affect their ability to succeed in school."**

**Barbara McClung**  
Program Manager Integrated Student Support Services  
Oakland Unified School District





## EXHIBIT J

### Agreement to Allow Distinct & Separate Employment by OUSD and AGENCY

As set forth in Paragraph 11.4 of the Memorandum of Understanding between AGENCY and Oakland Unified School District ("OUSD"), this Agreement ("Agreement") allows for the employment of the EMPLOYEE, \_\_\_\_\_, for distinct and separate employment roles with OUSD and with AGENCY. These two employment positions do not overlap in duties, hours, or control by the respective employers, OUSD or AGENCY. As used in this Agreement, "Parties" means Employee, OUSD, and AGENCY.

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

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

OAKLAND UNIFIED SCHOOL DISTRICT

- 
- President, Board of Education
  - Superintendent or Designee

---

Secretary, Board of Education

AGENCY

---

EMPLOYEE

---



## east bay agency for children

June 20, 2016

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

To Whom It May Concern:

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

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

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

Proof of fingerprinting and TB testing for any staff that we assign to an OUSD school will be available to OUSD upon demand.

Sincerely,

Kevin Darby  
Associate Director of Human Resources & Operations  
East Bay Agency for Children  
303 Van Buren Avenue  
Oakland, CA 94610  
510-268-3770 x1116  
[kevin.darby@ebac.org](mailto:kevin.darby@ebac.org)

ADMINISTRATIVE OFFICES  
303 Van Buren Avenue  
Oakland, CA 94610  
Ph: 510.268.3770  
F: 510.268.1073  
[www.EBAC.org](http://www.EBAC.org)

### SERVICES

School-Based Behavioral Health  
*Schoolbased therapy*

Intensive Behavioral Health  
*Counseling and intensive  
counseling enriched classrooms  
Therapeutic nursery school  
Youth empowerment services*

Family & Community Wellness  
*Afterschool programs  
Child assault prevention  
Early childhood services  
Family resource centers  
Grief and loss support  
School-based health center*

Trauma Informed Collaborative  
*T<sup>2</sup> regional trauma center*

### BOARD OF DIRECTORS

Carl Goldberg  
*President*  
Gary Cox  
*V.P. Finance*  
Marguerite Stricklin  
*V.P. Governance*  
Matthew Nelson  
*Secretary*

Galia Amram  
Rita Howard  
Leah Hughes  
Joanne Karchmer  
Rhonda Morris  
Mimi Park  
Tess Singha  
Tim Sommer  
Esther van Beers  
Natalie Van Tassel

### CHIEF EXECUTIVE OFFICER

Josh Leonard

Please Remember EBAC  
in Your Will



**SAM Search Results**  
**List of records matching your search for :**

**Search Term : East\* Bay\* Agency\* for\* Children\***  
**Record Status: Active**

**ENTITY** EAST BAY AGENCY FOR CHILDREN Status:Active

DUNS: 070159215 +4: CAGE Code: 34ZD6 DoDAAC:

Expiration Date: May 2, 2017 Has Active Exclusion?: No Delinquent Federal Debt?: No

Address: 303 VAN BUREN AVE

City: OAKLAND

State/Province: CALIFORNIA

ZIP Code: 94610-4340

Country: UNITED STATES



## MEMORANDUM OF UNDERSTANDING ROUTING FORM 2016-2017

### Basic Directions

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

1. Contractor and OUSD Administrator reach agreement about scope of work and compensation.
2. Contractor and OUSD Administrator agreed upon terms are reflected in the Memorandum of Understanding.
3. OUSD Administrator verifies contractor does not appear on the Excluded Parties List.
4. OUSD contract originator creates the requisition on IFAS.
5. Within 2 weeks of creating the requisition, the OUSD Administrator submits completed MOU packet to Legal for approval.

### Agency Information

Agency Name	East Bay Agency for Children	Agency's Contact Person	Josh Leonard
Street Address	303 Van Buren Ave.	Title	Chief Executive Officer
City	Oakland	Telephone	510/268-3770
State	CA	Zip Code	94610
		Email	Josh.Leonard@ebac.org
OUSD Vendor Number	V001647		
Attachments	<input checked="" type="checkbox"/> Proof of general liability and workers' compensation insurance <input checked="" type="checkbox"/> Statement of qualifications <input checked="" type="checkbox"/> Program Planning Tool and Budget <input checked="" type="checkbox"/> Printout showing this vendor does not appear on the Excluded Parties List. ( <a href="http://www.sam.gov/portal/public/Sam/">www.sam.gov/portal/public/Sam/</a> )		

### Compensation and Terms – Must be within OUSD Billing Guidelines

Anticipated Start Date	July 1, 2016	Date work will end	August 20, 2017	Total Contract Amount	\$ 96,879.00
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### Budget Information

Resource #	Resource Name	Org Key #	Object Code	Amount	Req. #
6010	ASES	1451553401	5825	\$ 96,879.00	R0170309
			5825	\$	
			5825	\$	
			5825	\$	

### OUSD Contract Originator Information

Name of OUSD Contact	Rosette Costello	Email	Rosette.Costello @ousd.org		
Telephone	510/654-7365	Fax	510/654-7452		
Site/Dept. Name	145/Peralta Elementary School	Enrollment Grades	K	through	5th

### Approval and Routing (in order of approval steps)

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

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

Please sign under the appropriate column.	Approved	Denied – Reason	Date
1. Site Administrator	<i>Wu</i> 4/22/16		
2. Oakland After School Programs Office	<i>Julia Ma</i>		6/30/16
3. Network Officer or Deputy Chief	<i>Kevin</i>		7/1/16
4. Cabinet (CAO, CCO, CFO, CSO, Asst Sup)	<i>Don</i> <i>Della</i>		8/1/16
5. Board of Education or Superintendent			
Procurement	Date Received		