

File ID Number	13-1318
Introduction Date	6/26/13
Enactment Number	13-1165
Enactment Date	6-26-13



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Memo

To Board of Education
Tony Smith, Ph.D., Superintendent

From By: Maria Santos, Deputy Superintendent, Instruction, Leadership & Equity-in-Action
Vernon Hal, Deputy Superintendent, Business & Operations

Board Meeting Date 6-26-13
(To be completed by Procurement)

Subject Individual Service Agreement Amendment - 2
Bay Area Community Resc San Rafael CA (Contractor, City/State) -
Parker Elementary (site/department)

Action Requested Approval by the Governing Board of the amendment to the Individual Service Agreement between the District and Bay Area Community Resources. Services to be primarily provided to Parker Elementary for the period of July 1, 2012 through August 31, 2013, in an amount not to exceed \$ 6,500.

Background
A one paragraph explanation of why an amendment is needed.

The original Individual Service Agreement is contracting the services at the negotiated price, stated in the referenced Master MOU, approved by the Board of Education on June 27, 2012 (Enactment number 12-1652). This amendment will purchase an additional service beyond the initial plan as stated in the original contract for Option A- Lead Agency Unit for Intervention, Enrichment, Leadership and Family Literacy Activities. An intervention teacher will work in small group settings in classrooms and the computer lab with targeted FBB, BB And Basic students during the school day. The focus will be to help students gain mastery of the core state standards by providing supplementary learning activities. Parker's CSSSP reference in Balanced Literacy is Item#144SQ11A3524, which was revised Feb. 27, 2013. Because of this additional service, the school is increasing the amount of funds that were originally

Discussion
One paragraph summary of the amended scope of work.

Approval by the Board of Education of Amendment No. 2 of the Individual Service Agreement to the Master Memorandum of Understanding between Oakland Unified School District and the Bay Area Community Resources, San Rafael, CA, for the latter to provide additional services. This will enhance the current comprehensive After School Program that serves approximately 100 students daily, increasing program services by Utilizing Menu of Service- Option G for all students and families at Parker Elementary School for the period of July 1, 2012 through August 31, 2013 in the amount of \$6,500 increasing the agreement from \$93,498, not to exceed the amount of \$99,998. All other terms and conditions remain in full force and effect.

Recommendation Approval by the Governing Board of the amendment to the Individual Service Agreement between the District and Bay Area Community Resources. Services to be primarily provided to Parker Elementary for the period of July 1, 2012 through August 31, 2013, in an amount not to exceed \$ 6,500.

Fiscal Impact Funding resource name (please spell out) Economic Impact Aid/School Compensatory Education not to exceed \$ 6,500

Attachments

- Individual Service Agreement Amendment
- Copy of original Individual Service Agreement

FILE ID NUMBER	13-1318
Introduction Date	6-26-13
Enactment Number	13-1165
Enactment Date	6-26-13



INDIVIDUAL SERVICE AGREEMENT (ISA) AMENDMENT No. 2

AGREEMENT TO PURCHASE ADDITIONAL SERVICES UNDER A MASTER MEMORANDUM OF UNDERSTANDING

This Amendment is entered into between the Oakland Unified School District (OUSD) and Bay Area Community Resources (CONTRACTOR). OUSD entered into an Agreement with CONTRACTOR for services on July 1, 2012, and the parties agree to amend that Agreement as follows:

MASTER MOU – ORIGINAL ISA INFORMATION

VENDOR NAME	Bay Area Community Resources		LEGISTAR FILE ENACTMENT #	12-1652
SITE NUMBER / NAME	144	Parker Elementary	AMOUNT OF ORIGINAL ISA	\$93,498
Original ISA Contract, or most recent ISA Contract Amendment period: July 1, 2012 (from date) to Aug. 31, 2013 (end date).				

ORDER OF ADDITIONAL SERVICES – SELECT APPROPRIATE BOX

Increase in the amount of services (days, hours, etc) of same type of service purchased in the original ISA.

Service	Fee	\$	UNITS OF SERVICE	\$
Service	Fee	\$	UNITS OF SERVICE	\$
Service	Fee	\$	UNITS OF SERVICE	\$
Subtotal				\$

IF FEE DOES NOT EQUAL RATE PER UNIT MULTIPLIED BY DESIRED UNITS, EXPLAIN REASON FOR ALTERED RATE:

Purchase New Type of Service.

Service	Option G: Specialized Title 1 Services	Fee	\$12,000	UNITS OF SERVICE	.54	\$ 6,500
Service		Fee	\$	UNITS OF SERVICE		\$
Service		Fee	\$	UNITS OF SERVICE		\$
Subtotal						\$ 6,500

IF FEE DOES NOT EQUAL RATE PER UNIT MULTIPLIED BY DESIRED UNITS, EXPLAIN REASON FOR ALTERED RATE:

2b. School opting to provide a portion of Title 1 services with own staffing and resources.

Increasing the ISA Not to Exceed Amount to: \$99,998

The Term (Duration) of the Individual Service Agreement remains unchanged.

The Term (Duration) has changed: The contract term is extended by an additional _____ (days/weeks/months), and the amended expiration date is _____.

ISA Amendment History:

There are no previous amendments to this ISA. This ISA has previously been amended as follows:

No.	Date	General Description of Reason for Amendment	Amount of Increase (Decrease)
1	3.1.13	Amendment 1 - Farmers Market Services	\$ 1,650
			\$
			\$

This is an Individual Services Agreement between a vendor and a school site or department to purchase services under a Master MOU. This is a contract for services, its execution by an authorized OUSD agent commits OUSD to pay for services provided by CONTRACTOR under the terms and conditions of the Master MOU attached and incorporated herewith, subject to this ISA Amendment being approved by the Board of Education.

VENDOR	NAME	Martin Weinstein	TITLE	CEO
SIGNATURE	DATE			
OUSD SITE ADMINISTRATOR	NAME	Koy Hill	TITLE	Principal
SIGNATURE	DATE			6/26/13

APPROVAL BY THE BOARD OF EDUCATION

PRESIDENT OF THE BOARD OF EDUCATION	DATE	6/27/13
EDGAR RAKESTRAW, JR SECRETARY, BOARD OF EDUCATION	DATE	6/27/13

State and Federal Compliance - CSSSP Modifications 2012-13

School Site #: 144

School Name: Parker

Date APPROVED by SSC 27-Feb-13

MAR 2013

#	Priority Area	Student Group Impacted	Item #	Strategic Action	Resource	Object Name	Object Code	Position Code	FTE	Budget Amount
1	1A: Balanced Literacy & Literacy Across the Curriculum	Far Below Basic, Below Basic, and Basic	144SQ11A3523	Provide intervention for students in ELA in small group settings	3010 - Title I	Consultant	5825			\$2,400.00
2	1A: Balanced Literacy & Literacy Across the Curriculum	Far Below Basic, Below Basic, and Basic	144SQ11A3524	Provide intervention for students in ELA in small group settings	7090 - EIA-SCE	Consultant	5825			\$6,500.00
3	1B: Science, Technology, Engineering, Mathematics (STEM)	Far Below Basic, Below Basic, and Basic		Provide intervention for students in Mathematics in small group settings using QEIA funds	QEIA	Consultant	5825			\$5,100.00
4	2B: Health & Wellness	All Students		Provide nutrition education for both parents and students by holding a weekly Farmers Market with nutrition education using QEIA funds	QEIA	Consultant	5825			\$1,500.00
5	1B: Science, Technology, Engineering, Mathematics (STEM)	All Students		Extend classroom instruction by field trips and study tours using QEIA funds	QEIA	Buses	5826			\$5,000.00
6	1A: Balanced Literacy & Literacy Across the Curriculum	All Students		Produce a variety of supplemental materials to support the acquisition of state standards using QEIA funds	QEIA	Copy Lease	5620			\$5,350.00
7	1A: Balanced Literacy & Literacy Across the Curriculum	All Students		Produce a variety of supplemental materials to support the acquisition of state standards	7090 - EIA-SCE	Copy Lease	5620			\$3,000.00
8	5A: Strategic Operational Practices	Far Below Basic, Below Basic, and Basic	144SQ11A2284	Fund a STIP teacher to provide both intervention services in a pull-out program and class coverage so that teachers may collaborate	7090 - EIA-SCE			TCSTIP0314	~.11FTE	\$4,000.00
9	1A: Balanced Literacy & Literacy Across the Curriculum	Far Below Basic, Below Basic, and Basic	144SQ11A2262	EEIP teacher to provide small group and individual support to EL students performing below benchmark	7091 - EIA-LEP			TCEEIP0054	~.09FTE	\$6,030.78

Department of State & Federal Programs

[Handwritten Signature]
Date 3/11/13

EXHIBIT "A" Scope of Work

DESCRIPTION OF SERVICES TO BE PERFORMED BY CONTRACTOR

CONTRACTOR's entire Proposal is not made part of this Agreement. [IF A CONTRACTOR PROVIDES AN ACCEPTABLE DESCRIPTION OF SERVICES AS PART OF A PROPOSAL, THAT DESCRIPTION OF SERVICES CAN BE ATTACHED WITHOUT ANY TERMS, CONDITIONS, LIMITATIONS, ETC., FROM THAT PROPOSAL.]

Summary for Board Memo and Board Agenda – Must accurately align with scope of work below.

An intervention teacher will work in small group settings in classrooms and the computer lab with targeted FBB, BB and Basic students during the school day. The focus will be to help students gain mastery of the cores state standards by providing supplementary learning activities.

SCOPE OF WORK

Bay Area Community Resources will provide a maximum of 325.00 hours of services at a rate of \$20.00 per hour for a total not to exceed \$6,500.00. Services are anticipated to begin on 09/01/2012 and end on 06/07/2013.

1. Description of Services to be Provided: Provide a description of the service(s) the contractor will provide. Be specific about what service(s) OUSD is purchasing and what *this* Contractor will do.

An intervention teacher will work with approximately 50 of our targeted FBB, BB and Basic students with a focus on ELA core standards. Working with the staff, there will be a mutually agreed schedule of approximately 3 hours a day, working in the computer lab on supplemental ELA software, or in small settings in the classroom.

2. Specific Outcomes: What are the expected outcomes from the services of this Contract? Be specific. For example, as a result of the service(s): 1) How many more Oakland children are graduating from high school? 2) How many more Oakland children are attending school 95% or more? 3) How many more students have meaningful internships and/or paying jobs? 4) How many more Oakland children have access to, and use, the health services they need? Provide details of program participation (Students will...) and measurable outcomes (Participants will be able to...). NOT THE GOALS OF THE SITE OR DEPARTMENT.

Tutored students will gain confidence in their academic skills and participate more fully in classroom instruction. The benchmark test scores of targeted students will improve, as well as the STAR testing results for Grades 2-5. There will be a minimum of 50 targeted students that will receive extra help at least weekly.

3. Alignment with District Strategic Plan: Indicate the goals and visions supported by the services of this contract: (Check all that apply.)

- | | |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Ensure a high quality instructional core | <input type="checkbox"/> Prepare students for success in college and careers |
| <input checked="" type="checkbox"/> Develop social, emotional and physical health | <input checked="" type="checkbox"/> Safe, healthy and supportive schools |
| <input checked="" type="checkbox"/> Create equitable opportunities for learning | <input checked="" type="checkbox"/> Accountable for quality |
| <input checked="" type="checkbox"/> High quality and effective instruction | <input type="checkbox"/> Full service community district |



CERTIFICATE OF LIABILITY INSURANCE

OP ID: SG

DATE (MM/DD/YYYY)

07/05/11

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

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

PRODUCER Farallone Pacific Insurance Services, License # 0F84441 859 Diablo Avenue Novato, CA 94947 Peter Schmale	415-493-2500 415-493-2505	CONTACT NAME: Sindy Graham, ext 131 PHONE (A/C No. Ext): 415-493-2500 FAX (A/C No.): 415-493-2505 E-MAIL: sgraham@fp-ins.com PRODUCER CUSTOMER ID #: BAYAR-3
INSURED Bay Area Community Resources, Inc. 171 Carlos Drive San Rafael, CA 94903-2005	INSURER(S) AFFORDING COVERAGE	
	INSURER A: Philadelphia Indemnity Ins Co.	NAIC # 32760
	INSURER B: Sparta Insurance Company	
	INSURER C:	
	INSURER D:	
	INSURER E:	
	INSURER F:	

COVERAGES

CERTIFICATE NUMBER:

REVISION NUMBER:

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

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

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

CERTIFICATE HOLDER

CANCELLATION

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

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

AUTHORIZED REPRESENTATIVE

Sindy Graham

© 1988-2009 ACORD CORPORATION. All rights reserved.

MAY 17 2013

Individual Service Agreement (ISA) Amendment Routing Form

SCHOOL DISTRICT
Ret'd to site
MAY 23 2013

Basic Directions

Services beyond the Individual Service Agreement cannot be provided until the amendment has been fully approved and the Purchase Order amount has been increased by Procurement.

1. Contractor and OUSD contract originator reach agreement to increase services provided under the Master MOU.
2. Contractor and OUSD contract originator complete ISA amendment together. Please insert the amendment number (i.e. if this is the first ISA amendment enter "1," second enter "2," etc.) at the top of the ISA amendment.
3. OUSD contract originator creates new requisition with the original PO number referenced in the item description.
4. OUSD contract originator submits ISA amendment packet for approval within 10 days of creating the requisition.

When the contract amendment is approved Procurement will add additional funds to the original Purchase Order.

Attachment Checklist	<input checked="" type="checkbox"/> ISA amendment packet including Board Memo, ISA amendment form, Menu of Services <input checked="" type="checkbox"/> Copy of original Individual Service Agreement <input checked="" type="checkbox"/> Copy of Prior Amendments, If Any.
----------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

OUSD Staff Contact: Emails about this ISA amendment should be sent to: koy.hill@ousd.k12.ca.us

VENDOR INFORMATION

CONTRACTOR NAME	Bay Area Community Resources	CITY	San Rafael	STATE	CA
SITE /DEPT NAME	Parker Elementary	SITE #	144		

BUDGET INFORMATION

IF USING FUNDS REVIEWED BY STATE AND FEDERAL PROGRAMS OR SCHOOL PORTFOLIO MANAGEMENT:

SPSA ACTION ITEM NUMBER: _____ OR SPSA MODIFICATION DOCUMENTATION ATTACHED

RESOURCE #	RESOURCE NAME	ORG KEY	REQ. NUMBER	AMOUNT
7090	EIA/SCE	1444859101	R0316783	\$6,500
				\$
				\$

Amount and Reason for Amendment

Original PO Number(s)	P1301393	Reason for Amendment to ISA (check appropriate box): <input type="checkbox"/> Increase in number of units (days, hours, etc) of service. I would like to purchase additional days or hours of the same type of service purchased with the original ISA. <input checked="" type="checkbox"/> Purchase additional type of service. In addition to the services contracted for in the original ISA, I would like to purchase another type of service from this vendor.
Original ISA Amount	\$ 93,498	
Amended ISA Amount	\$ 6,500	
New Total Contract Amount	\$ 99,998	

Approval and Routing (in order of approval steps)

Additional services above original contract amount cannot be provided before the amendment is fully approved and the Purchase Order amount has been increased by Procurement.

1.	Site Administrator or Manager	Name	Koy Hill	Phone	510-879-1440	Fax	510-879-1449
	Site / Department	Parker Elementary					
	Signature	<i>[Signature]</i>		Date Approved	4/26/13		
2.	Resource Manager, if using funds managed by	<input type="checkbox"/> State and Federal <input type="checkbox"/> Quality, Community, School Development <input type="checkbox"/> Complementary Learning / After School Programs					
	Signature	<i>[Signature]</i>		Date Approved	5/22/13		
	Signature	<i>[Signature]</i>		Date Approved			
3.	Regional or Executive Officer						
	Signature	<i>[Signature]</i>		Date Approved	5/30/13		
4.	Deputy SuperIntendent Instructional Leadership / Deputy SuperIntendent Business Operations						
	Signature	<i>[Signature]</i>		Date Approved	6-6-13		
5.	Superintendent or Board of Education	Signature on the legal contract					
Legal Required if not using standard contract		Approved		Denied - Reason		Date	
Procurement	Date Received			PO Number			

281

File ID Number	13-0832
Introduction Date	5-22-13
Enactment Number	13-0825
Enactment Date	5-22-13



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Memo

To Board of Education
Tony Smith, Ph.D., Superintendent

From By: Maria Santos, Deputy Superintendent, Instruction, Leadership & Equity-in-Action
Vernon Hal, Deputy Superintendent, Business & Operations

Board Meeting Date 5-22-13
(To be completed by Procurement)

Subject Individual Service Agreement Amendment - 1
Bay Area Community Resc San Rafael CA (Contractor, City/State) -
Parker Elementary (site/department)

Action Requested Approval by the Governing Board of the amendment to the Individual Service Agreement between the District and Bay Area Community Resources. Services to be primarily provided to Parker Elementary for the period of July 1, 2012 through June 30, 2013, in an amount not to exceed \$ 1,650.

Background
A one paragraph explanation of why an amendment is needed.

The original Individual Service Agreement is contracting of services at the negotiated price, stated in the referenced Master MOU, approved by the Board of Education on June 27, 2012 (Enactment number 12-1652). This amendment will purchase additional services beyond the initial plan as stated in the original contract for Option A - Lead Agency Unit for Arts, Recreation, Leadership, and Family Literacy Activities. Agency will provide Parker students and families opportunities for healthy eating by staffing a market manager to provide a produce stand.

Discussion
One paragraph summary of the amended scope of work.

Approval by the Board of Education of Amendment No. 1 of the Individual Service Agreement to the Master Memorandum of Understanding between Oakland Unified School District and Bay Area Community Resources, San Rafael, CA, for the latter to provide Farmers Market services to our students and families utilizing Menu of Service Option I - Farmers Market Services at Parker Elementary for the period of July 1, 2012 through June 30, 2013 in the amount of \$1,650 increasing the agreement from \$91,848.00 to a not to exceed amount of \$93,498.00. All other terms and conditions remain in full force and effect.

Recommendation Approval by the Governing Board of the amendment to the Individual Service Agreement between the District and Bay Area Community Resources. Services to be primarily provided to Parker Elementary for the period of July 1, 2012 through June 30, 2013, in an amount not to exceed \$ 1,650.

Fiscal Impact Funding resource name (please spell out) Food Services - Farmer's Market
not to exceed \$ 1,650.

Attachments

- Individual Service Agreement Amendment
- Copy of original Individual Service Agreement

File ID Number	13-0832
Introduction Date	5-22-13
Enactment Number	13-0825
Enactment Date	5-22-13



INDIVIDUAL SERVICE AGREEMENT (ISA) AMENDMENT NO. 1

AGREEMENT TO PURCHASE ADDITIONAL SERVICES UNDER A MASTER MEMORANDUM OF UNDERSTANDING

This Amendment is entered into between the Oakland Unified School District (OUSD) and Bay Area Community Resources (CONTRACTOR). OUSD entered into an Agreement with CONTRACTOR for services on July 1, 2012, and the parties agree to amend that Agreement as follows:

MASTER MOU – ORIGINAL ISA INFORMATION			
VENDOR NAME	Bay Area Community Resources	LEGISTAR FILE ENACTMENT #	12-1652
SITE NUMBER / NAME	144 Parker Elementary	AMOUNT OF ORIGINAL ISA	\$91,848
Original ISA Contract, or most recent ISA Contract Amendment period: July 1, 2012 (from date) to June 30, 2013 (end date).			

ORDER OF ADDITIONAL SERVICES – SELECT APPROPRIATE BOX

Increase in the amount of services (days, hours, etc) of same type of service purchased in the original ISA.

Service	Fee	\$	UNITS OF SERVICE	\$
Service	Fee	\$	UNITS OF SERVICE	\$
Service	Fee	\$	UNITS OF SERVICE	\$
Subtotal				\$

IF FEE DOES NOT EQUAL RATE PER UNIT MULTIPLIED BY DESIRED UNITS, EXPLAIN REASON FOR ALTERED RATE:

Purchase New Type of Service.

Service	Option I-Farmers Market Services	Fee	\$4,500	UNITS OF SERVICE	.37	\$	1,650	
Service		Fee	\$	UNITS OF SERVICE		\$		
Service		Fee	\$	UNITS OF SERVICE		\$		
Subtotal							\$	1,650

IF FEE DOES NOT EQUAL RATE PER UNIT MULTIPLIED BY DESIRED UNITS, EXPLAIN REASON FOR ALTERED RATE:

2b. School opting to provide a portion of Farmer Market services with own staffing and resources.

Increasing the ISA Not to Exceed Amount to: \$93,498

The Term (Duration) of the Individual Service Agreement remains unchanged.

The Term (Duration) has changed: The contract term is extended by an additional _____ (days/weeks/months), and the amended expiration date is _____.

ISA Amendment History:

There are no previous amendments to this ISA. This ISA has previously been amended as follows:

No.	Date	General Description of Reason for Amendment	Amount of Increase (Decrease)
			\$
			\$
			\$

This is an Individual Services Agreement between a vendor and a school site or department to purchase services under a Master MOU. This is a contract for services, its execution by an authorized OUSD agent commits OUSD to pay for services provided by CONTRACTOR under the terms and conditions of the Master MOU attached and incorporated herewith, subject to this ISA Amendment being approved by the Board of Education.

VENDOR	NAME	Martin Weinstein	TITLE	CEO
SIGNATURE	NAME	Koy Hill	DATE	5-23-13
OUSD SITE ADMINISTRATOR	NAME	Koy Hill	TITLE	Principal
SIGNATURE	DATE	5-23-13		

APPROVAL BY THE BOARD OF EDUCATION			
PRESIDENT OF THE BOARD OF EDUCATION		DATE	5-23-13
EDGAR RAKESTRAW, JR SECRETARY, BOARD OF EDUCATION		DATE	5-23-13

Units of Service for Lead Agency: Bay Area Community Resources

Lead Agency Unit of Service for Elementary/Middle Schools

After School Services include:

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

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

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

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

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

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

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

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

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

Lead Agency Unit of Service for High Schools

Description of Services:

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

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

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

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

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

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

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

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

Lead agency unit of service includes programmatic and operational costs.

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

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

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

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

some of the basic lead agency services included in package above.

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

Other Specialized Services

Option E: Youth Leadership and Career Exploration

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

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

Option F: Specialized CAHSEE preparation

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

Cost: \$5,720

Option G: Specialized Title 1 Services

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

Cost: \$12,000

Option H: Parent workshops

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

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

Option I: Farmers Market Services

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

Cost: \$4,500 to include all school community members.

Option J: Physical Fitness

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

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

Option K: Visual or Performing Arts

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

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

<p>Option L: Health & Nutrition Specialized health and nutrition activities for students to foster healthy eating and educate them on nutrition.</p> <p>Cost: \$10,000 per activity for 10 months up to 20 students served daily per activity</p>
<p>BACR Mental Health Services</p>
<p>Mental Health Services Option M: Individual and group counseling and other mental health services, consultation with families and school personnel and limited crisis response. Approximately 25 clients served annually. Services provided by Graduate Intern for 1 ½ - 2 ½ days per week for 36 weeks. Clinical supervision provided.</p> <p>Cost: \$9,000 per year</p>
<p>Mental Health Services Option N & O: Individual, group and family counseling, case management and other mental health services, consultation with school personnel and crisis response. Classroom education or other school-wide interventions as needed. Services provided by Master's level Mental Health Staff. Clinical supervision is provided.</p> <p style="padding-left: 40px;">Option N: \$13,000 for one day per week for entire school year; 20 students served over the course of the year.</p> <p style="padding-left: 40px;">Option O: \$65,000 for daily services for entire school year; 80 - 100 students served over the course of the year.</p>
<p>BACR Summer Programming</p>
<p>Option P: Summer Programming Services: Variety of services to decrease the summer learning loss of youth by providing a safe, enriching, and dynamic summer program that involves the whole family and community. Services customized to meet school and community needs, and may include: STEM activities, Physical Fitness, Enrichment activities, and/or Fieldtrips.</p> <p>Cost: \$20,000 for a 4 to 6 week summer program (approximately 3-6 hours/day) for up to 50 students</p>
<p>Additional Services for ASES/21st Century Elementary and Middle Schools</p>
<p>Option Q: Family Literacy Services: Variety of services to engage parents and support them in helping their children succeed in school. Services customized to meet school and community needs, and may include: parent workshops, parent outreach, and adult literacy support.</p> <p>Services will be open to families of all students participating in ASES/21st Century after school programming. Services will be provided by qualified, trained individuals and/or community providers with subject matter expertise.</p> <p>Cost: \$17,400</p>
<p>Option R: Equitable Access Services: Services customized to meet school needs, and may include: services to enhance student access to after school program; special support services for English learners and other high need students; translation services; and</p>

services to promote conflict resolution and positive program climate.

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

Cost: \$21,750

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

2a. School opting to provide a portion of family literacy services with own staffing and resources.

2b. School opting to provide a portion of Equitable Access services with own staffing and resources.

2c. School providing own supplies to support family literacy or equitable access services.

2d. School partnering with other providers to provide a portion of family literacy or equitable access services.



CERTIFICATE OF LIABILITY INSURANCE

OF ID: SG

DATE (MM/DD/YYYY)
07/05/11

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

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

PRODUCER Farallone Pacific Insurance Services, License # 0F84441 859 Diablo Avenue Novato, CA 94947 Peter Schmale	415-493-2500 415-493-2505	CONTACT NAME Sindy Graham, ext 131 PHONE (AG No. Ext.) 415-493-2500 FAX (AG No.) 415-493-2505 E-MAIL Sindy.Graham@fp-ins.com ADDRESS PRODUCER CUSTOMER ID # BAYAR-3
INSURED Bay Area Community Resources, Inc. 171 Carlos Drive San Rafael, CA 94903-2005	INSURER(S) AFFORDING COVERAGE INSURER A: Philadelphia Indemnity Ins Co. NAIC # 32760 INSURER B: Sparta Insurance Company INSURER C: INSURER D: INSURER E: INSURER F:	

COVERAGES

CERTIFICATE NUMBER:

REVISION NUMBER:

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

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

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

CERTIFICATE HOLDER

CANCELLATION

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

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

© 1988-2009 ACORD CORPORATION. All rights reserved.

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

COMMERCIAL GENERAL LIABILITY

EFFECTIVE: * July 1, 2011 - 2012

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED — CONTROLLING INTEREST

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART.

SCHEDULE

Name of Person or Organization

Oakland Unified School District

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

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

Individual Service Agreement (ISA) Amendment Routing Form

Basic Directions

Services beyond the Individual Service Agreement cannot be provided until the amendment has been fully approved and the Purchase Order amount has been increased by Procurement.

1. Contractor and OUSD contract originator reach agreement to increase services provided under the Master MOU.
2. Contractor and OUSD contract originator complete ISA amendment together. Please insert the amendment number (i.e. if this is the first ISA amendment enter "1," second enter "2," etc.) at the top of the ISA amendment.
3. OUSD contract originator creates new requisition with the original PO number referenced in the item description.
4. OUSD contract originator submits ISA amendment packet for approval within 10 days of creating the requisition.

When the contract amendment is approved Procurement will add additional funds to the original Purchase Order.

Attachment Checklist	<input checked="" type="checkbox"/> ISA amendment packet including Board Memo, ISA amendment form, Menu of Services <input checked="" type="checkbox"/> Copy of original Individual Service Agreement <input type="checkbox"/> Copy of Prior Amendments, If Any.
----------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

OUSD Staff Contact Emails about this ISA amendment should be sent to: koy.hill@ousd.k12.ca.us

VENDOR INFORMATION

CONTRACTOR NAME	Bay Area Community Resources	CITY	San Rafael	STATE	CA
SITE /DEPT NAME	Parker Elementary	SITE #	144		

BUDGET INFORMATION

IF USING FUNDS REVIEWED BY STATE AND FEDERAL PROGRAMS OR SCHOOL PORTFOLIO MANAGEMENT:

SPSA ACTION ITEM NUMBER: _____ OR SPSA MODIFICATION DOCUMENTATION ATTACHED

RESOURCE #	RESOURCE NAME	ORG KEY	REQ. NUMBER	AMOUNT
9009	Food Services - Farmer's Market	9919895301	R0312272	\$ 1,650
				\$
				\$

Amount and Reason for Amendment

Original PO Number(s)	P1301393	Reason for Amendment to ISA (check appropriate box): <input type="checkbox"/> Increase in number of units (days, hours, etc) of service. I would like to purchase additional days or hours of the same type of service purchased with the original ISA. <input checked="" type="checkbox"/> Purchase additional type of service. In addition to the services contracted for in the original ISA, I would like to purchase another type of service from this vendor.
Original ISA Amount	\$ 91,848	
Amended ISA Amount	\$ 1,650	
New Total Contract Amount	\$ 93,498	

Approval and Routing (in order of approval steps)

Additional services above original contract amount cannot be provided before the amendment is fully approved and the Purchase Order amount has been increased by Procurement.

1.	Site Administrator or Manager	Name	Koy Hill	Phone	510-879-1440	Fax	510-879-1449
	Site / Department	Parker Elementary					
	Signature	<i>Deborah Davis for Koy Hill</i>		Date Approved	3-1-2013		
2.	Resource Manager, if using funds managed by: <input type="checkbox"/> State and Federal <input checked="" type="checkbox"/> Quality, Community, School Development <input type="checkbox"/> Complementary Learning / After School Programs						
	Signature			Date Approved			
	Signature			Date Approved			
3.	Regional or Executive Officer						
	Signature	<i>[Signature]</i>		Date Approved	4-4-13		
4.	Deputy Superintendent Instructional Leadership / Deputy Superintendent Business Operations						
	Signature	<i>Maria Vinton</i>		Date Approved	5-1-2013		
5.	Superintendent or Board of Education Signature on the legal contract						
Legal Required if not using standard contract		Approved		Denied - Reason		Date	
Procurement	Date Received			PO Number			

2583

Board Office Use: Legislative File Info.	
File ID Number	12-2075
Introduction Date	8/1/12
Enactment Number	12-2144
Enactment Date	8-1-12 <i>lf</i>



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Memo

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

Board Meeting Date
 (To be completed by Procurement) August 15, 2012

Subject Individual Service Agreement - Master Memorandum of Understanding - Bay Area Community Resources (contractor) - 144/Parker Elementary School (site)

Action Requested Approval of the Individual Service Agreement to the Master Memorandum of Understanding (MOU) between District and Bay Area Community Resources, for services to be provided primarily to 144/Parker Elementary School.

Background
A one paragraph explanation of why the consultant's services are needed. The attached Individual Service Agreement is the contracting of services at the negotiated price, stated in the referenced Master MOU, approved by the Board of Education on June 27, 2012 (Enactment number 12-1652).

Discussion
One paragraph summary of the scope of work. Approval by the Board of Education of an Individual Service Agreement to the Master Memorandum of Understanding (MOU) between the District and Bay Area Community Resources, San Rafael, CA, for the latter to provide their Menu Option B for Arts, Recreation, Leadership and Family Literary activities in its capacity as a Comprehensive After School Program Lead Agency at Parker Elementary School for the period of July 1, 2012 through August 31, 2013, in an amount not to exceed \$91,848.00, pursuant to the terms and conditions as specified in the MOU.

Recommendation Approval by the Board of Education of an Individual Service Agreement to the Master Memorandum of Understanding (MOU) between the District and Bay Area Community Resources for the latter to provide Arts, Recreation, Leadership and Family Literary activities in its capacity as a Comprehensive After School Program Lead Agency at Parker Elementary School for the period July 1, 2012 through August 31, 2013.

Fiscal Impact Funding Resource: 6010/After School Education and Safety (ASES) Grant in an amount not to exceed \$91,848.00.

Attachments

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

Board Office Use: Legislative File Info.	
File ID Number	12-2075
Introduction Date	8/1/12
Enactment Number	12-2144
Enactment Date	8-1-12

RECEIVED
MAY 17 2013
By *[Signature]*



INDIVIDUAL SERVICE AGREEMENT (ISA) 2012-2013

MASTER MOU INFORMATION			
VENDOR NAME	Bay Area Community Resources		
VENDOR #	1001628	ENACTMENT #	12-1652
SITE / DEPT NAME	Parker Elementary	SITE #	144
OUSD STAFF CONTACT - EMAILS ABOUT THIS CONTRACT SHOULD BE SENT TO:		Koy.Hill@ousd.k12.ca.us	

ORDER MENU OF SERVICES (EXHIBIT A OF MASTER MOU) - SELECT DESIRED SERVICE				
SERVICE AND UNIT OF SERVICE (SEE EXHIBIT A OF MASTER MOU FOR A FULL DESCRIPTION OF SCOPE OF WORK AND MENU OF SERVICES)	GRADE LEVEL(S) SERVED	RATE PER UNIT	DESIRED UNITS	AMOUNT (DESIRED UNITS TIMES RATE PER UNIT)
A-Lead Agency Unit for Elementary	K-5	\$93,834.00	1	\$91,848.00
		\$		\$
		\$		\$
TOTAL AMOUNT				\$91,848.00
IF FEE DOES NOT EQUAL RATE PER UNIT MULTIPLIED BY DESIRED UNITS, EXPLAIN REASON FOR ALTERED RATE:				
1a. School opting to utilize own teachers to provide academic services, reducing the academic programming charges to the cost above.				

BUDGET INFORMATION					
REQUISITION NUMBER	R0300631	START DATE	07/01/2012	END DATE	08/31/2013
RESOURCE #	RESOURCE NAME	ORG KEY		AMOUNT	
6010	ASES	1441553401		\$91,848.00	
				\$	
				\$	

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

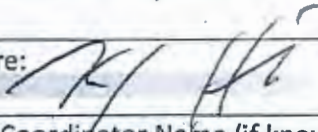

VENDOR	NAME	MARTIN WEINSTEIN	TITLE	CEO
SIGNATURE	<i>[Signature]</i>		DATE	<i>[Date]</i>
OUSD SITE ADMINISTRATOR	NAME	KOY HILL	TITLE	PRINCIPAL
SIGNATURE	<i>[Signature]</i>		DATE	6/22/12

APPROVAL			
IF USING FUNDS REVIEWED BY STATE AND FEDERAL PROGRAMS OR Quality Community School Development			
SPSA ACTION ITEM NUMBER: _____ OR, SPSA MODIFICATION DOCUMENTATION ATTACHED			
RESOURCE MANAGER, if using funds managed by:			
<input type="checkbox"/> State and Federal <input type="checkbox"/> Quality Community School Development <input checked="" type="checkbox"/> After School Programs			
SIGNATURE	<i>[Signature]</i>	DATE	7-9-12
SIGNATURE		DATE	
NETWORK OR DEPARTMENT EXECUTIVE OFFICER			
SIGNATURE	<i>[Signature]</i>	DATE	7/16/12
PRESIDENT AND THE SECRETARY OF THE BOARD OF EDUCATION			
SIGNATURE	<i>[Signature]</i>	DATE	8/2/12
SIGNATURE	<i>[Signature]</i>	DATE	8/2/12

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

ASES and 21st CCLC After School Program Plan
 Elementary & Middle Schools
 2012 - 2013

SECTION 1: School Site Information

School Site: Parker Elementary School	Date: 5/23/12
Principal Signature: 	Lead Agency Signature: 
After-School Site Coordinator Name (if known at this time): Sharon Rhone	

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

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

First Tiered Strategic Priority Areas:

- Balanced Literacy and Literacy Across the Curriculum
- Science, Technology, Engineering, and Mathematics (STEM) Stem and gardening project
- Accelerating Students through Targeted Approaches
- Family and Student Engagement
- Strategic Operational Practices

Second Tiered Strategic Priority Areas:

- Health and Wellness
- Interrupting Chronic Absence (Attendance)

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

1. Increase Academic Achievement among Youth: Youth will engage in intentional academic interventions, activities and processes that will increase their academic achievement.

- 2. Social and Emotional Development: Youth will engage in intentional social and emotional interventions, activities and processes that will equip them to handle conflict with maturity, humility and a critical eye.
- 3. School Day Alignment: Youth will engage in a seamless day and engage in interventions, activities and processes that reinforce the day's learning and increase their retention of lessons taught.

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

Strategic Questions/Desired Outcomes <i>As a result of our ASP efforts...</i>	Strategic Activities: <i>What after school strategic activities will support the desired outcomes?</i>	Outcomes of Strategic Activities: <i>What short-term outcomes will you expect from your efforts by the end of the school year?</i>	Data used to assess the strategic activities: <i>What data will be collected to measure these outcomes?</i>
<p>High School Graduation: How many more Oakland children are graduating from high school? Using the following strategic activities, the Parker After School Program will increase the academic aptitude of their students, sending them to middle school ready to academically succeed. Students will also engage in social and emotional development curriculum and strive to become mature young adults. By entering middle school prepared and emotionally stable they will be more likely to thrive. This will lead to youth entering high school prepared and emotionally stable, increasing their chances of graduating.</p>	<ul style="list-style-type: none"> • Targeted Academic Plans and programming for youth who are identified through data • Literacy component across all programming • STEM Component within the program • Fast Forward Computer Program, Computer Lab Offering • Increased Academic Assessments • Social and Emotional experiences and classes • Intentional process to track homework completion and a process of communicating student progress to stakeholders 	<ul style="list-style-type: none"> • Increased alignment with state standards • Increased alignment with school day • Increased support efforts to improve youth's academic achievements • The majority of youth will understand, complete and turn in all homework • Increased probability that the H.S. youth connected to the mentoring program will stay on all year, graduate high school and gain volunteer experience 	<ul style="list-style-type: none"> • District benchmark testing • Pre/Post assessment • DIBELS Data • Fluency Assessment • PWA writing assessment • SAYPQA Evaluation results • OFCY/OUSD Survey data

	<ul style="list-style-type: none"> • Program staff will participate in a cascading mentorship program with Rudsdale High School Students 		
<p>Satisfactory School Day Attendance: How many more Oakland children are attending school 95% or more? By increasing the Parker After School program ADA, it is more likely that students will attend the school day. In order to do this, it will take a three tired approach 1) Engaging Activities 2) A high level of value placed on coming to program everyday 3) Clear Policies and Procedures that are enforced</p>	<ul style="list-style-type: none"> • A youth centered program with activities youth like and want to participate in • Parenting Classes • Aligned incentive Processes (Ex: Awards to youth and classes who have the best attendance) • After School Day staff efforts to track and inform parents regarding absences 	<ul style="list-style-type: none"> • Increase after school ADA in support of the school day ADA rising 	<ul style="list-style-type: none"> • Monthly School day and city span data • Clear attendance policies present • Tracked and timely enforcement of attendance policies • SAYPQ Scores and OFCY/OUUSD survey
<p>Health and Well-being: How many more Oakland children have access to, and use, the health services they need? Through mild health and well-being programing, youth can be identified as in need of service. In these cases they will be referred to the appropriate services.</p>	<ul style="list-style-type: none"> • Gardening • Parenting Class • Cooking class • Farmers market • Health and nutrition themes activities • Cascading mentoring project • Food nutrition guest speakers • Collaborating with non-profit: Food for Justice • Making referrals for mental health services 	<ul style="list-style-type: none"> • Increased number of youth accessing PALS and Pathways counseling • Information center for parents regarding other health and well-being supports • Increased participation in classes, workshops and activities concerning health and well-being 	<ul style="list-style-type: none"> • Surveying • OUUSD/OFCY Survey • PALS counseling data • Pathways data on how many referrals were made • Sign in sheets for workshops and classes

- with PALS councilors and pathways counseling centers
- Family nights

SECTION 4: Program Model and Lead Agency Selection

For 2012-2013, my site will operate the following program model:

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

Description and Rationale for Selection of Lead Agency

Describe how the selected Lead Agency partner will support the school's plans for Full Service Community School development. Note: If school is managing program, site is considered to be the Lead Agency. In this case, describe how the hired After School Site Coordinator will support school plans for FSCS development.)

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

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

SECTION 5: ATTENDANCE, PROGRAM DATES, AND PROGRAM SCHEDULE

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

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

Required # of Program Days your program will operate during School Year 2012-2013:

180 days required*

Projected Daily Attendance during School Year 2012-2013:	83
Program Schedule Submit program schedule as an attachment, using the standard program schedule template.	

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

SECTION 6: Academics

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

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

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

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

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

	Target Population	Academic Support (choose one)	CSSSP goal(s) or school need supported by activity	Measurable Outcomes	Description of program/activity	Instructional Strategies
1	All Students	<input checked="" type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervention <input type="checkbox"/> Other	<ul style="list-style-type: none"> • High School Graduation Rate • School Request to meet this objective as best we can 	The majority of youth understand, complete and turn in their homework.	<ul style="list-style-type: none"> • Providing Time for Homework Support • Quality Homework Support • Track Completion and turn in rates • Provide an amount of time for group academics prior to homework time 	<ul style="list-style-type: none"> • Up to date on pacing schedule • Follow homework process set by the school day • Enforce all homework procedures • Create a tracking system that records why homework was not completed (early pick up, youth needed more time then was allotted,

						youth needs one on one home support in addition to ASP support, youth was not focused on homework during homework time, etc.)
2	Youth who are testing FBB/BB	<input type="checkbox"/> Homework Support <input checked="" type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input checked="" type="checkbox"/> Academic <input checked="" type="checkbox"/> Intervention <input type="checkbox"/> Other	<ul style="list-style-type: none"> • High School Graduation Rate • School Request to make efforts to this objective 	<ul style="list-style-type: none"> • The majority of youth who take a pretest will increase their score by at least 10 points on the post test • The majority of youth will move up at least one CST or benchmark performance level 	Small group work around specific points of improvement for youth across grades. This could include computer lab work, reading/writing groups and math intervention	<ul style="list-style-type: none"> • DIBELS Scores • Pre and Post Testing • Intensive tutoring • Include school day computer programs
3	All Students	<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input checked="" type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervntn <input type="checkbox"/> Other	<ul style="list-style-type: none"> • High School Graduation Rate • School request to make efforts to meet this objective 	OUSD/OCFY observations (YPQA) and stakeholder survey's will average out to be a 3 or higher	<ul style="list-style-type: none"> • Kidz Math • Kidz Science • Techbridge • Garden • Literacy Based Curriculum • Traditional Enrichments 	<ul style="list-style-type: none"> • Up to date on pacing schedule • Follow a similar layout to the school day • Follow Youth Development best practices

					infused with academic skill building <ul style="list-style-type: none"> • Reader's Theatre 	set through the SAYPQA evaluation process
--	--	--	--	--	-----------------------------------------------------------------------------------------------------------	-------------------------------------------

SECTION 7: ENRICHMENT & PHYSICAL ACTIVITY / RECREATION

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

Type of Enrichment	Rationale	CSSSP goal(s) or school need supported by activity	Brief Description	Targeted Skills	Measurable Outcome
Art	X Student Identified X School Identified X Parent Identified <input type="checkbox"/> Other (specify)	<ul style="list-style-type: none"> • High school graduation rates • Health and well being 	Youth will be exposed to different types of art from different cultures. They will do personal pieces as well.	<input type="checkbox"/> College/Career Readiness X Social Skills/Conflict Res. <input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input type="checkbox"/> Health/Fitness X Other: Emotional Development	Youth will be able to achieve their learning targets and showcase these achievements through a presentation of learning
Sports	X Student Identified X School Identified X Parent Identified <input type="checkbox"/> Other (specify)	<ul style="list-style-type: none"> • Attendance rates • Health and well being 	Youth will choose sports to play in and learn the skills within that sport. They will engage in opportunities to practice those skills in games.	<input type="checkbox"/> College/Career Readiness X Social Skills/Conflict Res. X Leadership <input type="checkbox"/> Academic (specify) X Health/Fitness <input type="checkbox"/> Other (specify)	<ul style="list-style-type: none"> • Youth will be able to achieve their learning targets and showcase these achievements through a presentation of

					<p>learning</p> <ul style="list-style-type: none"> The majority of youth surveyed identify that they are actively engaged in positive physical health routines
Special Events	<p>X Student Identified</p> <p>X School Identified</p> <p><input type="checkbox"/> Parent Identified</p> <p><input type="checkbox"/> Other (specify)</p>	<ul style="list-style-type: none"> Attendance rates Health and well being 	<p>Youth will participate in special events including but not limited to:</p> <ul style="list-style-type: none"> Parent/youth nights Lights on After School Event Showcases and expos Guest Speakers/ Teachers Field Days Beatification day Earth Day 	<p><input type="checkbox"/> College/Career Readiness</p> <p><input type="checkbox"/> Social Skills/Conflict Res.</p> <p>X Leadership</p> <p>X Academic (specify)</p> <p>X Health/Fitness</p> <p><input type="checkbox"/> Other: Emotional Development</p>	<ul style="list-style-type: none"> The majority of youth are in attendance If applicable. The majority of parents surveyed say they gained a deeper knowledge of the topic presented.
Cooking	<p>X Student Identified</p> <p>X School Identified</p> <p><input type="checkbox"/> Parent Identified</p> <p><input type="checkbox"/> Other</p>	<ul style="list-style-type: none"> Attendance rates Health and well being 	<p>Youth will cook healthy and nutritious foods and understand how that food is grown and what health benefits are present in the</p>	<p>X College/Career Readiness</p> <p><input type="checkbox"/> Social Skills/Conflict Res.</p> <p>X Leadership</p> <p>X Academic: Math and Literacy</p>	<ul style="list-style-type: none"> The majority of youth surveyed identify that they are actively engaged in positive physical health routines

	(specify)		foods they are eating.	X Health/Fitness <input type="checkbox"/> Other (specify)	
Garden	X Student Identified X School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	<ul style="list-style-type: none"> • Attendance rates • Health and well being 	Youth will plant and upkeep the garden and prepare and eat the vegetables that grow.	X College/Career Readiness <input type="checkbox"/> Social Skills/Conflict Res. X Leadership X Academic: Math, Science, Literacy X Health/Fitness <input type="checkbox"/> Other (specify)	<ul style="list-style-type: none"> • The majority of youth surveyed identify that they are actively engaged in positive physical health routines
Youth identified and centered clubs	X Student Identified X School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	<ul style="list-style-type: none"> • Attendance rates • Health and well being • High school graduation rates 	Youth will participate in programming that allows them to participate in things they've identified as areas of interest. Clubs could include: <ul style="list-style-type: none"> • Chess • Dance • Language (Spanish, American Sign Language, etc.) • Drama • Debate • Music • Creative Writing • Year Book Club 	X College/Career Readiness X Social Skills/Conflict Res. X Leadership X Academic (specify) X Health/Fitness <input type="checkbox"/> Other (specify)	<ul style="list-style-type: none"> • The majority of youth surveyed say they are engaged in meaningful social and emotional development processes • YPQA scores average out to a 3 or higher
Young Men's	X Student	<ul style="list-style-type: none"> • Attendance rates 	Youth will participate	X College/Career	<ul style="list-style-type: none"> • The majority of

Group (Cascading Mentoring Project)/Young Women's Group	Identified <input checked="" type="checkbox"/> School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	<ul style="list-style-type: none"> • health and well being • High school graduation rates 	in intentional processes of self-reflection, decision making and social/emotional skill building.	Readiness <input checked="" type="checkbox"/> Social Skills/Conflict Res. <input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Academic (specify) <input checked="" type="checkbox"/> Health/Fitness <input type="checkbox"/> Other (specify)	youth surveyed say they are engaged in meaningful social and emotional development processes <ul style="list-style-type: none"> • YPQA scores average out to a 3 or higher
------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SECTION 8: FAMILY ENGAGEMENT / FAMILY LITERACY

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

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

Type of Activity	CSSSP goal(s) or school need supported by activity	Brief Description	Measurable Outcome	Alignment with school day family engagement / family literacy efforts or resources
Expo nights	<ul style="list-style-type: none"> • Family engagement 	<ul style="list-style-type: none"> • Presentation of Learning • Showcases • Open exhibits of youth work 	The majority of parents surveyed feel engaged in the after school program	Collaboration around current parent nights and school day events with Parker PTA and school day staff. Space, time and resources will be provided to all who

				need to access them
Intentional and on-going parent conversation regarding youth's academic and social/emotional development	<ul style="list-style-type: none"> Attendance rates High school graduation rates health and well being 	<ul style="list-style-type: none"> Check in during sign out Phone calls home Meetings involving school day staff Youth Referrals 	<ul style="list-style-type: none"> The majority of parents surveyed feel the after school plays a critical role in improving the academic standing of their student The majority of parents surveyed feel the after school program plays a critical role in improving the social development of their student The majority of parents surveyed feel the after school program plays a critical role in improving the emotional development of their student 	<ul style="list-style-type: none"> Access to student records Inclusion in SST meetings
Parent and youth activities/Learning Together Nights	<ul style="list-style-type: none"> Attendance rates High school graduation Rates health and well being 	<ul style="list-style-type: none"> Literacy Night Math Game Night Science Night Mental health awareness workshops Financial Literacy workshops 	The majority of After School Parents attend	Collaboration around current parent nights and school day events with Parker PTA and school day staff.
Regular written	<ul style="list-style-type: none"> Family 	<ul style="list-style-type: none"> Clear communication 	<ul style="list-style-type: none"> Parent Handbook 	Collaboration around

communication with parents regarding programming	engagement	structure <ul style="list-style-type: none"> • Newsletter • Posted schedule and schedule of events 	available for parents <ul style="list-style-type: none"> • Monthly newsletter distributed to parents 	current communication efforts with principal and PTA, continue to utilize school resources to post schedules. Continue to utilize translation resources.
Parent Orientation	<ul style="list-style-type: none"> • Family Engagement 	<ul style="list-style-type: none"> • Parents will come and meet the coordinator, staff and review the plans for the year as well as policies and procedures 	100% of parents will attend the event, make up session or complete a phone orientation	All staff will encourage families and youth to come to the events or have them follow up with the site coordinator. Possibly have a translator.

SECTION 9: Chronic Absence Action Plan

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

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

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

Strategies to Support Attendance	Action Steps
----------------------------------	--------------

a) Recruit and address the needs of students who are at risk of chronic absenteeism.	<ul style="list-style-type: none"> • School day to identify youth who are at risk of chronic absenteeism • School day to assess the reason • If it is found that enrollment in the after school program will increase a student's school day attendance, they may be permitted into the program pending no other barriers for attendance.
b) Inform parents about the importance of attendance and encourage parents to help each other get their students to class.	During the parent orientation we will community the importance of school day attendance when introducing the after school attendance policy. We will continue the discussion during family meetings and talks about specific student attendance rates.
c) Track students with poor program attendance and reach out to find out why and how attendance could be improved.	<ul style="list-style-type: none"> • Attendance Reports • Clear Attendance Policy to be developed and enforced
d) Celebrate good attendance and/or offer meaningful incentives to attract and reward students for attending our program.	<ul style="list-style-type: none"> • Attendance: <ul style="list-style-type: none"> ○ Charts ○ Awards ○ Recognition Nights
SECTION 10: Coordination with Other Service Providers	
In the Full Service Community School model, the school becomes a hub of services where various types of service providers come together, work together, and coordinate their efforts to meet the holistic needs of students and families.	
The after school Site Coordinator or Director will actively participate in which of the following school group(s), in order to increase alignment between after school and school day efforts?	<input type="checkbox"/> COST team (Coordination of Services Team) <input checked="" type="checkbox"/> SST (Student Study Team) <input checked="" type="checkbox"/> ILP-Instructional Team <input type="checkbox"/> SSC (School Site Council) <input type="checkbox"/> ELT (Educational Leadership Team) <input checked="" type="checkbox"/> PTA <input checked="" type="checkbox"/> Attendance Team/Workgroup <input type="checkbox"/> CSSSP (Community School Strategic Site Planning) team <input type="checkbox"/> School Culture/Climate Committee <input type="checkbox"/> Other (specify)
List key community partners whom you will actively collaborate with to accomplish the goals of your program.	Prescott Circus Girls Scouts

	Brothers on the Rise Food Justice Individual Contractor Mocha AHC Coaching Corps Program Staff
Identify other service providers and support personnel at your school (ie. school psychologist, School Based Health Center staff, counselor, mental health therapist, school nurse, parent liaison, etc.) whom you will actively collaborate with to accomplish the goals of your program.	School psychologist CDC staff Attendance Clerk Custodial Staff Academic Liaison Librarian and Computer Lab Technician Intervention Specialist Various School Day Staff

2012-13 After School Enrollment Policy for Parker Elementary School

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

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

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

Target Population(s)	Specific Data to Inform Selection of Program Participants	(High School Only) Indicate if participation is <i>Optional</i> or <i>Mandatory</i> for each target population
Teacher Referrals	Teacher Referrals/Students Records	
Youth Testing at FBB/BB/B	Testing Data	
Students with Siblings in the program	Registration forms	
Students from socio-economically disadvantaged families/backgrounds	Free and Reduced Lunch Records	
English Language Learners	Teacher Referrals	
Youth at risk of Chronic Absenteeism	Attendance Data	

Grade levels prioritized for programming:

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

Additional Notes:

- Successful after school programs are heterogeneous and include several target populations.
- Sites cannot simply utilize a first come-first serve process for enrolling students; sites should establish priorities for participation.
- Programs are intended to help close the achievement gap by serving a variety of students with academic and other needs.

- In alignment with OUSD's strategic goal to reduce chronic absenteeism, programs should consider targeting students at risk of chronic absenteeism, as determined by individual attendance rates between 90 – 95% during the current school year. (Programs should collaborate with school site leadership to obtain student attendance data.)
- Program must enroll adequate numbers of students to meet CDE attendance targets.

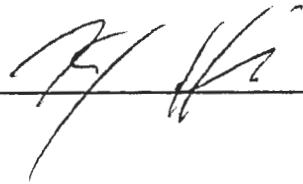
Enrollment Process and Timeline: (Summarize your enrollment timeline below. Describe how your school will identify and recruit students beginning in Spring 2012. Indicate how families will be notified of 2012-13 enrollment before the last day of school, June 16, 2012.)

Timeline	After School Enrollment Steps/Process	Individual(s) responsible
5/28/12-6/1/12	<ul style="list-style-type: none"> • To Confirm registration process (roles, paperwork, sign ups) 	Christen Gray, BACR Manager Sharon Rhone, BACR Coordinator Koy Hill, Parker Principal Mariela Donis, Girls Inc. Manager
6/4/12-6/8/12	<ul style="list-style-type: none"> • Registration information and forms available to parents • Accepting Teacher Referrals 	Sharon Rhone Utronda Wilson Koy Hill and Academic Liaison
6/5-6/12	Registration	Sharon Rhone Utronda Wilson, Girls Inc. Coordinator
August 27, 2012	<ul style="list-style-type: none"> • After school programs begin on 1st Day of school, with enrollment at a minimum 75% capacity. 	Sharon Rhone
August 27, 2012-September 30, 2012	<ul style="list-style-type: none"> • New school year enrollment of families for remaining program slots. • Remaining program slots will be filled by September 30, 2012. 	Sharon Rhone
August 27, 2012-June 14, 2012	<ul style="list-style-type: none"> • All programs must maintain waitlists after program slots are filled. 	Sharon Rhone

Important dates to include in your timeline:

- April – June: Spring enrollment for 2012-13 programs. ***Schools that are receiving students from School Closures must also outreach to these new families in the Spring, so that they also have a fair chance to participate in the After School program at their new school.***
- Families will be notified of 2012-13 after school enrollment before the last day of school, June 15, 2012.
- August – September: New school year enrollment of families for remaining program slots.
- Remaining program slots will be filled by September 30, 2012.
- All programs must maintain waitlists after program slots are filled.

Principal Signature: _____



Lead Agency Signature: _____

