

Board Office Use: Legislative File Info.	
File ID Number	13-0923
Introduction Date	5/22/13
Enactment Number	13-0834
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) -
Grass Valley Elementary School (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 Grass Valley Elementary School for the period of July 1, 2012 through June 30, 2013, in an amount not to exceed \$ 24,000.00.

Background
A one paragraph explanation of why an amendment is 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). Bay Area Community Resources will augment current program offerings to allow for additional instructors, academic intervention, and enrichment activities for the after school program.

Discussion
One paragraph summary of the amended scope of work.

Approval by the Board of Education of Amendment No. 1 to the Individual Service Agreement to the Master Memorandum of Understanding between the District and Bay Area Community Resources, San Rafael, CA, for the latter to provide additional services to augment the current services for the after school program at Grass Valley Elementary school utilizing Menu Option A for intervention, enrichment support, and continued parent involvement and training for the period of July 1, 2012 through June 30, 2013, in the amount of \$24,000.00, increasing the agreement from \$91,848.00 to a not to exceed amount of \$115,848.00.

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 Grass Valley Elementary School for the period of July 1, 2012 through June 30, 2013, in an amount not to exceed \$ 24,000.00.

Fiscal Impact Funding resource name (please spell out) 6010/ASES
 not to exceed \$ 24,000.00.

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

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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	122 Grass Valley Elementary School	AMOUNT OF ORIGINAL ISA	\$91,848.00
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	Menu Option A-Lead Agency	Fee	\$ 93,834.00	UNITS OF SERVICE		\$ 24,000.00
Service		Fee	\$	UNITS OF SERVICE		\$
Service		Fee	\$	UNITS OF SERVICE		\$
Subtotal						\$ 24,000.00

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

Purchase New Type of Service.

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:

Increasing the ISA Not to Exceed Amount to: \$ 115,848.00

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	Chief Executive Officer
SIGNATURE	DATE		4-29-13	
OUSD SITE ADMINISTRATOR	NAME	Brandee Stewart	TITLE	Principal
SIGNATURE	DATE		4-29-13	

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

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 ISA amendment packet including Board Memo, ISA amendment form, Menu of Services
 Copy of original Individual Service Agreement
 Copy of Prior Amendments, If Any.

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

VENDOR INFORMATION

CONTRACTOR NAME	Bay Area Community Resources	CITY	San Rafael	STATE	CA
SITE /DEPT NAME	Grass Valley Elementary School	SITE #	122		

BUDGET INFORMATION

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

SPSA ACTION ITEM NUMBER: _____ OR SPSA MODIFICATION DOCUMENTATION ATTACHED

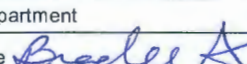
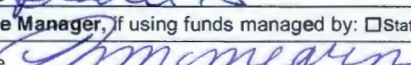
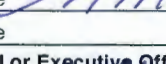
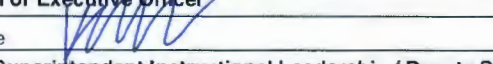
RESOURCE #	RESOURCE NAME	ORG KEY	REQ. NUMBER	AMOUNT
6010	ASES	1221553401	R0302503	\$24,000.00
				\$
				\$

Amount and Reason for Amendment

Original PO Number(s)	P1301198	Reason for Amendment to ISA (check appropriate box): <input checked="" 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 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	\$ 91,848.00	
Amended ISA Amount	\$ 24,000.00	
New Total Contract Amount	\$ 115,848.00	

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.

	Site Administrator or Manager	Name	Brandee Stewart	Phone	510-636-4653	Fax	510-636-4655
1.	Site / Department	Grass Valley Elementary School					
	Signature				Date Approved	4-29-13	
	Resource Manager , if using funds managed by: <input type="checkbox"/> State and Federal <input type="checkbox"/> Quality, Community, School Development <input checked="" type="checkbox"/> Complementary Learning / After School Programs						
2.	Signature				Date Approved	4-26-13	
	Signature						
3.	Regional or Executive Officer						
	Signature				Date Approved	4-29-13	
4.	Deputy Superintendent Instructional Leadership / Deputy Superintendent Business Operations						
	Signature				Date Approved	5-1-13	
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			

Board Office Use: Legislative File Info.	
File ID Number	12-2261
Introduction Date	8-22-12
Enactment Number	12-2294
Enactment Date	8/22/12

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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 *M. Santos*
Vernon Hal, Deputy Superintendent, Business & Operations

Board Meeting Date
(To be completed by Procurement) August 22, 2012

Subject Individual Service Agreement - Master Memorandum of Understanding - Bay Area Community Resources (contractor) - 122/Grass Valley Elementary School (site)

Action Requested Approval of the Individual Service Agreement to the Master Memorandum of Understanding between District and Bay Area Community Resources, for services to be provided primarily to 122/Grass Valley 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 (MMOU) between the District and Bay Area Community Resources, San Rafael, CA, for the latter to provide its Menu Option A-Lead Agency Unit for Arts, Recreation, Leadership and Family Literary activities in its capacity as a Comprehensive After School Program Lead Agency at Grass Valley 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 MMOU.

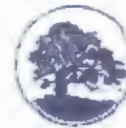
Recommendation Approval by the Board of Education of an Individual Service Agreement to the Master Memorandum of Understanding between the District and Bay Area Community Resources for the latter to provide Arts, Recreation, Leadership and Family Literary activities in its capacity as a Comprehensive After School Program Lead Agency at Grass Valley 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	12-2261
Introduction Date	8-22-12
Enactment Number	12-2294
Enactment Date	8/22/12 <i>OR</i>



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

INDIVIDUAL SERVICE AGREEMENT (ISA) 2012-2013

MASTER MOU INFORMATION			
VENDOR NAME	Bay Area Community Resources		
VENDOR #	1001628	ENACTMENT #	12-1652
SITE / DEPT NAME	Grass Valley Elementary	SITE #	122
OUSD STAFF CONTACT - EMAILS ABOUT THIS CONTRACT SHOULD BE SENT TO:		carla.henderson@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	R0302503	START DATE	07/01/2012	END DATE	08/31/2013
RESOURCE #	RESOURCE NAME	ORG KEY		AMOUNT	
6010	ASES	1221553401		\$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			DATE	6/21/12
OUSD SITE ADMINISTRATOR	NAME	CARLA HENDERSON	TITLE	PRINCIPAL
SIGNATURE			DATE	6-21-12

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		DATE	7-9-12
SIGNATURE		DATE	
NETWORK OR DEPARTMENT EXECUTIVE OFFICER			
SIGNATURE		DATE	7/16/12
PRESIDENT AND THE SECRETARY OF THE BOARD OF EDUCATION			
SIGNATURE		DATE	8/23/12
SIGNATURE		DATE	8/23/12



CERTIFICATE OF LIABILITY INSURANCE

OP ID: SG

DATE (MM/DD/YYYY)

06/29/12

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

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

PRODUCER Farallone Pacific Insurance Services, License # 0F84441 859 Diablo Avenue Novato, CA 94947 Peter C. Schmale, ext 121	415-493-2500 415-493-2505	CONTACT NAME: Sindy Graham PHONE (A/C, No, Ext): 415-493-2166 E-MAIL ADDRESS: sgraham@fp-ins.com PRODUCER CUSTOMER ID #: BAYAR-3	FAX (A/C, No): 415-493-2505
INSURED Bay Area Community Resources, 171 Carlos Drive San Rafael, CA 94903-2005		INSURER(S) AFFORDING COVERAGE INSURER A: Philadelphia Indemnity Ins Co. INSURER B: New York Marine and General INSURER C: INSURER D: INSURER E: INSURER F:	NAIC # 32760

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

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

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY <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 type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input checked="" type="checkbox"/> LOC	X		PHPK886325	07/01/12	07/01/13	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 - COM/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	X		PHPK886325	07/01/12	07/01/13	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$ \$
A	UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DEDUCTIBLE <input checked="" type="checkbox"/> RETENTION \$ 10,000			PHUB387667	07/01/12	07/01/13	EACH OCCURRENCE \$ 5,000,000 AGGREGATE \$ \$ \$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below Y/N <input type="checkbox"/> N/A			WC201200001937	07/01/12	07/01/13	<input checked="" type="checkbox"/> WC STATU-TORY LIMITS <input type="checkbox"/> OTH-ER 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			PHPK886325	07/01/12	07/01/13	Each 1,000,000 Aggregate 2,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)
 Oakland Unified School District is named as Additional Insured, per the attached endorsement

CERTIFICATE HOLDER Oakland Unified School District 1025 - 2nd Avenue Oakland, CA 94606	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE <i>Sindy Graham</i>
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POLICY NUMBER: * PHPK886325
Bay Area Community Resources, Inc.

COMMERCIAL GENERAL LIABILITY

EFFECTIVE: * July 1, 2012 - 2013

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.

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: Grass Valley Elementary School

Date: 5/23/12

Principal Signature: 

Lead Agency Signature: 

After School Site Coordinator Name (if known at this time): Kamesha Fields

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.

- 1) Accelerating Students through Targeted Approaches
- 2) School Culture (including Meaningful Student Engagement)
- 3) Family and Student Engagement
- 4) Strategic Operational Practices
- 5) Balanced Literacy and Literacy Across the Curriculum
- 6) Science, Technology, Engineering, and Mathematics (STEM)
- 7) Leadership Development

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

- 1) Youth in the Grass Valley After School Program will feel physically and emotionally safe
- 2) Youth in the Grass Valley after School Program will engage in intentional, meaningful and exciting environments of learning.
- 3) The Grass Valley After School Program will support the bridging of parent and youth communities

SECTION 3: OUSD Strategic Questions

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

Strategic Questions/Desired Outcomes	Strategic Activities:	Outcomes of Strategic Activities:	Data used to assess the strategic activities:
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As a result of our ASP efforts	What after school strategic activities will support the desired outcomes?	What short-term outcomes will you expect from your efforts by the end of the school year?	What data will be collected to measure these outcomes?
<p>High School Graduation: How many more Oakland children are graduating from high school? Using the following strategic activities, the Grass Valley 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 developmental 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 high school.</p>	<ul style="list-style-type: none"> • Targeted Academic Plans and programing for youth who are identified through data • Increased Academic Assessments • Social and Emotional experiences and classes • Intentional process to track homework completion and a process of communicating student progress to stakeholders • Enrichment classes with an academic lens based on pacing guide 	<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 	<ul style="list-style-type: none"> • District benchmark testing • Pre/Post assessment when necessary • Dibels Data • SAYPQA Evaluation results • OFCY/OUSD Survey data • Homework Logs
<p>Satisfactory School Day Attendance: How many more Oakland children are attending school 95% or more? By increasing the Grass Valley After School Programs ADA, it is more likely that students will attend the school day. In order to do this, it will take a three tiered approach 1) Engaging</p>	<ul style="list-style-type: none"> • A youth centered program with activities youth like and want to participate in • Aligned incentive Processes (Ex: Awards to youth and classes who have the best attendance) • After School Day staff efforts 	<p>Increased after school ADA</p>	<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

<p>Activities 2) A high level of value placed on coming to program everyday</p> <p>3) Clear Policies and Procedures that are enforced</p>	<p>to track and inform parents regarding absences</p>		<p>OFCY/OSD survey</p>
<p>Job Skills/Career readiness: How many more students have meaningful internships and/or paying jobs?</p>			
<p>Health and Well-being: 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 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, and 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 ASP participants	<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 Every grade level testing at grade level in both math and reading 	Most students will understand their homework and the majority of program participants will complete their homework on a daily basis.	<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
2	All ASP participants	<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input checked="" 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 make efforts to meet this objective 	OUSD/OCFY survey's and SAYPQA scores that average out to be a 3 or higher	<ul style="list-style-type: none"> Literacy Based Curriculum (KidzLit, Reader's Theatre, CST Writing Prep, Fluency Fun) STEM Curriculum (KidzMath, 	<ul style="list-style-type: none"> Structured, guided practice Collaborate with Academic Liaison on ensuring proper instructional strategies are

					KidzScience, Techbrige)	being executed
3	Youth who are testing FBB/BB	<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input checked="" type="checkbox"/> Academic Intervention <input type="checkbox"/> Other	<ul style="list-style-type: none"> High School Graduation Rate School request to make efforts to this objective 	Youth Benchmarks Scores/STAR scores rise	In combination with school support, youth will engage in targeted academic intervention	<ul style="list-style-type: none"> Academic Liaison Computer programs Targeted curriculum Proven instructional strategies and training in executing those strategies

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
4 th and 5 th Grade Leadership Groups	<input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	Leadership Development	This activity will promote team work and, develop youth to be positive leaders who respect their community, themselves and others.	<input checked="" type="checkbox"/> College/Career Readiness <input checked="" type="checkbox"/> Social Skills/Conflict Res. <input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input type="checkbox"/> Health/Fitness <input type="checkbox"/> Other (specify) (Youth Mentorship Program (YMP))	<ul style="list-style-type: none"> All ASP participants will indicate that they had an opportunity to develop their leadership skills OUSD/OCFY survey's and SAYPQA observations

					<p>will average out to be a 3 or higher</p> <ul style="list-style-type: none"> The majority of youth surveyed say they are engaged in meaningful social and emotional development processes
Recreation	<input checked="" type="checkbox"/> Student Identified <input type="checkbox"/> School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	<ul style="list-style-type: none"> Health and Well-being 	Youth will engage in physical activities	<input type="checkbox"/> College/Career Readiness <input type="checkbox"/> Social Skills/Conflict Res. <input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input checked="" type="checkbox"/> Health/Fitness <input type="checkbox"/> Other (specify)	<ul style="list-style-type: none"> OUSD/OFCY survey's and SAYPQA observations will average out to be a 3 or higher Most youth surveyed identified that they are actively engaged in positive physical health routines
Youth identified and centered clubs	<input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input checked="" 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 	<p>Youth will participate in programming that allows them to participate in things they've identified as areas of interest.</p> <p>Clubs could include:</p> <ul style="list-style-type: none"> Chess 	<input checked="" type="checkbox"/> College/Career 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)	<ul style="list-style-type: none"> OUSD/OFCY survey's and (SAYPQA) scores will average out to be a 3 or higher Most youth surveyed

			<ul style="list-style-type: none"> • Dance • Language (Spanish, American Sign Language, etc.) • Drama • Debate • Music • Creative Writing • Year Book Club 		<p>identified that they are actively engaged in positive physical health routines</p> <ul style="list-style-type: none"> • Most youth surveyed identified that they are actively engaged in positive social emotional routines
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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	ESSSP goal(s) or school need supported by activity	Brief Description	Measurable Outcome	Alignment with school day family engagement / family literacy efforts or resources
Parent Volunteers	Grass Valley ASP parent support in their students learning along with bridging communities	Parents will sign up to be volunteers and tutors.	Increased number of volunteers and hours recorded	Parent surveys and monthly meetings
Grass Valley ASP Parent Association	Bridging communities	Parents will come and discuss various topics regarding the program. They will be our parent voice.	Increase Parent Participation in the After School Program	Parent surveys and monthly meetings follow PTA processes

ASP Fundraising projects/programs	Bridging Communities	Parents/families will show their skills, talents and/or creativeness to the ASP. They will be able to see their students talents and/or hidden talents	Most after school families will attend	Parent surveys and monthly meetings follow PTA processes, school space
Special Events	Bridging Communities	<ul style="list-style-type: none"> • Learn together nights • Showcases/expo • Sporting events • Lights On After School • Presentations of Learning 	Most after school families will attend	Parent surveys and monthly meetings follow PTA processes, school spaces
Parent Orientation	Strategic Operational Practices	<ul style="list-style-type: none"> • Review program policies procedures • Build community 	100% of families will attend original event, make up event or have a phone orientation	Multi-purpose Room

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.

a) Recruit and address the needs of students who are at risk of chronic absenteeism.	After data review, accept referrals and recommendations made by school principal, academic liaison, teachers, counselors and other school staff
b) Inform parents about the importance of attendance and encourage parents to help each other get their students to class.	Distribute information about OUSD/ASP attendance policies and guidelines
c) Track students with poor program attendance and reach out to find out why and how attendance could be improved.	Collaborating with school day attendance clerk and referrals and/or recommendations from teachers, counselors and other school staff.
d) Celebrate good attendance and/or offer meaningful incentives to attract and reward students for attending our program.	Promote "Student of the Month" awards/recognition
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? <u>Coordinator will sit in on meetings as necessary.</u>	<input type="checkbox"/> COST team (Coordination of Services Team) <input checked="" type="checkbox"/> SST (Student Study Team) <input type="checkbox"/> SSC (School Site Council) <input type="checkbox"/> ELT (Educational Leadership Team) <input checked="" type="checkbox"/> PTA <input 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. Glenview faculty, teachers, counselors, principal, academic liaison and program staff (also those who play a part in students development)	Principal PTA Academic Liaison Program staff Grass Valley Teachers
Identify other service providers and support personnel at your school (i.e. 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 counselor

2012-13 After School Enrollment Policy for Grass Valley School

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

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

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

Target Population(s)	Specific Data to Inform Selection of Program Participants	(High School Only) Indicate if participation is <i>Optional</i> or <i>Mandatory</i> for each target population
Students in need of academic support and intervention to improve or sustain academic performance.	CST scores and end of year benchmarks. Referrals and recommendations made by teachers, counselors and other school staff.	
Students committed to the attendance policy (both school day and after school).	Attendance records	
Students with siblings already enrolled in after school program.	Registration forms	

Grade levels prioritized for programming: N/A

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.)
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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:

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- 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
May 29 – June 1, 2012	After School staff will request relevant information from AL and other school staff (most recent test scores and other referral/recommendation information).	ASP school staff, AL, and other staff.
June 4 – June 15, 2012	Coordinator and after school staff pre-register students (75% of total enrollment goal). Pre-registration information sessions will be held and applications will be given out to parents/families	Coordinator and ASP staff
August, 2012	Before school starts the ASP will have a parent orientation to go over policies, rules and structure and/or any comments/concerns and /or suggestions	Coordinator and/or Program manager and ASP staff
August 27, 2012	ASP will begin on first day of school 2012 at a minimum of 75% of total enrollment goal and ASP will continue to register students during the first week of school 2012 in order to reach 100% enrollment.	Coordinator and ASP staff

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.
- After school programs begin on 1st Day of school, with enrollment at a minimum 75% capacity.
- August – September: New school year enrollment of families for remaining program slots.
- Remaining program slots will be filled by September 30, 2012.
- All programs must maintain waitlists after program slots are filled.

Principal Signature: _____



Lead Agency Signature: _____



2012-13 Assurances for Grant Compliance and After School Alignment with School Day

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

Principal initials	Lead Agency initials	2012 – 13 Assurances for Grant Compliance and After School Alignment with School Day
		Site Administrator and Lead Agency Director/Site Coordinator have reviewed the CA Dept. of Education's ASES and/or 21 st Century Grant Assurances, and understand mandated grant compliance elements.
		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.
		Site Administrator will meet regularly with Site Coordinator to ensure program is meeting identified goals.
		Site will share student outcome data to better refine program (Attendance data, EduSoft, Report Cards, IEP's, etc.).
		Site Administrator and lead agency rep/site coordinator have reviewed the Academic Liaison role description. Site will identify a certificated, qualified individual to serve as the program's Academic Liaison and to fulfill all responsibilities outlined in the role description.
		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.
		Site will invite Site Coordinator to participate on SSC, COST, SST, and CSSSP team to ensure coordination of services.
		Site will coordinate the use of facilities and site level resources in support of program goals.
		Site will provide Site Coordinator with office space that includes access to internet and phone.

Principal Signature: _____

Lead Agency Signature: _____

After School Safety and Emergency Planning for 2012-13

After School Safety and Emergency Planning

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

Yes No

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

B) Describe the training that site will provide after school staff on safety procedures, including lockdown procedures and communication protocols for crisis response.

ASP Coordinator will attend professional development retreat at the beginning of 12-13 school year where they will receive information regarding emergency drills and procedures

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

Yes No

Facility Keys

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

Yes No

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

SSO Staffing: (check one)

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

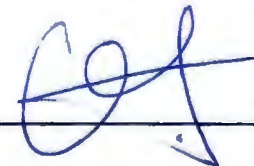
Site will pay Extended time/Over time (ET/OT) to accommodate an after school SSO.

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

Principal Signature: _____



Lead Agency Signature: _____



2012-2013 Elementary/Middle School After School Program Budget

AFTER SCHOOL BUDGET PLANNING SPREADSHEET

ELEMENTARY & MIDDLE SCHOOLS 03 2012

Site Name: Grass Valley Elementary				Program Fees (if applicable)		Other Lead Agency Funds
Site #: 122		ASES	OFCY			
Average # of students to be served daily (ADA):	%	Resource 6010, Program 1553	Grantee:	Lead Agency		Lead Agency
TOTAL GRANT AWARD		\$112,500	\$0	\$17,378	\$0	\$0

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

OUSD Indirect (4.25%)	\$4,586					
OUSD ASPO admin, evaluation, and training/technical assistance costs	\$7,060					
Custodial Staffing	\$3,701					
Custodial Supplies	\$504					

TOTAL SITE ALLOCATION	\$96,648					
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CERTIFICATED PERSONNEL

1120 Academic Liaison REQUIRED	\$4,000				\$0	
1120 Certificated Teacher Extended Contracts	\$0				\$0	
					\$0	
Total certificated	\$4,000				\$0	

CLASSIFIED PERSONNEL

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

BENEFITS

3000's Employee Benefits for Additional Time (20% of total salaries paid as extended contracts or overtime)	\$800					
3000's Employee Benefits for Salaried Employees (40%)	\$0					
3000's Lead Agency benefits (rate: 25 %)		\$0				
Total benefits	\$800	\$0	\$0		\$0	\$0

BOOKS AND SUPPLIES

4310 Supplies (OUSD only, except for Summer Supplemental)	\$0			\$1,500	\$0	\$0
4310 Curriculum (OUSD only)	\$0				\$0	\$0
5829 Field Trips/Special Guests	\$0				\$0	\$0
4420 Equipment (OUSD only)	\$0				\$0	\$0
Trainings		\$300				
Transportation and Communications		\$900				
Total books and supplies	\$0	\$1,200	\$0	\$1,500	\$0	\$0

CONTRACTED SERVICES

5825 Site Coordinator (Salary \$37,000 + 25% fringe)=46,250	\$0	\$31,952		\$14,298		
5825 1 Line Staff (Instructor's Names Unknown) -\$13/hr x 19.50hrs/wk x 36 weeks = \$9,126 + 21 additional hours of Professional Development/Planning=\$273 TOTAL= \$9,399 (+ 25% fringe-\$2,350)= \$11,749	\$0	\$11,749				
1 Line Staff (Instructor's Names Unknown) -\$13/hr x 19.50hrs/wk x 36 weeks = \$9,126 + 21 additional hours of Professional Development/Planning=\$273 TOTAL= \$9,399 (+ 25% fringe-\$2,350)= \$11,749		\$11,749				
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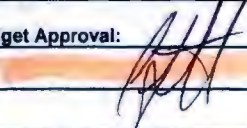
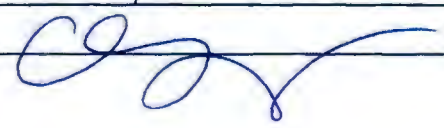
2012-2013 Elementary/Middle School After School Program Budget

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5825	BACR Program Manager (Professional Development, Training, Coaching, Staff Observations, general feedback for program quality): 13% of \$60,000; fringe @ 25% = \$7,000. Total with fringe = \$8,750			\$8,750				
	Total services		\$0	\$87,698	\$0	\$14,298	\$0	\$0
IN-KIND DIRECT SERVICES								
							\$0	\$0
	Total value of in-kind direct services					\$0	\$0	\$0
LEAD AGENCY ADMINISTRATIVE COSTS								
	Lead Agency admin (4% max of total contracted \$)			\$3,222	\$0	\$1,580		\$0
SUBTOTALS								
	Subtotals DIRECT SERVICE	85	\$6,999	\$88,898	\$0	\$15,798	\$0	\$0
	Subtotals Admin/Indirect		\$13,653	\$2,950	\$0	\$1,580		\$0
TOTALS								
	Total budgeted per column		\$20,652	\$91,848	\$0	\$17,378	\$0	\$0
	Total BUDGETED	100	\$112,500	\$0	\$17,378	\$0	\$0	\$0
	BALANCE remaining to allocate		\$0	\$0				
	TOTAL GRANT AWARD/ALLOCATION TO SITE		\$112,500	\$0				

ASES MATCH REQUIREMENT:

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 O/CY 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:	
Principal:	
Lead Agency:	

Grass Valley After School Program 2011-2012

TIME	MONDAY	TUESDAY	TIME	WEDNESDAY	THURSDAY	FRIDAY
			1:15-2:15	Academic Review and Homework Clubs, Small Group Intervention		
			2:15-2:45	Organized Recreation, Team Games, or a Class Lead by Guest Teacher		
2:45-3:00	Snack & Team Building	Snack & Team Building	2:45-3:00	Snack & Team Building	Snack & Team Building	Snack & Team Building
3:00-4:00	Academic Review and Homework Clubs, Small Group Intervention	Academic Review and Homework Clubs, Small Group Intervention	3:00-4:15	Health and Well-being: (Sports, Recreation, Cooking, Leadership Groups)	Academic Review and Homework Clubs, Small Group Intervention	Academic Review and Homework Clubs, Small Group Intervention
4:00-4:30	Organized Recreation, Team Games, or a Class Lead by Guest Teacher	Organized Recreation, Team Games, or a Class Lead by Guest Teacher			Organized Recreation, Team Games, or a Class Lead by Guest Teacher	Organized Recreation, Team Games, or a Class Lead by Guest Teacher
4:30-5:30	Literacy Curriculum, Art, Computer Program, Dance, Language	STEM (Kids Math, Kids Science, Garden, or Techbrige)	4:15-5:30	Literacy Curriculum, Computer Program, Dance, Language	STEM (Kids Math, Kids Science, Garden, or Techbrige)	Health and Well-being: (Sports, Recreation, Cooking, Leadership Groups)
5:30-6:00	Academic Games, Stations and Check Out	Academic Games, Stations and Check Out	5:30-6:00	Academic Game, Stations and Check Out	Academic Games, Stations and Check Out	Academic Games, Stations and Check Out

Board Office Use: Legislative File Info.	
File ID Number	12-1418
Introduction Date	6-27-12
Enactment Number	12-1652
Enactment Date	6/27/12



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools. Thriving Students.

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education
June 27, 2012

TO: Board of Education

FROM: Dr. Anthony Smith, Ph.D., Superintendent

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

ACTION REQUESTED

Authorize the President and Secretary of the Board to enter into and execute a Memorandum of Understanding with Bay Area Community Resources, on behalf of the District to provide services to students. This establishes a one year relationship with Bay Area Community Resources, and a Not-To-Exceed amount of \$2,974,784.00. This amount is projected using historical cost data, known changes to the number of sites served and expected available grant funding allowable.

BACKGROUND

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

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



DISCUSSION

Vendor: Bay Area Community Resources

Overview of Services: Bay Area Community Resources contracts with schools to be a lead agency to provide high quality after school programming consisting of academic enrichment and recreational physical activities family literacy and targeted Equitable Access services to students that are high risk to meet grant compliance of ASES and 21st Century grants.

Not-To-Exceed Amount: \$2,974,784.00

Determination of Not-to-Exceed Amount: Based on historical data and projections for the coming school year, it is anticipated that Bay Area Community Resources will provide services to 26 school sites.

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

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

FISCAL IMPACT

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



RECOMMENDATION

Approval of Master MOU between the Oakland Unified School District authorizing the President and Secretary of the Board to enter into and execute a Master Memorandum of Understanding and Individual Service Agreement(s) with Bay Area Community Resources in an amount Not-To-Exceed \$2,974,784.00.

ATTACHMENTS: Master MOU

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OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools. Thriving Students.

**MEMORANDUM OF UNDERSTANDING
BETWEEN
OAKLAND UNIFIED SCHOOL DISTRICT and
Bay Area Community Resources
2012-2013**

1. INTENT

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

Cumulative Amount of ISA(s) NOT TO EXCEED \$ 2,974,784.00

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

2. TERMS AND CONDITIONS

- 2.1 **Term of Agreement.** The term of this agreement shall be July 1, 2012 to June 30, 2013 and may be extended by written agreement of both parties. **ISA's are void upon termination or expiration of the Master MOU.**
- 2.2 **All terms and conditions apply jointly and severally** to all CONTRACTOR'S employees, agents, partners, subcontractors, and/or volunteers acting on behalf of, and by the direction of CONTRACTOR.
- 2.3 **Notice of Termination.** OUSD may, at any time, terminate this Agreement upon not less than five (5) days written notice to CONTRACTOR. OUSD shall compensate CONTRACTOR for services satisfactorily provided through the date of termination. In addition, OUSD may terminate this agreement for cause should CONTRACTOR fail to perform any part of this Agreement. In the event of termination for cause, OUSD may secure the required services from another contractor. If the cost to OUSD exceeds the cost of providing the services pursuant to this Agreement, CONTRACTOR shall pay the additional cost.
- 2.4 **Choice of Law.** This Agreement shall be performed in Oakland, CA and is governed by the laws of the State of California.
- 2.5 **Licenses and Permits.** CONTRACTOR shall obtain and keep in force all licenses, permits, and certificates necessary for the performance of this Agreement.
- 2.6 **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
- 2.7 **Conflict of Interest.** CONTRACTOR shall abide by and be subject to all applicable OUSD policies, regulations, statutes or other laws regarding conflict of interest. CONTRACTOR shall not hire any officer or employee of OUSD to perform any service by this Agreement without first obtaining the prior written approval of OUSD. CONTRACTOR affirms to the best of his/her/its knowledge, there exists no actual or potential conflict of interest between CONTRACTOR's family, business or financial interest and the services provided under this Agreement, and in the event of change in either private interest or services under this Agreement, any question regarding possible conflict of interest which may arise as a result of such change will be brought to OUSD's attention in writing.