

Board Office Use: Legislative File Info.	
File ID Number	12-2686
Introduction Date	10-24-12
Enactment Number	12-2640
Enactment Date	10/24/12



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) October 24, 2012

Subject Individual Service Agreement - Master Memorandum of Understanding - Bay Area Community Resources (contractor) - 352/Rudsdale Continuation High 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 352/Rudsdale Continuation High 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 C-Lead Agency Unit for Arts, Recreation, Leadership and Family Literary activities in its capacity as a Comprehensive After School Program Lead Agency at Rudsdale Continuation High School for the period of July 1, 2012 through August 31, 2013, in an amount not to exceed \$178,359.00, 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 Rudsdale Continuation High School for the period July 1, 2012 through August 31, 2013.

Fiscal Impact Funding resource name (please spell out) 4124/21st Century High School After School Safety and Enrichment for Teens (ASSETs) Grant:
 \$145,638.00 - Core, \$15,539.00 Equitable Access, and \$17,182.00 Family Literacy funding for a total amount not to exceed \$178,359.00.

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	12-2686
Introduction Date	10-24-12
Enactment Number	12-2640
Enactment Date	10/24/12

INDIVIDUAL SERVICE AGREEMENT (ISA) 2012-2013

MASTER MOU INFORMATION			
VENDOR NAME	Bay Area Community Resources		
VENDOR #	1001628	ENACTMENT #	
SITE / DEPT NAME	Rusdale Continuation	SITE #	352
OUSD STAFF CONTACT - EMAILS ABOUT THIS CONTRACT SHOULD BE SENT TO:		Willie.Thompson@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)
C-Lead Agency Cost for Small High School	9-12	\$ 156,000	1.14	\$ 178,359
		\$		\$
		\$		\$
TOTAL AMOUNT				\$ 178,359.00
IF FEE DOES NOT EQUAL RATE PER UNIT MULTIPLIED BY DESIRED UNITS, EXPLAIN REASON FOR ALTERED RATE: Desired units are higher because lead agency is providing Family Literacy and Equitable access services. R0305762, R0305766, R0305867				

BUDGET INFORMATION					
REQUISITION NUMBER		START DATE	07/01/2012	END DATE	08/31/2013
RESOURCE #	RESOURCE NAME	ORG KEY	AMOUNT		
4124	21st CCLC-Core	3521862401-5825	\$ 145,638		
4124	21st CCLC-FamLit	3521863401-5825	\$ 17,182		
4124	21st CCLC-EA	3524864401-5825	\$ 15,539		

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	9/24/12
OUSD SITE ADMINISTRATOR	NAME	WILLIE THOMPSON	TITLE	PRINCIPAL
SIGNATURE			DATE	9/24/12

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	9-26-12
SIGNATURE		DATE	
NETWORK OR DEPARTMENT EXECUTIVE OFFICER			
SIGNATURE		DATE	10/9/12
PRESIDENT AND THE SECRETARY OF THE BOARD OF EDUCATION			
SIGNATURE		DATE	10/25/12
SIGNATURE		DATE	10/25/12

OUSD After School Programs
funded by 21st Century Community Learning Center grant

21st CCLC After School Program Plan
High Schools
2012 - 2013

SECTION 1: School Site Information

School Site: Rudsdale Continuation H.S.

Date: 5/24/2012

Principal Signature:

Lead Agency Signature:

After School Site Coordinator Name (if known at this time): Laureate B. Gholar III

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.

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

	<ul style="list-style-type: none"> school Credit Recovery: Concurrent Enrollment to local community Colleges 	<p>concurrent enrolment will allow students to recover credit outside of the normal classrooms</p>	<ul style="list-style-type: none"> Students who need credit recovery opportunities will be referred by the counselor
<p>Satisfactory School Day Attendance: How many more Oakland children are attending school 95% or more?</p>	<ul style="list-style-type: none"> ASP will provide individualized academic support, academic mentoring by creating a healthy, safe and diverse program. ASP will assist students in developing a love for learning; support their efforts in achieving their academic and career goals. 	<ul style="list-style-type: none"> A well-rounded ASP that meets academic and social-emotional needs of students will result in students' increase in attendance of the school. 85% of students participating in ASP will increase attendance. 	<ul style="list-style-type: none"> Run attendance reports every month through youth services (Cityspan) and Aeries to check the stability of our attendance
<p>Job Skills/Career readiness: How many more students have meaningful internships and/or paying jobs?</p>	<ul style="list-style-type: none"> ASP provides students with an internship that offers H.S. and college credits: Quarter 1: 2x week class offering job and career readiness; leadership; life and organizational skills Quarter 2: Placements of students begin to career/ job training opportunities Quarter 3: Continue supporting students with their placements. Goal of Quarter 3 is student retention, and successful transition to summer jobs and career training opportunities. 	<ul style="list-style-type: none"> 20 students will successfully complete the job and career readiness program. 20 students will be exposed to the world of work and careers by taking field trips to a variety of schools, training centers, and business and by participating in career fairs 20 students will be matched with internships, externships, jobs or apprenticeship programs; these student interns will exhibit leadership roles 10 Seniors will have enrolled into Community colleges or Vocational pathways as a result of exposure 	<ul style="list-style-type: none"> 20 students will be matched with internships and/or job placements. These student interns will exhibit leadership roles 10 Seniors will have enrolled into Community colleges or Vocational pathways.
<p>Health and Well-being: How many more Oakland children</p>	<ul style="list-style-type: none"> All students participating in AS P will access a variety of opportunities 	<ul style="list-style-type: none"> 100% Students engaged in ASP will gain access to social emotional support 	<ul style="list-style-type: none"> Referral services to EBAC

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: (reminder: there should be a sufficient number of program days offered weekly to fulfill the required 15 hours/week of program)	180
---	------------

Projected Daily Attendance during School Year 2012-2013:	100
--	------------

Program Schedule

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

- See Attached

SECTION 6: Academics

Your site should plan to offer a range of academic supports and **MUST include:**

1) CAHSEE Prep 2) Credit Recovery 3) Tutoring

Other possible supports may include computer lab, STEM Programs, Academic Intervention, 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	CAHSEE Prep	<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervention <input type="checkbox"/> Credit Recovery <input checked="" type="checkbox"/> CAHSEE Prep <input type="checkbox"/> Other	<ul style="list-style-type: none"> • Rudsdale has a 13.2% CAHSEE pass rate and a graduation rate of 34.8 % compared with the district's rate of 55% and 	<ul style="list-style-type: none"> • Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only) 	Identify 12 th graders who have not passed CAHSEE after multiple attempts Target Population, Quarter 1: Identify 12 th graders who	<ul style="list-style-type: none"> • CAHSEE Revolution Prep plus direct tutoring on test taking strategies and Cahsee Math and English

		<input type="checkbox"/> CAHSEE Prep <input type="checkbox"/> Other	<p>to the district's 42%; and 0% are proficient.</p> <ul style="list-style-type: none"> Use 21st Century grant to extend the school day, with before and school programs 	<p>at least two grades below grade level in reading</p>		<p>Instructional Curriculum.</p>
4	History	<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input checked="" type="checkbox"/> Academic Intervention <input checked="" type="checkbox"/> Credit Recovery <input type="checkbox"/> CAHSEE Prep <input type="checkbox"/> Other	<ul style="list-style-type: none"> 98% of students that enrolled in Rudsdale are deficient in credits Use 21st Century grant to extend the school day, with before and school programs 	<ul style="list-style-type: none"> Address the 95% of students that enroll into Rudsdale that are credit deficient. Increase the support and assistance with seniors 	<p>All students enrolled in 5th period afternoon program will receive intervention led by certificated staff</p>	<p>Small group, sessions with Credentialed Staff;</p> <p>Core Subject Instructional Curriculum.</p>
5	Math	<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input checked="" type="checkbox"/> Academic Intervention <input checked="" type="checkbox"/> Credit Recovery <input type="checkbox"/> CAHSEE Prep <input type="checkbox"/> Other	<ul style="list-style-type: none"> Based on CST data 0% of students are proficient in math and less than 10% are proficient in Science Use 21st Century grant to extend the school day, with before and school programs 	<ul style="list-style-type: none"> Reach 85% of students participating in ASP and provide remedial math support 	<p>All students enrolled in 5th period afternoon program will receive intervention led by certificated staff</p>	<p>Small group, sessions with Credentialed Staff</p> <p>Core Subject Instructional Curriculum.</p>

					- 10 Seniors will have enrolled into Community colleges or Vocational pathways
Raza Studies	<input type="checkbox"/> Student Identified <input type="checkbox"/> School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	<p>Focuses on self identity, responsibility, and accountability as a person.</p> <p>Focuses on oppression, community development, institutionalize racism and student empowerment</p> <p>Supports cultural responsiveness of emotional and community safety</p>	<p>Facilitator provides students with curriculum that is meaningful and challenging to them.</p> <p>Challenge students with tangible projects</p> <p>Studies assignments through historical films narrative film segments</p> <p>Field Trips and Projects around community base learning</p>	<input type="checkbox"/> Social Skills/Conflict Res. <input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input type="checkbox"/> Internships/Linked Learning <input checked="" type="checkbox"/> 21 st Century skills <input type="checkbox"/> Health/Fitness	<p>15 students will successfully engage in Raza studies and as a result, they will have:</p> <p>- Understanding and analysis of self and cultural identity</p> <p>-Historical appreciation for community and fellowship</p> <p>-Complete a community service project</p>
Physical Education	<input type="checkbox"/> XStudent Identified <input checked="" type="checkbox"/> School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	<p>Meets OUSD elective requirement</p> <p>Supports physical needs for our youth.</p> <p>Provides a safe, positive, and emotional support system surrounding athletic activities.</p>	<p>Students will participate in organized games, activities, and competitive leagues.</p> <p>Students will learn the importance of team work, conflict resolution skills, and sportsmanship ethics</p> <p>These include, but are not limited to basketball, soccer, flag football, ice</p>	<input checked="" type="checkbox"/> Social Skills/Conflict Res. <input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input type="checkbox"/> Internships/Linked Learning <input checked="" type="checkbox"/> 21 st Century skills <input checked="" type="checkbox"/> Health/Fitness <input type="checkbox"/> Other (specify)	<p>-30 students will: Increase their sense of school pride.</p> <p>-Build a positive community around the campus and have positive peer relations</p> <p>-Students will be exposed to new athletic and positive sports</p>

		Provides a safe and fun work environment	food for campus events Class will prepare a dinner for parents as a final product		exposure. - 15 students will experience positive peer relations and connection to a caring adult.
Cosmetology	<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"> • Fulfills graduation requirements. • Exposes students to a career in the beauty industry. • All students are prepared to succeed in further education and workplace. 	<p>- 15 Students will be trained in theory and basic esthetician practices taught in traditional cosmetology licensing schools, focusing on hair, nails, and make-up.</p> <p>- Class will conduct facials, manicures, and pedicures for parents as a final product.</p>	<input type="checkbox"/> Social Skills/Conflict Res. <input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input checked="" type="checkbox"/> Internships/Linked Learning <input checked="" type="checkbox"/> 21 st Century skills <input type="checkbox"/> Health/Fitness <input type="checkbox"/> Other (specify)	<p>- 15 students will experience: positive peer interactions and a connection to a caring adult.</p> <p>- 15 students will experience career exploration and will have a higher sense of efficacy and a higher self-esteem and confidence</p> <p>- 15 students will improve their attendance as a result of direct involvement with cosmetology</p>
Young Women's Group	<input checked="" type="checkbox"/> Student Identified <input type="checkbox"/> School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	<p>Supports cultural, emotional, and safety needs for women.</p> <p>Freedom for safe and positive expression through creative arts</p>	<p>10 Students will participate in a women's circle group.</p> <p>10 Students will learn to express themselves in a safe controlled space</p> <p>10 Students will address individual</p>	<input type="checkbox"/> X Social Skills/Conflict Res. <input checked="" type="checkbox"/> X Leadership <input type="checkbox"/> Academic (specify) <input type="checkbox"/> Internships/Linked Learning <input checked="" type="checkbox"/> X 21 st Century skills <input type="checkbox"/> Health/Fitness <input type="checkbox"/> Other (specify)	<p>10 Students will learn and grown in an emotionally safe and fun environment</p> <p>10 Students will experience increased student empowerment</p>

			individual and cultural identities and as a result they will most likely become allies of each other		
--	--	--	--	--	--

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. All high school programs will fund a Parent Liaison position to support family literacy programming.

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
Back to school night, and Quarterly Student and Guardian Orientations	Reach out to parents and begin recruiting for Internship Program Welcome and bring-in students and their families to the Rudsdale community; explain rules of the schools and benefits to the school	Parents and students are invited to an evening of meet and greet with teachers, site coordinator, and principal	Have more parent or caregiver involvement in our students lives. Goal is to partner with 20 parents on a consistent basis. A Rudsdale and ASP program handbook will be distributed as well as the school's Bell schedule and ASP schedule and Calendar of Events and Activities.	<ul style="list-style-type: none"> Parents will be offered multiple faucets of resources. Parents will be introduced to parent liaison Parents will be informed of schools expectations of students and will be better prepared to support student success
Panther Pride Awards	<ul style="list-style-type: none"> Student recognition Being honored in front of other peers will increase attendance, respect amongst peers, empowerment, and ownership of their 	<ul style="list-style-type: none"> Monthly student awards will be carried out on Friday mornings. Parents will be invited to attend; parent liaison will coordinate all these events. 	Each month all teachers (both asp and school day) will nominate and collectively nominate 6 students of the month for different categories (yet to be determined)	- Parent Liaison will work with families to further the positive effect on their students and help support student stay motivated and on task

continuation is on a trimester system (12 week cycle). At the conclusion of each cycle we will have a mandatory student and parents/guardian orientations.

2. Parent Liaison will put together **one, school-wide Life After High School Fair** that will specifically focus on Seniors. Parent Liaison will connect to parents/guardians regarding college, career and job readiness opportunities for their graduating students. This fair will take place in October and the effort will receive school-wide support, as it will be planned in collaboration with school staff.

3. Parent Liaison will coordinate Back to School Night and ASP's Rudsdale Panther's Open House in order to reach maximum parent engagement.

4. Parent Liaison will link up with the office of Family and Community Engagement, Raquel Jimenez to access curriculum and support for carrying out workshops for parents throughout the year. The workshops will be selected depending on the needs and interests of parents. Judging from past experiences, parents tend to favor workshops on the following topics: parent/student communication; financial literacy; gangs, and street drugs; economic development opportunities.

5. Parent Liaison will be in constant communication with the parents/guardians of the students participating in the ASP's internship program. All student interns will need to bring their parent/guardians to an initial orientation; by partnering with parents/guardians we will increase student retention and completion rates of internships.

6. Parent Liaison will connect families with resources. These include but are not limited to: EARN's Children's Education Accounts; Workforce Re-entry programs, Food Bank, Housing, and Health services.

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
----------------------------------	--------------

2012-13 After School Enrollment Policy for Rudsdale Continuation 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 danger of dropping out	Students who are transferred from Betty McGee : these students will automatically enroll in ASP	Mandatory
Support students who are on track for graduation	Through transcript literacy ASP staff in coordination with school day staff will be able to identify students who are not on track to graduate and will identify need for referrals in : credit recovery , Cahsee Prep and academic acceleration	Mandatory
At Risk Youth	Work Readiness/Internship coordinator will work with these students one-on-one to support their social-emotional and academic development.	Optional

Grade levels prioritized for programming: 9-12

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.

Additional Notes:

- Successful after school programs are heterogeneous and include several target populations.

School Support for Program Recruitment

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

1. Site Coordinator, the site team (ASP and Certificated staff) and the school counselor will create plan to recruit and match students with Afternoon classes or ASP opportunities. This may include doing joint school and ASP registration.
2. Student ASP registration packet with ASP schedule will be included in school enrollment packet. Students will enroll in school and ASP at the same time.
3. Teachers will be knowledgeable of ASP offerings and will refer parents/guardians and /or assign students to them.

Principal Signature: Walter H

Lead Agency Signature: [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 site coordinator will carry out site staff orientation at the beginning of the school year and will cover all protocols, policies and procedures pertaining to safety.

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:

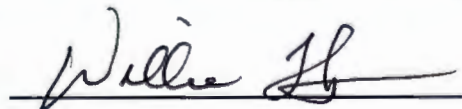
SSO Staffing: (check one)

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

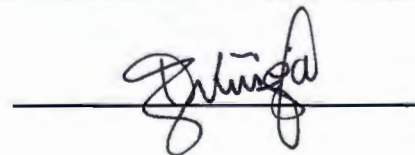
Site will pay Extended time/Over time (ET/OT) to accommodate an after school SSO.

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

Principal Signature:



Lead Agency Signature:



AFTER SCHOOL BUDGET PLANNING SPREADSHEET

HIGH SCHOOLS 03 2012

Site Name:		21CCLC Core			21CCLC Equitable Access			21CCLC Family Literacy			Program Fees (if applicable)	Other Lead Agency Funds
Rudsdale Continuation		Resource 4214, Program _____			Resource 4124, Program _____			Resource 4124, Program _____				
Site #: 352		OUSD	Lead Agency	%	OUSD	Lead Agency	%	OUSD	Lead Agency			
Average # of students to be served daily (ADA): 100	STAFF NAME											
TOTAL GRANT AWARD		\$180,000			\$25,000			\$20,000		\$0	\$0	\$0
CENTRAL COSTS: INDIRECT, ADMIN, EVAL, PD, CUSTODIAL, SUPPLIES												
	OUSD Indirect (4.25%)	\$7,338			\$1,019			\$815				
	OUSD ASPO admin, evaluation, and training/technical assistance costs	\$11,296			\$1,569			\$1,255				
	Custodial Staffing	\$5,922			\$823			\$658				
	Custodial Supplies	\$807			\$112			\$90				
TOTAL SITE ALLOCATION		\$154,637			\$21,477			\$17,182				
CERTIFICATED PERSONNEL												
1120	Academic Liaison REQUIRED				\$0			\$0			\$0	
1120	Certificated Teacher Extended Contracts (10 hours per week, 38 weeks @ \$23.19)	\$0			\$0			\$0			\$8,812	
1120	Certificated Teacher - Credit Recovery - English I											
1120	Certificated Teacher - Credit Recovery - Algebra I											
											\$0	
	Total certificated	\$0			\$0			\$0			\$8,812	
CLASSIFIED PERSONNEL												
2205	Site Coordinator (list here, if district employee)										\$0	\$0
2220	SSO	\$7,500									\$0	
	Work/Internship Readiness Coordinator (list here, if district employee)											
		\$0										
	Total classified	\$7,500	\$0		\$0	\$0		\$0	\$0		\$0	\$0
BENEFITS												
3000's	Employee Benefits for Additional Time (20% of total salaries paid as extended contracts or overtime)	\$1,500									\$1,762	
3000's	Employee Benefits for Salaried Employees (40%)											
3000's	Lead Agency benefits (rate: 25 %)											
	Total benefits	\$1,500	\$0		\$0	\$0		\$0	\$0		\$1,762	\$0
BOOKS AND SUPPLIES												
4310	Supplies (OUSD only, except for Summer Supplemental)										\$0	\$0
4310	Curriculum (OUSD only)										\$0	\$0
5829	Field Trips, Events, Incentives				\$1,161			\$4,366			\$0	\$0
4420	Equipment (OUSD only)										\$0	\$0
5825	Communications				\$1,200							
	Travel		\$150									
	Training					\$300						
	Total books and supplies	\$0	\$150		\$0	\$2,661		\$0	\$4,366		\$0	\$0

2012-2013 High School After School Program Budget

CONTRACTED SERVICES

5825	Site Coordinator (38,000 x .25%)	Geral Lowe		\$47,500									
5825	Professional Development Coach and Trainer (15,863 x .25%= \$19,829)			\$16,476						\$3,353			
5825	Work/Internship Readiness Coordinator (20 hrs/week x 38 wks @ \$20/hr x .25%)	Racheal Carlston		\$19,000									
5825	Youth Internship Stipends (\$400 x 20 students= 8,000)							\$8,000					
5825	Going Green- MBC Construction (Bruce Cox, Consultant; 2x week, 38 weeks)	Bruce Cox		\$8,000									
5825	Urban Arts Instructor Sub Contractor, \$8751.00 plus \$1500 supplies)	Attitudinal Healing Connection		\$10,251									
5825	La Raza Studies (\$25x8 hrsx38 weeksx.25%)	TBD		\$9,500									
5825	Cosmetology Instructor (\$18/hr x 5 hrs/wk x 37 wks x .25% plus \$800 supplies)	Bianca Johnson		\$4,963									
5825	Parent Liaison (8 hrs./week @ \$20/hrx38weeks= \$6,080x .25%)	Racheal Carlston and TBD								\$7,600			
5825	Brothers on The Rise (Youth Worker Training & Placement)	Racheal Carlston						\$4,000					
5825	Culinary Arts (\$20/hr x6 hrs.x 38 weeks = .25% and \$1,000 supplies)	Racheal Carlston		\$6,700									
5825	Life Skills and Young Men's Group Instructor (10 hrs./week @ \$20/hr x 38 weeks)	TBD										\$9,500	
5825	Sports and Recreation Coach (\$20/hr x 15 hrs per week; 38 wks x .25%)	Alfred Dyer										\$14,250	
5825	Academic Mentor (Alessandra; \$25/hr x 5 hrs/week x 38wks + .25%)	Alessandra Cabera				\$5,938							
5825	TBD			\$17,962			\$162			\$1,290			
Total services			\$0	\$140,352	\$5,938	\$12,162	\$0	\$12,243	\$0	\$23,750	\$0		

IN-KIND DIRECT SERVICES

	Laney College									\$0	\$12,000	
	Professional Development for Line Staff									\$0	\$2,000	
	EBAC (East Bay Agency for Children)										\$12,000	
	Total value of in-kind direct services									\$0	\$0	\$26,000

LEAD AGENCY ADMINISTRATIVE COSTS

	Lead Agency admin (4% max of total contracted \$)			\$5,155		\$716		\$573			\$0
--	---	--	--	---------	--	-------	--	-------	--	--	-----

SUBTOTALS

	Subtotals DIRECT SERVICE	\$12,518	\$140,502	\$6,427	\$14,823	\$391	\$16,609	\$0	\$34,324	\$26,000
	Subtotals Admin/Indirect	\$21,845	\$5,136	\$3,034	\$716	\$2,427	\$573	\$0		\$0

TOTALS


	Total budgeted per column	\$34,363	\$145,638	\$9,461	\$15,539	\$2,818	\$17,182	\$0	\$34,324	\$26,000
	Total BUDGETED	\$180,000	100	\$25,000	100	\$20,000	\$0	\$34,324	\$26,000	
	BALANCE remaining to allocate	\$0		\$0		\$0				
	TOTAL GRANT AWARD/ALLOCATION TO SITE	\$180,000		\$25,000		\$20,000				

Required Signatures for Budget Approval:

Principal:	
Lead Agency:	

STUDENT NAME: _____

RUDDS DALE ACADEMY 21ST CENTURY AFTER-SCHOOL PROGRAM SCHEDULE, 2012-2013

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 0 Period  8:12am – 8:53am <i>(Free Breakfast served at 8am)</i>	Tone's Youth Group Cyber High		Tone's Youth Group Cyber High		Tone's Youth Group Cyber High
5 th Period 1:17pm-2:02pm	Academic Enrichment Period English 3&4 CAHSEE Math History Science (OUSD Teachers)	Academic Enrichment Period English 3&4 CAHSEE Math History Science (OUSD Teachers)	Leadership Group Cyber High Internship	Academic Enrichment Period English 3&4 CAHSEE Math History Science (OUSD Teachers)	Academic Enrichment Period English 3&4 CAHSEE Math History Science (OUSD Teachers)
6 th PERIOD ENRICHMENT BLOCK MTThF-2:00pm-3:10pm W – 1:00pm-3:10pm	Cyber High CAHSEE Revolution	Cyber High CAHSEE Revolution	Leadership Cyber High Tutoring Senior Projects Internship	Cyber High CAHSEE Revolution	Cyber High CAHSEE Revolution
	PE: Team Games	PE: Team Games	Leadership Cyber High Tutoring Senior Projects Internship	PE: Team Games	PE: Teams Games
	Urban Art	Life Skills Women	Leadership Cyber High Tutoring Senior Projects Internship	Life Skills Women	Urban Art
	Effective Communication East Bay Agency for Children Team	Life Skills Men	Leadership Cyber High Tutoring Senior Projects Internship	Life Skills Men	Effective Communication East Bay Agency for Children Team
	Life Skills Men	Raza Studies	Leadership Cyber High Tutoring Senior Projects Internship	Raza Studies	Life Skills Men
	Internship Building Intentional Communities	Culinary Arts	Leadership Cyber High Tutoring Senior Projects Internship	Culinary Arts	Internship Building Intentional Communities
	7 PERIOD 3:10pm-4:10pm	Senior Project/College Readiness/Support Lab Cyber High Sports Teams Study Hall	Senior Project/College Readiness/Support Lab Cyber High	Leadership Cyber High Tutoring Senior Projects Internship COSMETOLOGY	Senior Project/College Readiness/Support Lab Cyber High

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

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

**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.

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

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

2.16 **Changing Legislation.** CONTRACTOR understands that changes in Federal, or state legislation or District policy may impact funding levels, grant requirements, and responsibilities of CONTRACTOR during an academic school year. This MOU may be amended during the 2010-11 fiscal year to reflect additional changes resulting from such legislation.

3. ADMINISTRATION OF MASTER MOU.

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

Contract Administrator	Joel Ross
Department	Procurement
Address	900 High Street
City, State, Zip	Oakland, CA 94601
Phone	510-434-2247

3.2 Notices to CONTRACTOR shall be addressed as indicated:

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

4. AREAS OF AUTHORITY

4.1 **Oakland Unified School District.** The Oakland Unified School District is responsible for fiduciary and programmatic oversight for the expenditure of funds contracted to CONTRACTOR by OUSD for fiscal year 2012-2013.

4.2 **Independent Contractor.** This is not an employment contract. CONTRACTOR, is an independent contractor or business entity, and will be responsible for operations and management of its employees to sufficiently carry out the agreed upon Scope of Work. CONTRACTOR understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partner, or joint venture of OUSD, and are not entitled to benefits of any kind or nature normally provided or entitled to employees of OUSD, including, but not limited to, State Unemployment Compensation or Worker's Compensation. CONTRACTOR shall assume full responsibility for payment of all Federal, State, and local taxes or contributions necessary to do business in the State of California, including unemployment insurance, social security and income taxes with respect to CONTRACTOR's employees. In the performance of the work herein contemplated, CONTRACTOR is an independent contractor, with the sole authority for controlling and directing the performance of the details of the work, OUSD being interested only in the results obtained.

4.3 **Fiscal oversight and management.** CONTRACTOR shall be responsible for providing oversight, fiscal management, payroll services and technical assistance to its agents, employees or subcontractors. CONTRACTOR may be required to facilitate and collaborate with other service providers as necessary.

4.4 **No Rights in Third Parties.** This agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.

4.5 **Ownership of Documents.** All documents created by CONTRACTOR pursuant to this Agreement, including but not limited to reports, designs, schedules, and other materials prepared, or in the process of being prepared, for the services to be performed by CONTRACTOR, are and shall be at the time of creation and thereafter the property of the OUSD, with all intellectual property rights therein vested in the OUSD at the time of creation. The OUSD shall be entitled to access to and copies of these materials

during the progress of the work. Any such materials in the hands of CONTRACTOR or in the hands of any subcontractor upon completion or termination of the work shall be immediately delivered to the OUSD. If any materials are lost, damaged or destroyed before final delivery to the OUSD, CONTRACTOR shall replace them at its own expense and CONTRACTOR hereby assumes all risks of loss, damage or destruction of or to such materials. CONTRACTOR may retain a copy of all materials produced under this Agreement for its use in its general business activities.

- 4.6 **Copyright/Trademark/Patent/Ownership.** CONTRACTOR understands and agrees that all matters produced under this Agreement shall become the property of OUSD and cannot be used without OUSD's express written permission. OUSD shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark, and/or patent of said matter in the name of OUSD. CONTRACTOR consents to use of CONTRACTOR's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium. These matters include, without limitation, drawings, plans, specifications, studies, reports, memoranda, computation sheets, the contents of computer diskettes, artwork, copy, posters, billboards, photographs, videotapes, audiotapes, systems designs, software, reports, diagrams, surveys, source codes or any other original works of authorship, or other documents prepared by CONTRACTOR or its Sub-CONTRACTORS in connection with the Services performed under this Agreement. All works shall be works for hire as defined under Title 17 of the United States Code, and all copyrights in those works are the property of OUSD.
- 4.7 **Confidentiality.** The CONTRACTOR and all CONTRACTOR's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information and documents received. CONTRACTOR understands that student records are confidential and agrees to comply with all state and federal laws concerning the maintenance and disclosure of student records. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.
- 4.8 **Contractor Changes.** CONTRACTOR may, at any time, by written order, make changes within the scope of work and services described in this Agreement. If such change(s) cause an increase or decrease in the budgeted cost of, or the time required for performance of the agreed upon work, CONTRACTOR shall so advise the OUSD immediately via the Contracts Administrator with a revised ISA. The revised ISA shall explain the circumstances giving rise to the unforeseen condition or contingency and shall set forth the proposed adjustment in compensation. Such notice shall be given the OUSD prior to the time that CONTRACTOR performs work or services related to the proposed adjustment in compensation. Any and all pertinent changes shall be expressed in a written supplement to this Agreement prior to implementation of such changes.
- 4.9 **Removal of Staff.** In the event that OUSD, in its sole discretion, at any time during the term of this MOU, desires the removal of any CONTRACTOR related persons, employee, representative or agent from OUSD school site and, or property, CONTRACTOR shall immediately upon receiving notice from OUSD of such desire, cause the removal of such person or persons.
- 4.10 **CONTRACTOR Qualifications / Performance of Services.**
- (a) **CONTRACTOR Qualifications.** CONTRACTOR is specially trained, experienced, competent and fully licensed to provide the Services required by this Agreement in conformity with the laws and regulations of the State of California, the United States of America, and all local laws, ordinances and regulations, as they may apply.
 - (b) **Standard of Care.** CONTRACTOR represents that CONTRACTOR has the qualifications and ability to perform the Services in a professional manner, without the advice, control, or supervision of OUSD. CONTRACTOR's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California school districts.
- 4.11 **Employees or Subcontractors of CONTRACTOR.** Consistent with invoicing requirements in Section 7, CONTRACTOR shall submit a list of employees or other persons who were working on the District's school sites for the period CONTRACTOR is invoicing. In the event that OUSD, in its sole discretion, at any time during the term of this Agreement, desires the removal of any CONTRACTOR related persons,

employee, representative or agent from the OUSD school site and, or property, CONTRACTOR shall immediately upon receiving notice from OUSD of such desire, cause the removal of such person or persons.

4.12 **OUSD's Evaluation of CONTRACTOR.** and CONTRACTOR's Employees and/or Subcontractors. OUSD may evaluate the CONTRACTOR's work in any way that OUSD is entitled to do so pursuant to applicable law. The OUSD's evaluation may include, without limitation:

- (a) Requesting that OUSD employee(s) evaluate the CONTRACTOR and the CONTRACTOR's employees and subcontractors and each of their performance.
- (b) Announced and unannounced observance of CONTRACTOR, CONTRACTOR's employee(s), and/or subcontractor(s).

5. CONDUCT OF CONTRACTOR.

5.1 Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion:

The prospective primary participant certifies to the best of its knowledge and belief, that it and its principals: Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency according to Federal Acquisition Regulation Subpart 9.4, and by signing this contract, verifies that this vendor does not appear on the Excluded Parties List. (<https://www.epls.gov/eplis/search.do>)

5.2 **Maintain background check.** CONTRACTOR certifies that all persons permitted to work on school sites or, may come in contact with children, have been cleared under California law and the Education Code.

5.3 **Maintain clean, safe, and secure program environments** for staff and students in conjunction with OUSD, and following OUSD guidelines. CONTRACTOR, as they view as necessary, will initiate and establish additional cleanliness, safety, and security policies and protocol sufficient to ensure staff, student and family member safety.

5.4 **Comply with the Child Abuse and Neglect Reporting Act (CANRA)** guidelines as Mandated Reporters to report suspicions of possible child abuse to the appropriate reporting agency as stated in California Penal Code § 11164 – 11174.

5.5 **Mandatory participation** in technical assistance, training, orientation, monthly meetings and other support and resource development activities provided by the OUSD and collaborative partners in conducting program planning, implementation, and evaluation as necessary. These may include required regular meetings with the school principal or other identified designee to ensure collaboration with the school vision. Participation in meetings facilitated by OUSD to address program success, areas of concern and for general troubleshooting are also required.

5.6 **Ensure compliance with funding guideline requirements** and follow OUSD policies and procedures. This includes compliance with District staffing requirements and policies including No Child Left Behind and other legislative mandates.

5.7 **Maintain five sets of essential collaborative relationships** to ensure partnerships towards effective program implementation:

- a) Administration, faculty, and staff of OUSD
- b) OUSD central administration departments
- c) Parents/Guardians
- d) Youth
- e) Community organizations and public agencies

6. SCOPE OF WORK.

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

7. INVOICING.

- 7.1 **Updated listing of employees and their respective ATI number.** CONTRACTOR agrees as a condition of payment for services provided, CONTRACTOR will provide a complete updated listing with monthly invoices of all employees, subcontracted agencies, and volunteers, and their respective ATI number as registered with the Dept of Justice/FBI, at the site for which CONTRACTOR is providing services and invoicing OUSD.
- 7.2 **Submission of invoices to OUSD.** CONTRACTOR must submit invoices to OUSD in a format acceptable to OUSD and on a timely and regular basis for services rendered. Invoices must contain the following information: a) the name of the project or school site; b) a daily list of tasks/services performed; c) the hours (or portion of an hour) worked for each task described; and d) and an itemization of any reimbursable expenses, including receipts. All invoices shall be accompanied by the following verification statement signed by the CONTRACTOR:

I personally reviewed this invoice dated _____.

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

OUSD will not accept invoices submitted more than thirty days beyond the end of each fiscal quarter. No invoices will be accepted more than 30 days past the end of June 30 of the contractual fiscal year. CONTRACTOR must also submit invoices according to specific invoicing deadlines as outlined by OUSD to ensure timely processing. OUSD reserves the right to reject any invoice which does not meet the requirements in this Section 7.2.

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

8. INDEMNIFICATION

- 8.1 CONTRACTOR shall indemnify, hold harmless and defend the Oakland Unified School District, its Governing Board, State Trustee, Superintendent and each of its officers, officials, employees, volunteers and agents (hereinafter in this Section 8 collectively referred to as "the District") from any loss, liability, fines, penalties, forfeitures, costs and damages (whether in contract, tort or strict liability, including but not limited to personal injury, death at any time and property damage) incurred by the District, CONTRACTOR or any other person and from any claims, demands and actions in law or equity (including attorney's fees and litigation expenses), arising or alleged to have arisen directly or indirectly out of performance of this agreement.
- 8.2 CONTRACTOR obligations under the preceding shall apply jointly and severally regardless of whether the District or any of its officers, officials, employees, volunteers or agents are actively or passively negligent, but shall not apply to any loss of liability, fines, penalties, forfeitures, costs or damages caused solely by the active negligence or by the willful misconduct of the District.
- 8.3 If CONTRACTOR should subcontract all or any portion of the work or activities to be performed under this agreement, CONTRACTOR shall require each subcontractor to indemnify, hold harmless and defend the District, its officers, officials, employees, volunteers or agents in accordance with the terms of the preceding paragraph.

9. INSURANCE

- 9.1 Throughout the life of the MOU, CONTRACTOR shall pay for and maintain in full force and effect with an insurance company(s) admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A/VII" in Best Insurance Rating Guide, the following policies of insurance:
- a) **COMMERCIAL GENERAL LIABILITY** insurance which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage,

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

- b) **WORKERS COMPENSATION** insurance, as required by the California Labor Code, with not less than the statutory limits.
- c) **PROPERTY AND FIRE** insurance shall provide to protect: Real Property, against risk of direct loss, commonly known as Special Form and Fire Legal Liability, to protect against liability for portions of premises leased or rented; Business Personal Property, to protect on a Broad Form, named peril bases, for all furniture, equipment and supplies of CONTRACTOR. If any District property is leased, rented or borrowed, it shall also be insured the same as real property.

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

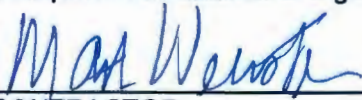
ADDITIONAL ADDENDEM(S) ATTACHED

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

Yes No

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

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



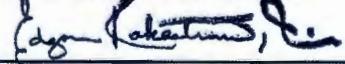
CONTRACTOR

Date: 5/27/2012



President, Board of Education
Oakland Unified School District

Date: 6/28/12



Secretary, Board of Education
Oakland Unified School District

Date: 6/28/12

Bay Area Community Resources Contract Amounts 2012-2013

rev.4.28.12

Alliance Academy	Prop 49	\$96,588.00
Alliance Academy	Walmart Summer	\$34,332.00
Alliance Academy	Measure G Lottery Unrest. Art & Music Block	\$43,000.00
Barack Obama	Prop 49	\$48,190.00
Bret Harte	Prop 49	\$106,459
Bret Harte	Walmart Summer	\$19,530
Bridges Academy	Prop 49	\$85,488.00
Bunche	21st Century-Core	\$99,416.00
Bunche	21st Century- Equitable Access	\$21,077
Bunche	21st Century- Family Literacy	\$16,862
Claremont Middle	Prop 49	\$124,064.00
Elmhurst Community Prep	Prop 49	119,984.00
Elmhurst Community Prep	SIG Funds	30,000.00
Emerson Elementary	Prop 49	\$91,848.00
Emerson Elementary	General Purpose	\$28,000.00
Esperanza Academy	Prop 49	\$85,488
Esperanza Academy	Lottery Unrest. Art & Music Block	\$12,000
Glenview Elementary	Prop 49	\$91,848.00
Global Family School	Prop 49	\$91,848.00
Grass Valley	21st Century-Core	\$89,667
Grass Valley	21st Century- Equitable Access	\$21,077
Grass Valley	21st Century- Family Literacy	\$16,862
Greenleaf Elementary	Prop 49	\$91,848.00
Hoover Elementary	Prop 49	\$91,848.00
Hoover Elementary	Title 1 & QEIA	\$10,500.00
Korematsu	Prop 49	\$85,488.00
Lafayette Elementary	Prop 49	\$91,848.00
Madison Middle	Prop 49	\$108,629.00
Markham Elementary	Prop 49	\$85,488.00
Marshall (transfer to Grass Valley)	Prop 49	\$91,848.00

Bay Area Community Resources Contract Amounts 2012-2013

Martin Luther King, Jr. Elementary	Prop 49	\$81,882.00
Martin Luther King, Jr. Elementary	Nutrition Services	\$3,267.00
Oakland Tech	21st Century-Core	\$159,038.00
Oakland Tech	21st Century-Equitable Access	\$21,077
Oakland Tech	21st Century-Family Literacy	\$16,862
Parker Elementary	Nutrition Services	\$4,284.00
Parker Elementary	Prop 49	\$91,848.00
PLACE @ Prescott	Prop 49	\$85,996.00
Rusdale	21st Century-Core	\$175,151.00
Rusdale	21st Century-Equitable Access	\$21,077
Rusdale	21st Century-Family Literacy	\$16,862
Sankofa Elementary	Prop 49	\$122,960
Street Academy	21st Century-Core	\$105,416
Street Academy	21st Century-Equitable Access	\$21,077
Street Academy	21st Century-Family Literacy	\$16,862
TOTAL		\$2,974,784.00

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

<p>some of the basic lead agency services included in package above.</p> <p>1h. School utilizing other funds to increase level of services and/or number of students served beyond the above base unit.</p>
<p>Other Specialized Services</p>
<p>Option E: Youth Leadership and Career Exploration Structured weekly opportunities for youth to interact with trained mentors and engage in community service projects.</p> <p>Cost: \$6,000 for two sessions/week, from Sept – June; service for up to 20 youth.</p>
<p>Option F: Specialized CAHSEE preparation 6 week CAHSEE prep intensive: 2 hours every day with up to 3 tutors utilizing <i>Moving Forward Education</i> curriculum provided by trained mentors throughout entire school year.</p> <p>Cost: \$5,720</p>
<p>Option G: Specialized Title 1 Services Specialized Title 1 services will provide underprivileged children an enriched and accelerated educational program, including the use of school wide curriculum/programs or additional services such as intervention that increases the amount and quality of instructional time.</p> <p>Cost: \$12,000</p>
<p>Option H: Parent workshops Specialized family events to foster parent involvement and understanding of how to provide academic support to children.</p> <p>Cost: \$300 per 2-hour event, for up to 75 families</p>
<p>Option 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.</p> <p>Cost: \$4,500 to include all school community members.</p>
<p>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.</p> <p>Cost: \$12,000 per activity for 10 months up to 20 students served daily per activity</p>
<p>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</p> <p>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.

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

BACR Mental Health Services

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.

Cost: \$9,000 per year

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.

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

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

BACR Summer Programming

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.

Cost: \$20,000 for a 4 to 6 week summer program (approximately 3-6 hours/day) for up to 50 students

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

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.

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

Cost: \$17,400

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

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

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	415-493-2600 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 ADDRESS: 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.

INSR LTR	TYPE OF INSURANCE	ADJL SUBR INSR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> Abuse Sublimit 1,000,000 GENL 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 - COMPROP AGG \$ 2,000,000	
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input checked="" 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	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 NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N <input type="checkbox"/>	N/A	006WK0124400	07/01/11	07/01/12	<input checked="" type="checkbox"/> WC STATL-TORY LIMITS <input type="checkbox"/> OTTL-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		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 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 
--	--

© 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.



Excluded Parties List System

**Search Results Excluded By
Firm, Entity, or Vessel : Bay Area Community Resources
as of 03-Oct-2012 9:43 PM EDT**

Your search returned no results.

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 21st Century Community Learning Center grant

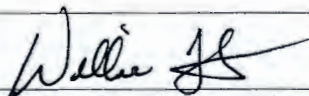
21st CCLC After School Program Plan
High Schools
2012 - 2013

SECTION 1: School Site Information

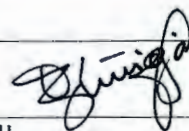
School Site: Rudsdale Continuation H.S.

Date: 5/24/2012

Principal Signature:



Lead Agency Signature:



After School Site Coordinator Name (if known at this time): Laureate B. Gholar III

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.

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

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

1. Students develop a love for learning.

Impact: Students have opportunities to acquire new skills, engage in creative learning, share their talents, and leave a positive mark in their school-communities. There is an increase in student attendance during the school day as a result of students feeling more motivated. There is an increase in the number of students accessing higher learning opportunities (career or vocational pathways) beyond high school.

2. Students are guided and supported in their efforts of realizing their goals, hopes and aspirations.

Impact: Student engagement in the AS is at 100%; every student participant, regardless of their academic, behavioral or environmental risk factors has a place in AS. Parents are valued for their knowledge and life experiences and there is parent participation every day in the AS environment.

3. Students participating in AS have access to individualized academic support and academic mentoring.

Impact: Students have ownership of their education, and are successful in their academic development and academic achievement. School faculty supports AS academic alignment, credit recovery/ credit accumulation opportunities, career exploration and college.

4. Students make healthy choices, understand their cultural history and honor and respect each other's diverse backgrounds and identities.

Impact: The AS program is a positive environment where students can safely engage in their emotional and socio-cultural development. Students gain cross-cultural understanding and are equipped with skills to successfully navigate our diverse society.

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:
<i>As a result of our ASP efforts...</i>	<i>What after school strategic activities will support the desired outcomes?</i>	What short-term outcomes will you expect from your efforts by the end of the school year?	<i>What data will be collected to measure these outcomes?</i>
<ul style="list-style-type: none"> High School Graduation: How many more Oakland children are graduating from high school? 	<ul style="list-style-type: none"> Create CAHSEE prep classes before and after school to target students who have not passed Create Cyber High classes before and after 	<ul style="list-style-type: none"> Students who participate in the CAHSEE earlier in the year will have greater chances of passing it at the end of the school year Cyber High classes and 	<ul style="list-style-type: none"> Previous CAHSEE Test Scores for Students

	<ul style="list-style-type: none"> school Credit Recovery: Concurrent Enrollment to local community Colleges 	<p>concurrent enrolment will allow students to recover credit outside of the normal classrooms</p>	<ul style="list-style-type: none"> Students who need credit recovery opportunities will be referred by the counselor
<p>Satisfactory School Day Attendance: How many more Oakland children are attending school 95% or more?</p>	<ul style="list-style-type: none"> ASP will provide individualized academic support, academic mentoring by creating a healthy, safe and diverse program. ASP will assist students in developing a love for learning; support their efforts in achieving their academic and career goals. 	<ul style="list-style-type: none"> A well-rounded ASP that meets academic and social-emotional needs of students will result in students' increase in attendance of the school. 85% of students participating in ASP will increase attendance. 	<ul style="list-style-type: none"> Run attendance reports every month through youth services (Cityspan) and Aeries to check the stability of our attendance
<p>Job Skills/Career readiness: How many more students have meaningful internships and/or paying jobs?</p>	<ul style="list-style-type: none"> ASP provides students with an internship that offers H.S. and college credits: Quarter 1: 2x week class offering job and career readiness; leadership; life and organizational skills Quarter 2: Placements of students begin to career/ job training opportunities Quarter 3: Continue supporting students with their placements. Goal of Quarter 3 is student retention, and successful transition to summer jobs and career training opportunities. 	<ul style="list-style-type: none"> 20 students will successfully complete the job and career readiness program. 20 students will be exposed to the world of work and careers by taking field trips to a variety of schools, training centers, and business and by participating in career fairs 20 students will be matched with internships, externships, jobs or apprenticeship programs; these student interns will exhibit leadership roles 10 Seniors will have enrolled into Community colleges or Vocational pathways as a result of exposure 	<ul style="list-style-type: none"> 20 students will be matched with internships and/or job placements. These student interns will exhibit leadership roles 10 Seniors will have enrolled into Community colleges or Vocational pathways.
<p>Health and Well-being: How many more Oakland children</p>	<ul style="list-style-type: none"> All students participating in AS P will access a variety of opportunities 	<ul style="list-style-type: none"> 100% Students engaged in ASP will gain access to social emotional support 	<ul style="list-style-type: none"> Referral services to EBAC

have access to, and use, the health services they need?	that support their social and emotional development.	provided by partnering agencies and services.	
---	--	---	--

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.)

2012 will mark the sixth year of BACR's and Rudsdale H.S. partnership. As a lead agency, BACR brings a track record of experience in designing and providing youth development programs, including after school programs. BACR after-school programs promote the successful, holistic development of Oakland youth by providing opportunities for young people to acquire new skills, engage in creative learning, share their talents, and leave a positive mark in their communities. We collaborate with fellow community-based organizations and schools to prove high-quality after-school experiences for youth throughout Oakland.

BACR's after-school programs are customized to individual school communities, managed by well-qualified and well-supported staff, leverage a variety of community assets, and continually strive to improve our service. We:

- Work with principals and teachers to craft programs that support each school's goals for student development and achievement.
- Provide a full-time, on-site coordinator at each school who is primarily responsible for the day-to-day operation of the program.
- Our site-based staff is supported by experienced coordinators and BACR administrative staff manages most paperwork. These agency-level supports assure that site-based staff are supervised and mentored by seasoned professionals and are required to spend less time on administrative tasks.
- BACR partners with tutors, academic intervention entities, community colleges, arts organizations, and other experts to provide a variety of activities for students, and leverage existing school-based academic support resources to provide a continuum of learning opportunities for students.

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**
(reminder: there should be a sufficient number of program days offered weekly to fulfill the required 15 hours/week of program)

Projected Daily Attendance during School Year 2012-2013: **100**

Program Schedule

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

- See Attached

SECTION 6: Academics

Your site should plan to offer a range of academic supports and **MUST** include:

1) CAHSEE Prep 2) Credit Recovery 3) Tutoring

Other possible supports may include computer lab, STEM Programs, Academic Intervention, 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	CAHSEE Prep	<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervention <input type="checkbox"/> Credit Recovery <input checked="" type="checkbox"/> CAHSEE Prep <input type="checkbox"/> Other	<ul style="list-style-type: none"> • Rudsdale has a 13.2% CAHSEE pass rate and a graduation rate of 34.8 % compared with the district's rate of 55% and 	<ul style="list-style-type: none"> • Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only) 	Identify 12 th graders who have not passed CAHSEE after multiple attempts Target Population, Quarter 1: Identify 12 th graders who	<ul style="list-style-type: none"> • CAHSEE Revolution Prep plus direct tutoring on test taking strategies and Cahsee Math and English

			<p>54.8% respectively.</p> <ul style="list-style-type: none"> • Create CAHSEE prep classes before and after school to target students who have not passed • ASP will help increase the site's attendance which will assist in the increase of CAHSEE passing rates and graduation results 	<ul style="list-style-type: none"> • Students graduation rate should increase by at least 12% 	<p>have not passed CAHSEE after multiple attempts</p> <p>Target Population, Quarter 2: Identify 10th and 11th graders who have not passed CAHSEE</p>	<p>content.</p>
2	Cyber High	<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervention <input checked="" type="checkbox"/> Credit Recovery <input type="checkbox"/> CAHSEE Prep <input type="checkbox"/> Other	<ul style="list-style-type: none"> • 98% of students that enrolled in Rudsdale are deficient in credits due to a number of factors such as lack of attendance, low literacy skills, or lack of social and emotional needs being met. 	<ul style="list-style-type: none"> • Students graduation rate should increase by at least 12% as a result of additional credit recovery opportunities 	<ul style="list-style-type: none"> • Increase the availability of the Cyber High class before and after program • Provide an instructor who can make students feel more comfortable w/ learning by implementing a curriculum aside from the Cyber High curriculum that includes ice breakers and team building activities 	<ul style="list-style-type: none"> • Computer software purchased by the site from Fresno County. • Self governed program assisted by an instructor who can assign specific courses needed for graduation
3	English 3&4	<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input checked="" type="checkbox"/> Academic Intervention <input checked="" type="checkbox"/> Credit Recovery	<ul style="list-style-type: none"> • 29% of 10th graders passed CAHSEE ELA, 1/3 of the district's average; 92% FBB and BB, compared 	<ul style="list-style-type: none"> • Increase the support and assistance with seniors • Reach 85% of students that are 	<p>All students enrolled in 5th period afternoon program will receive intervention led by certificated staff</p>	<p>Small group, sessions with</p> <p>Credentialed Staff, Core Subject</p>

		<input type="checkbox"/> CAHSEE Prep <input type="checkbox"/> Other	<p>to the district's 42%; and 0% are proficient.</p> <ul style="list-style-type: none"> Use 21st Century grant to extend the school day, with before and school programs 	<p>at least two grades below grade level in reading</p>		<p>Instructional Curriculum.</p>
4	History	<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input checked="" type="checkbox"/> Academic Intervention <input checked="" type="checkbox"/> Credit Recovery <input type="checkbox"/> CAHSEE Prep <input type="checkbox"/> Other	<ul style="list-style-type: none"> 98% of students that enrolled in Rudsdale are deficient in credits Use 21st Century grant to extend the school day, with before and school programs 	<ul style="list-style-type: none"> Address the 95% of students that enroll into Rudsdale that are credit deficient. Increase the support and assistance with seniors 	<p>All students enrolled in 5th period afternoon program will receive intervention led by certificated staff</p>	<p>Small group, sessions with Credentialed Staff;</p> <p>Core Subject Instructional Curriculum.</p>
5	Math	<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input checked="" type="checkbox"/> Academic Intervention <input checked="" type="checkbox"/> Credit Recovery <input type="checkbox"/> CAHSEE Prep <input type="checkbox"/> Other	<ul style="list-style-type: none"> Based on CST data 0% of students are proficient in math and less than 10% are proficient in Science Use 21st Century grant to extend the school day, with before and school programs 	<ul style="list-style-type: none"> Reach 85% of students participating in ASP and provide remedial math support 	<p>All students enrolled in 5th period afternoon program will receive intervention led by certificated staff</p>	<p>Small group, sessions with Credentialed Staff</p> <p>Core Subject Instructional Curriculum.</p>

SECTION 7: CAREER-RELATED ACADEMIC ENRICHMENT & PHYSICAL ACTIVITY / RECREATION					
Career related enrichment activities and physical activity/recreation are required components of the ASES and 21 st Century grants. Enrichment activities should provide students with the opportunity to develop 21 st Century skills, explore career-related fields, and apply 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 Career Pathways, school goals for health and wellness, positive school climate, arts learning, and student engagement.					
Type of Career-related Enrichment	Rationale	CSSSP goal(s) or school need supported by activity	Brief Description	Targeted Skills	Measurable Outcome
Internship	<input type="checkbox"/> X Student Identified <input type="checkbox"/> X School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	<p>Meets OUSD elective requirements</p> <p>Provides opportunities for students to learn career related skills and to develop 21st century work habits</p> <p>College/Career readiness</p> <p>Career Exposure Transcript Literacy</p>	<p>ASP provides students with an internship that offers H.S. and college credits:</p> <p>-Quarter 1: 2x week class offering job and career readiness; leadership; life and organizational skills</p> <p>-Quarter 2: Placements of students begin to career/ job training opportunities</p> <p>-Quarter 3: Continue supporting students with their placements. Goal of Quarter 3 is student retention, and successful transition to summer jobs and career training opportunities.</p>	<input type="checkbox"/> Social Skills/Conflict Res. <input checked="" type="checkbox"/> X Leadership <input type="checkbox"/> Academic (specify) <input checked="" type="checkbox"/> X Internships/Linked Learning <input checked="" type="checkbox"/> X 21 st Century skills <input type="checkbox"/> Health/Fitness <input type="checkbox"/> Other (specify)	<p>- 20 students will successfully complete the job and career readiness program.</p> <p>- 20 students will be exposed to the world of work and careers by taking field trips to a variety of schools, training centers, and business and by participating in career fairs</p> <p>- 20 students will be matched with internships, externships, jobs or apprenticeship programs; these student interns will exhibit leadership roles</p>

					- 10 Seniors will have enrolled into Community colleges or Vocational pathways
Raza Studies	<input type="checkbox"/> Student Identified <input type="checkbox"/> School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	<p>Focuses on self identity, responsibility, and accountability as a person.</p> <p>Focuses on oppression, community development, institutionalize racism and student empowerment</p> <p>Supports cultural responsiveness of emotional and community safety</p>	<p>Facilitator provides students with curriculum that is meaningful and challenging to them.</p> <p>Challenge students with tangible projects</p> <p>Studies assignments through historical films narrative film segments</p> <p>Field Trips and Projects around community base learning</p>	<input type="checkbox"/> Social Skills/Conflict Res. <input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input type="checkbox"/> Internships/Linked Learning <input checked="" type="checkbox"/> 21 st Century skills <input type="checkbox"/> Health/Fitness	<p>15 students will successfully engage in Raza studies and as a result, they will have:</p> <ul style="list-style-type: none"> - Understanding and analysis of self and cultural identity -Historical appreciation for community and fellowship -Complete a community service project
Physical Education	<input type="checkbox"/> XStudent Identified <input checked="" type="checkbox"/> School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	<p>Meets OUSD elective requirement</p> <p>Supports physical needs for our youth.</p> <p>Provides a safe, positive, and emotional support system surrounding athletic activities.</p>	<p>Students will participate in organized games, activities, and competitive leagues.</p> <p>Students will learn the importance of team work, conflict resolution skills, and sportsmanship ethics</p> <p>These include, but are not limited to basketball, soccer, flag football, ice</p>	<input checked="" type="checkbox"/> Social Skills/Conflict Res. <input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input type="checkbox"/> Internships/Linked Learning <input checked="" type="checkbox"/> 21 st Century skills <input checked="" type="checkbox"/> Health/Fitness <input type="checkbox"/> Other (specify)	<p>-30 students will: Increase their sense of school pride.</p> <ul style="list-style-type: none"> -Build a positive community around the campus and have positive peer relations -Students will be exposed to new athletic and positive sports

			skating, softball, and kickball. Through Physical Education class we also incorporate Teacher versus students friendly games		-Increase teachers and students community relationships
Urban Art	<input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	<p>Fulfills graduation requirements.</p> <p>Project base learning</p> <p>Provides opportunities for students to learn career related skills and to develop 21st century skills</p>	<ul style="list-style-type: none"> 15 students will learn fine arts techniques such as drawing shading, color wheel, as well as graffiti lettering. Mural making, portrait painting, graffiti, lettering, airbrush, school and neighborhood beautification. 	<input type="checkbox"/> Social Skills/Conflict Res. <input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input type="checkbox"/> Internships/Linked Learning <input checked="" type="checkbox"/> 21 st Century skills <input type="checkbox"/> Health/Fitness <input type="checkbox"/> XOther (specify)	<p>15 students will create works of arts (murals, portraits, prints, collage, etc.) to be displayed around the school and in quarterly showcases.</p> <p>- As a result of their participation, 15 students will have increased their attendance, and school pride which leads to a positive school culture.</p> <p>- 15 students will have experienced skills' development in the fine arts and visual arts.</p>
Culinary Art	<input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	<p>Provides challenging and tangible results</p> <p>Project Base Learning</p> <p>Supports career exploration</p>	<p>15 students will actively participate in choosing their monthly foods to be cooked and prepared</p> <p>Students will learn to budget a grocery list Students will provide</p>	<input type="checkbox"/> Social Skills/Conflict Res. <input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input type="checkbox"/> Internships/Linked Learning <input checked="" type="checkbox"/> 21 st Century skills <input type="checkbox"/> Health/Fitness <input checked="" type="checkbox"/> XOther (specify)	<p>15 students will experience skill building in food preparation and healthy eating habits</p> <p>- 15 students will have career exploration</p>

		Provides a safe and fun work environment	food for campus events Class will prepare a dinner for parents as a final product		exposure. - 15 students will experience positive peer relations and connection to a caring adult.
Cosmetology	<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"> Fulfills graduation requirements. Exposes students to a career in the beauty industry. All students are prepared to succeed in further education and workplace. 	<p>- 15 Students will be trained in theory and basic esthetician practices taught in traditional cosmetology licensing schools, focusing on hair, nails, and make-up.</p> <p>- Class will conduct facials, manicures, and pedicures for parents as a final product.</p>	<input type="checkbox"/> Social Skills/Conflict Res. <input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input checked="" type="checkbox"/> Internships/Linked Learning <input checked="" type="checkbox"/> 21 st Century skills <input type="checkbox"/> Health/Fitness <input type="checkbox"/> Other (specify)	<p>- 15 students will experience: positive peer interactions and a connection to a caring adult.</p> <p>- 15 students will experience career exploration and will have a higher sense of efficacy and a higher self-esteem and confidence</p> <p>- 15 students will improve their attendance as a result of direct involvement with cosmetology</p>
Young Women's Group	<input checked="" type="checkbox"/> Student Identified <input type="checkbox"/> School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	<p>Supports cultural, emotional, and safety needs for women.</p> <p>Freedom for safe and positive expression through creative arts</p>	<p>10 Students will participate in a women's circle group.</p> <p>10 Students will learn to express themselves in a safe controlled space</p> <p>10 Students will address individual</p>	<input checked="" type="checkbox"/> Social Skills/Conflict Res. <input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input type="checkbox"/> Internships/Linked Learning <input checked="" type="checkbox"/> 21 st Century skills <input type="checkbox"/> Health/Fitness <input type="checkbox"/> Other (specify)	<p>10 Students will learn and grown in an emotionally safe and fun environment</p> <p>10 Students will experience increased student empowerment</p>

			cultural identities 10 Students will address teen pregnancy and provide resources for young pregnant teens		10 Students will lead efforts towards decreasing teen pregnancy campus wide
Life Skills and BIC Series	<input checked="" type="checkbox"/> Student Identified <input type="checkbox"/> School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	- Supports school's goal re. "All students are prepared to succeed in further education and workplace"	15 students will engage in curriculum divided in 3 Quarters that cover wide range of topics including the essential tools to function in society. Topics include: Anger and anger management, effective communication, how to obtain a social security card, birth certificate, CA I.D, how to open a bank account, Credit 101 and other financial literacy topics.	<input checked="" type="checkbox"/> Social Skills/Conflict Res. <input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input type="checkbox"/> Internships/Linked Learning <input checked="" type="checkbox"/> 21 st Century skills <input type="checkbox"/> Health/Fitness <input type="checkbox"/> Other (specify)	15 students will experience an increased sense of self-efficacy, higher sense of self, and agency.
Young Men's Group	<input checked="" type="checkbox"/> Student Identified <input type="checkbox"/> School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	<p>Supports cultural, emotional, and safety needs of young men</p> <p>Provides a structured space for self-expression, mutual support and release of every day stressors in young men's lives</p>	<p>10 Students will participate in a men's circle group.</p> <p>Learn to express themselves in a safe controlled space</p> <p>10 students will have a better grasp of positive decision making, goal setting and overall purpose</p> <p>10 students will have a better sense of their</p>	<input checked="" type="checkbox"/> Social Skills/Conflict Res. <input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input type="checkbox"/> Internships/Linked Learning <input checked="" type="checkbox"/> 21 st Century skills <input type="checkbox"/> Health/Fitness <input type="checkbox"/> Other (specify)	<p>10 Students will learn and grow in an emotionally safe and fun environment</p> <p>10 Students will experience increased efficacy, higher sense of self, and student empowerment</p>

individual and cultural identities and as a result they will most likely become allies of each other

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. All high school programs will fund a Parent Liaison position to support family literacy programming.

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
Back to school night, and Quarterly Student and Guardian Orientations	Reach out to parents and begin recruiting for Internship Program Welcome and bring-in students and their families to the Rudsdale community; explain rules of the schools and benefits to the school	Parents and students are invited to an evening of meet and greet with teachers, site coordinator, and principal	Have more parent or caregiver involvement in our students lives. Goal is to partner with 20 parents on a consistent basis. A Rudsdale and ASP program handbook will be distributed as well as the school's Bell schedule and ASP schedule and Calendar of Events and Activities.	<ul style="list-style-type: none"> Parents will be offered multiple faucets of resources. Parents will be introduced to parent liaison Parents will be informed of schools expectations of students and will be better prepared to support student success
Panther Pride Awards	<ul style="list-style-type: none"> Student recognition Being honored in front of other peers will increase attendance, respect amongst peers, empowerment, and ownership of their 	<ul style="list-style-type: none"> Monthly student awards will be carried out on Friday mornings. Parents will be invited to attend; parent liaison will coordinate all these events. 	Each month all teachers (both asp and school day) will nominate and collectively nominate 6 students of the month for different categories (yet to be determined)	- Parent Liaison will work with families to further the positive effect on their students and help support student stay motivated and on task

	school.			- Parent involvement helps build a healthy, positive community around our students
Monthly News Letter	Informing parents of the schools community partners and agencies involved with the regular school day and afterschool program Invitations to regular campus events Family Literacy	<ul style="list-style-type: none"> • Newsletter will be student lead and sent out to parents monthly. It will provide important dates, events, CAHSEE, and updates involving the campus and community. 	<ul style="list-style-type: none"> • The newsletter will be an informative piece of material that will attract parents attention to important issues surrounding the school and community. 	Increase parent connection and involvement to the regular school day and the afterschool program
Rudsdale's Website and Jupiter phone application	Increase parent connection to the school by making accessible an informative tool for parents to utilize and receive information surrounding the school, the teachers, and community of their students.	<ul style="list-style-type: none"> • The website will present the most updated information to parents for events on campus • Through online tool "Jupiter" we will offer the latest information on student progress every marking period (every 6 weeks), students' academic standing and their qualifications to participate in sports leagues. 	<ul style="list-style-type: none"> • Increase parent involvement with student's academic progress, homework, and exams. • Accessibility to parents who are always on the go 	<ul style="list-style-type: none"> • Parents will be informed of schools expectations of students and will be better prepared to support student success
AB 504	Parent Involvement Family Literacy Support for Student Seniors	Parents and students will understand the rights within AB 540 as undocumented citizens and students.	All undocumented seniors and juniors will participate and receive material and information from this workshop.	Increased parent involvement on a school site level.

PARENT LIAISON:

Describe the anticipated duties of the Parent Liaison in your program. Also identify what supports your school site will provide the Parent Liaison, including training and materials.

1. Parent Liaison will outreach, and coordinate **three parent/guardian and student orientations** during the academic cycle: Rudsdale

continuation is on a trimester system (12 week cycle). At the conclusion of each cycle we will have a mandatory student and parents/guardian orientations.

2. Parent Liaison will put together **one, school-wide Life After High School Fair** that will specifically focus on Seniors. Parent Liaison will connect to parents/guardians regarding college, career and job readiness opportunities for their graduating students. This fair will take place in October and the effort will receive school-wide support, as it will be planned in collaboration with school staff.

3. Parent Liaison will coordinate Back to School Night and ASP's Rudsdale Panther's Open House in order to reach maximum parent engagement.

4. Parent Liaison will link up with the office of Family and Community Engagement, Raquel Jimenez to access curriculum and support for carrying out workshops for parents throughout the year. The workshops will be selected depending on the needs and interests of parents. Judging from past experiences, parents tend to favor workshops on the following topics: parent/student communication; financial literacy; gangs, and street drugs; economic development opportunities.

5. Parent Liaison will be in constant communication with the parents/guardians of the students participating in the ASP's internship program. All student interns will need to bring their parent/guardians to an initial orientation; by partnering with parents/guardians we will increase student retention and completion rates of internships.

6. Parent Liaison will connect families with resources. These include but are not limited to: EARN's Children's Education Accounts; Workforce Re-entry programs, Food Bank, Housing, and Health services.

SECTION 9: Chronic Absence Action Plan

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

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

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

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

<p>a) Recruit and address the needs of students who are at risk of chronic absenteeism.</p>	<p>We will hold students and parent's accountability by utilizing student and parent attendance contracts for students who are below 80% attendance.</p>
<p>b) Inform parents about the importance of attendance and encourage parents to help each other get their students to class.</p>	<p>Parent liaison will outreach and contact guardians to discuss learning loss due to absenteeism.</p>
<p>c) Track students with poor program attendance and reach out to find out why and how attendance could be improved.</p>	<p>Site coordinator and parent liaison will identify students' barriers to participation and attendance. Parent liaison will connect with families and will work to improve or remove barriers to participation.</p>
<p>d) Celebrate good attendance and/or offer meaningful incentives to attract and reward students for attending our program.</p>	<p>There will be 3 student assemblies at the conclusion of each trimester to recognize students with consistent attendance</p>
<p>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.</p>	
<p>Indicate which group(s) at your school will your after school leader (site coordinator or agency director) actively participate in, in order to increase alignment between after school and school day efforts.</p>	<p><input type="checkbox"/> COST team (Coordination of Services Team) <input type="checkbox"/> SST (Student Study Team) <input checked="" type="checkbox"/> SSC (School Site Council) <input type="checkbox"/> ELT (Educational Leadership Team) <input type="checkbox"/> PTA <input checked="" type="checkbox"/> Attendance Team/Workgroup <input type="checkbox"/> XCSSSP (Community School Strategic Site Planning) team <input type="checkbox"/> Other (specify)</p>
<p>List key community partners whom you will actively collaborate with to accomplish the goals of your program. (including industry and other CBO partners, where youth are doing their internships)</p>	<p>East Bay Agency For Children Alliance for West Oakland Development's Going Green Program East Bay Agency For Children Laney College Merritt College BACR Volunteers Youth Bridge Brother's on the Rise</p>
<p>Identify other service providers and support personnel at your school (ie. school psychologist, School Based Health Center staff, counselor, mental health therapist, school nurse, parent liaison, etc.) whom you will actively collaborate with to accomplish the goals of your program.</p>	<p>East Bay Agency For Children</p>

2012-13 After School Enrollment Policy for Rudsdale Continuation 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 danger of dropping out	Students who are transferred from Betty McGee : these students will automatically enroll in ASP	Mandatory
Support students who are on track for graduation	Through transcript literacy ASP staff in coordination with school day staff will be able to identify students who are not on track to graduate and will identify need for referrals in : credit recovery , Cahsee Prep and academic acceleration	Mandatory
At Risk Youth	Work Readiness/Internship coordinator will work with these students one-on-one to support their social-emotional and academic development.	Optional

Grade levels prioritized for programming: 9-12

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.

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 ongoing program outreach and recruitment efforts, beginning in Spring 2012.

Timeline	After School Enrollment Steps/Process	Individual(s) responsible
Every six weeks	Orientations and Registration Process offered to all incoming students and parents in attendance	Site Coordinator/ Academic Liaison
Summer 2012	Provide credit recovery, Transcript Literacy Leadership, Job Placements, Life Skills	Site Coordinator + 1 AS Staff Member
Fall 2012	ASP Open House	Site Coordinator and AS Staff

Important dates to include in your timeline:

- May – June: Early outreach and recruitment for summer program and 2012-13 school year program.
- August – September: New school year enrollment of students for remaining program slots.
- After school programs begin on 1st Day of school.
- Parents are notified about their student's participation in program at beginning of school year (specify date).
- All programs must maintain waitlists after program slots are filled.

School Support for Program Recruitment

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

1. Site Coordinator, the site team (ASP and Certificated staff) and the school counselor will create plan to recruit and match students with Afternoon classes or ASP opportunities. This may include doing joint school and ASP registration.
2. Student ASP registration packet with ASP schedule will be included in school enrollment packet. Students will enroll in school and ASP at the same time.
3. Teachers will be knowledgeable of ASP offerings and will refer parents/guardians and /or assign students to them.

Principal Signature: Willie H

Lead Agency Signature: [Signature]

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

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

Principal initials	Lead Agency initials	2012 – 13 Assurances for Grant Compliance and After School Alignment with School Day
WT	af	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.
WT	af	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.
WT	af	Site Administrator will meet regularly with Site Coordinator to ensure program is meeting identified goals.
WT	af	Site will share student outcome data to better refine program (Attendance data, EduSoft, Report Cards, IEP's, etc).
WT	af	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.
WT	af	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.
WT	af	Site will invite Site Coordinator to participate on SSC, COST, SST, and CSSSP team to ensure coordination of services.
WT	af	Site will coordinate the use of facilities and site level resources in support of program goals.
WT	af	Site will provide Site Coordinator with office space that includes access to internet and phone.

Principal Signature: _____

Walter G.

Lead Agency Signature: _____

[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 site coordinator will carry out site staff orientation at the beginning of the school year and will cover all protocols, policies and procedures pertaining to safety.

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:

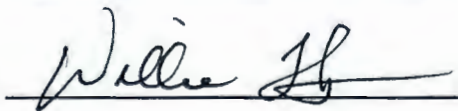
SSO Staffing: (check one)

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: _____

