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**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

# Memo

**To** Board of Education

**From** Antwan Wilson, Superintendent

**Board Meeting Date** 8/26/15  
(To be completed by Procurement)

**Subject** Memorandum of Understanding - Citizens Schools (contractor) - 112/Greenleaf Elementary School (site)

**Action Requested** Approval of a Memorandum of Understanding (MOU) between District and Citizens Schools, for services to be provided primarily to 112/Greenleaf Elementary School.

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

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

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

Approval by the Board of Education of a Memorandum of Understanding 2015-2016 between the District and Citizens Schools, Redwood City, CA, for the latter to serve as lead agency for program coordination, math intervention, homework support, student supervision and a variety of enrichment services for Greenleaf Elementary School's comprehensive After School Program for the period of July 1, 2015 through August 19, 2016, in the amount of \$126,830.00.

**Recommendation** Approval by the Board of Education of a Memorandum of Understanding (MOU) between the District and Citizens Schools for the latter to provide Arts, Recreation, Leadership and Family Literary activities in its capacity as a Comprehensive After School Program Lead Agency at Greenleaf Elementary School for the period July 1, 2015 through August 19, 2016.

**Fiscal Impact** Funding Resource: 4124/21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) Grant in an amount not to exceed \$126,830.00.

**Attachments**

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

# Memorandum of Understanding 2015-2016 Between Oakland Unified School District and

Citizen Schools

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1. **Intent.** This Memorandum of Understanding ("MOU") establishes the Oakland Unified School District's ("OUSD") intent to contract with Citizen Schools ("AGENCY") to serve as the lead agency to provide after-school and/or summer educational programs and to serve a sufficient number of students and run services for a sufficient number of days to earn the core grant allocation of funding at 112/Greenleaf School under the following grants:

- After School Education and Safety Program ("ASESP")
- California Department of Education ("CDE") 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC)
- Oakland Fund for Children and Youth - This MOU will also outline services provided on OUSD school grounds through the Oakland Fund for Children and Youth ("OFCY") After-School Initiative funds that shall be utilized as matching funds to CDE ASESP and 21<sup>st</sup> CCLC funds.
- Private grants

2. **Term of MOU.** The term of this MOU shall be July 1, 2015 to August 19, 2016 and may be extended by written agreement of both parties.

3. **Termination.** OUSD may at any time terminate this MOU for any or no reason upon not less than five (5) days written notice to AGENCY. OUSD shall compensate AGENCY for services satisfactorily provided through the date of termination. In addition, OUSD may terminate this MOU for cause should AGENCY fail to perform any part of this MOU. In the event of termination for cause, OUSD may secure the required services from another contractor. If OUSD's cost of procuring services from another contractor exceeds the cost of providing the services pursuant to this MOU, AGENCY shall pay the additional cost.

4. **Compensation.** The ASESP and 21<sup>st</sup> CCLC grant award amount for Citizen Schools is \$126830. AGENCY shall be entitled to compensation from these funds in accordance with the following terms and conditions:

4.1. **Total Compensation.** Subject to the provisions of 4.2 Positive Attendance and the provisions of 4.3 Administrative Fee, AGENCY shall receive the amount of the grant award less OUSD's administrative fees and other site costs agreed to by the Site Administrator and AGENCY.

4.2. **Positive Attendance.** Payment for services rendered related to the ASESP and 21<sup>st</sup> CCLC grants shall be based on actual student attendance rates (\$7.50 a day per student), not estimates, as those programs are "positive attendance based." OUSD reserves the right to modify the annual core allocation based on reported attendance. In the event that payments made to AGENCY exceed the reported attendance for the Core grant, the AGENCY will return payments to OUSD at the rate of \$7.50 a day per student. Documentation of attendance must be submitted through the OUSD/OFCY attendance systems in order for invoices for payment of services for the ASESP and 21<sup>st</sup> CCLC grants to be processed. Exhibit A (Attendance Reporting Schedule 2015-2016")

4.2.1. **Reconciliation Process for Positive Attendance Based Grant Funds.** OUSD will adjust the payment of the "positive attendance based" grants based on quarterly review of monthly invoices and attendance for services rendered related to the ASESP, 21<sup>ST</sup> CCLC (Core Grant) for any adjustments resulting from the reconciliation of the attendance reports for that quarter's months. The attendance reconciliation process will assess the program's performance with respect to the required compliance with the grant mandated attendance rates. Based on the

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

- 4.2.2. **Administrative Charges and Reconciliation.** Reconciliation process for positive attendance based grants must factor in the subtraction of administrative and other OUSD central charges, as outlined in section 4.3, from any grant amounts earned through attendance (OUSD indirect, custodial, evaluation, and After School Programs Office administrative and training/technical assistance fees).
- 4.3. **OUSD Administrative Fees.** OUSD shall charge and withhold up to 14% from the overall ASEP and 21<sup>st</sup> Century grant awards for central indirect, administrative, custodial, evaluation, and direct service training and technical assistance.
- 4.4. **AGENCY Administrative Fees.** AGENCY understands and agrees that it may not charge more than 4% of the total contract amount as administrative fees and that its administrative fees must be set at an appropriate dollar amount to keep the ASEP and 21<sup>st</sup> Century grants within the grant-mandated allowable 15% for total indirect/administrative costs. The agency administrative fees charged to the ASEP and 21<sup>st</sup> CCLC grants must be used for direct administrative costs and cannot be used for agency indirect costs. Direct administrative costs consist of expenditures for administrative activities that provide a direct benefit to the ASEP and 21<sup>st</sup> CCLC programs. Indirect costs consist of expenditures for administrative activities that are necessary for the general operation of the agency, but that cannot be tied to the ASEP and 21<sup>st</sup> CCLC programs.
- 4.5. **Program Budget.** The grant will remain as part of the site budget. Funds will be encumbered from the site budget on behalf of AGENCY for the school year 2015-2016 and will not exceed \$ 126830 in accordance with Exhibit B. **Exhibit B** ("ASEP/21<sup>st</sup> CCLC Planning Tool/Comprehensive After School Program Budget for AGENCY 2015-2016").
- 4.6. **Modifications to Budget.** Any modifications to the approved grant budget must be approved by OUSD, AGENCY, and CDE before expenditures of funds for modified line items are authorized. Except as expressly set forth herein, OUSD shall not be liable to AGENCY for any costs or expenses paid or incurred by AGENCY in performing services for OUSD. The granting of any payment by OUSD, or the receipt thereof by AGENCY, shall in no way lessen the liability of AGENCY to correct unsatisfactory work, although the unsatisfactory character of that work may not have been apparent or detected at the time a payment was made. Work, which does not conform to the requirements of this Agreement, may be rejected by OUSD and in that case must be replaced by AGENCY without delay.
- 4.7. **Program Fees.** The intent of the ASEP and 21<sup>st</sup> CCLC programs is to establish local programs that offer academic assistance and enrichment for students in need of such services regardless of their ability to pay. Though it is not against the rules to charge fees for participation in programs, the CA Department of Education discourages it because it could exclude students in need from attending and taking advantage of the after school program. Fees should not create a barrier to participation in the after school program. After school services must be equally accessible to all students targeted for services regardless of their ability to pay. Programs that propose to charge fees may not prohibit any family from participating based on their inability to pay and must offer a sliding scale of fees and scholarships for those who could not otherwise afford to participate. Any income collected from fees must be used to fund program activities specified in the grant application. AGENCY shall do full accounting of fees collected, and documentation shall be kept for 5 years for auditing purposes. If AGENCY decides to charge fees, this decision shall be made collaboratively with the Site Administrator, and AGENCY shall work collaboratively with the Site Administrator and parent leaders to develop an appropriate program fee structure for the school community. AGENCY shall provide the OUSD After School Programs Office with written documentation of the program fee

structure prior to charging any program fees, and shall provide OUSD with additional documentation upon request, to ensure grant compliance.

5. **Scope of Work.** AGENCY will serve as lead agency at Greenleaf School, will be responsible for operations and management of the ASESP, 21st CCLC, OFCY, and private grants contracted to AGENCY by OUSD for fiscal year 2015-2016. This shall include the following required activities:

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

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

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

5.3. **Enrollment.** AGENCY will enroll 6th through 8th grade students at Greenleaf School, to serve sufficient number of students and run services for a sufficient number of days to earn the full core grant allocation of funding.

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

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

5.4.2. **Program Days.** The program shall be offered a minimum of 177 - 180 days during the 2015 - 2016 school year. AGENCY will close the ASESP and 21<sup>st</sup> CCLC program no more than a maximum of 3 days in the 2015-2016 school year for staff professional development, as permitted by Education Code. Programs that receive 21<sup>st</sup> CCLC Supplemental grant funds or private funding for summer shall additionally operate a sufficient number of days and hours in the summer, on weekends, and during intercession in the manner prescribed by the grant legislation and/or funder, in order to meet attendance goals required by the CA Department of Education and/or the funder

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

- **Educational and Literacy.** An educational and literacy element that must provide tutoring and/or homework assistance designed to help students meet state standards in one or more of the following core academic subjects: reading/language arts, mathematics, history and social studies, or science. A broad range of activities may be implemented based on local student needs and interests.

- **Enrichment.** The enrichment element must offer an array of additional services, programs and activities that reinforce and complement the school's academic program. Enrichment may include but is not limited to arts, youth development, leadership, recreation, sports, music, career awareness, college interest, service learning and other youth development activities based upon student needs and interests. All programs must offer both enrichment and recreation/physical fitness activities as core components of the after school program and summer program.
  - **Family Literacy Services.** In all programs receiving 21<sup>st</sup> CCLC grant funds, AGENCY shall assess the need for family literacy services among adult family members of the students to be served by the program. All programs will, at a minimum, either refer families to existing services or coordinate with local service providers to deliver literacy and educational development services.
  - **Supplemental and Summer Services.** In all programs receiving 21<sup>st</sup> CCLC Supplemental grant funds or private funding for summer, AGENCY will provide educational and enrichment programming in the summer, on weekends, and/or during intercessions. A broad range of activities may be implemented based on local student needs and interests, and district guidelines for summer programming.
- 5.4.3.1. Snacks/Supper/Beverages: AGENCY shall meet Federal and State meal and snack requirements and all meals and snacks must be provided by OUSD Nutrition Services department. Nutrition Services shall:
- 5.4.3.1.1. Provide meals and beverages that meet State and Federal standards;
  - 5.4.3.1.2. Provide the number of meals and beverages requested by AGENCY unless/until Nutrition Services determines that AGENCY's participation is lower than the snack/meal/beverage count provided by the AGENCY, in which case, the number will be adjusted;
  - 5.4.3.1.3. Provide all supplies including utensils, napkins, forks, required;
  - 5.4.3.1.4. Support compliance by AGENCY with required State and Federal administrative requirements;
  - 5.4.3.1.5. Provide annual training to AGENCY.
- 5.4.3.2. Each AGENCY participating in the Nutrition Services snack/meal/beverage program shall:
- 5.4.3.2.1. Attend annual training. In the event that the person responsible for snack distribution changes, AGENCY will make arrangements with Nutrition Services for training of new employees or representative of the AGENCY;
  - 5.4.3.2.2. Complete After School Snack and Supper Menu Production Worksheets (MPW) on a daily basis;
  - 5.4.3.2.3. Ensure meal count is accurate;
  - 5.4.3.2.4. Submit completed MPW to cafeteria staff by the next business day;
  - 5.4.3.2.5. Return leftovers to cafeteria;
  - 5.4.3.2.6. Ensure that only students are served and receive food from the program;
  - 5.4.3.2.7. Ensure that meals are not removed from campus
  - 5.4.3.2.8. Immediately report to OUSD Site Coordinator and Nutrition Services any concerns related to food safety or food contamination

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

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

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

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

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

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

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

6.1.1. a full description of the trip and scheduled activities

6.1.2. student/adult participant health information

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

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

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

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

6.5. **Health Conditions/Medication:** Trip participant health information will be gathered and reviewed in advance of trip and any needed revisions to supervision plan made, including making sure that chaperones understand relevant information (eg food allergies). A plan will be developed to collect, secure, and dispense prescription medications from their original containers only and consistent with physician's instructions.

6.6. **Supervision**

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

- 6.6.2. Trip as structured is appropriate to age, grade level and course of study.
- 6.6.3. Chaperones are all AGENCY employees or subcontractors, parent(s)/guardian(s), or other authorized chaperones and are 21 or older. After School and Summer Program Coordinators and lead trip staff are satisfied that all chaperones are willing and able to perform required duties, including understanding and implementing instructions, understanding health information for students in their group, and responding effectively in the event of an emergency. Trip attendees shall be limited to assigned school or early childhood education or after school program staff, students and authorized chaperones. Guests, including but not limited to friends and other family members, are strictly prohibited absent prior written approval of the after school program coordinator or AGENCY executive director. Before the trip, after school and summer program staff leading trip shall provide any adult chaperones who may accompany the students with clear information regarding their responsibilities. Chaperones shall be assigned a prescribed group of students and shall be responsible for the continuous monitoring of these students' activities. Chaperones shall not consume alcoholic beverages or be under the influence of controlled substances while accompanying and supervising students on a trip.
- 6.6.4. When a trip is made to a place of business or industry, staff shall arrange for an employee of the host company to serve as conductor.
- 6.6.5. Adult:Student Ratio is at least 1:10 or higher if swimming or wading or high risk trip. If the trip involves water activities, this ratio shall be revised to ensure closer supervision of elementary grade or younger students, appropriate to their ages. The ratio of adults to students on field trips and excursions shall be reasonable under the circumstances.
- 6.6.6. Safety requirements have been met (eg: current First aid/CPR training of at least one chaperone, first aid kits, emergency contact and health info, instructions for chaperones, staff and chaperones have cell phones which are charged and available for communication).
- 6.7. **Transportation Requirements:** The after school and summer program or subcontractors shall ensure compliance with all state laws and may transport by the use of its own equipment, contract to provide transportation or arrange transportation by the use of other equipment to enrolled after school and summer participants provided that: (A) parent/guardians' written permission has been obtained in advance; (B) After School Program Coordinator and/or Summer Program Coordinator has confirmed that: transportation arrangements are safe and appropriate; (C) all drivers have valid California driver's license; (D) all drivers have received fingerprint clearance; (E) provided that such transport is covered under driver or registered owner's personal automobile insurance or AGENCY automobile liability insurance policy for at least \$100,000 per individual and \$300,000 per occurrence for liability for bodily injury; and \$50,000 per occurrence for liability for property damage; (F) all drivers and registered owners of private or rented vehicles used shall complete and sign declaration of driver forms assuring that: (i) the driver is at least 21 years of age and holds a current valid California driver's license;(ii) the driver has not been convicted of reckless driving or driving under the influence of drugs or alcohol within the past five years; and (iii) the driver provides proof of sufficient insurance; (G) if after school or summer program arranges and/or contracts with a third party to provide this transportation, the organization or company with whom they contract must be licensed as a transportation provider, be certified to transport students (e.g., School Pupil Activity Bus certification) and have at least \$5,000,000 automobile and \$1,000,000 General Liability insurance; (H) arrangements have been made for additional vehicle for use in event of illness or emergency; and (I) students receive instruction in safe conduct on bus or other transport; and (J) drivers shall receive safety and emergency instructions and information which shall be kept in their vehicle, including health and emergency information for each student riding in his/her vehicle.
- 6.8. AGENCY must have reasonable confirmation that all organizations involved in the trip have demonstrated expertise and exhibit reasonably safe and reputable operating procedures and business practices appropriate to student trips.



- 6.9. Vendor is licensed to provide all proposed activities.
- 6.10. Voluntary Student Accident Insurance must be made available for purchase (required for all trips). All student participants on higher risk activities (e.g. swimming, snow trips, horseback riding, sailing, rafting, etc) must be covered by medical or accident insurance.
- 6.10.1. Parents/guardians must be informed that there is no District insurance for the trip;
- 6.10.2. Program fees must include coverage for accidents or injuries to participants by an insurance carrier authorized to do business in California.
- 6.11. **ADDITIONAL REQUIREMENTS FOR HIGH RISK, OVERNIGHT, OUT OF STATE TRIPS:**
- 6.11.1. **Definition of High Risk Activities**
- 6.11.1.1. Because of concerns about the risk to student safety, the after school program coordinator shall not permit the following activities on campus or during AGENCY sponsored after school or summer program trips, events and activities unless the activity is properly supervised, students wear protective gear as appropriate, and each participant has insurance coverage:
- Amusement Parks
  - Interscholastic Athletic Activities
  - Bicycle riding
  - Circus Arts
  - Hiking (Moderate to rigorous terrain or length) vs short nature "walks"
  - Hang gliding
  - Horseback riding
  - Ice Skating
  - In-line or Roller Skating
  - Rock climbing, climbing walls
  - Skateboarding or use of non-motorized scooters
  - Snow sports of any kind
  - Trampoline; Jumpers
  - Motorcycling
  - Rodeo
  - Target Shooting
  - Water Activities including but not limited to: swimming, snorkeling, scuba diving, sailing, boating, kayaking, river rafting, water slides, water skiing etc.
  - Outdoor active, experiential programs (Ropes course, pulley, etc.)
  - Other activities determined by the school principal to have a high risk to student safety
- 6.11.1.2. The cost of insurance coverage for such activities shall be borne by the student and/or AGENCY.
- 6.11.1.3. Students who operate or ride as a passenger on a bicycle, non-motorized scooter or skateboard upon a street, bikeway or any other public bicycle path or trail shall wear a properly fitted and fastened bicycle helmet that meets the standards of law. Students also shall be required to wear such helmets while wearing in-line or roller skates.
- 6.11.2. Department of Justice and FBI fingerprinting and fingerprint clearance must be obtained for all non-District employee chaperones. Chaperones who continue beyond one school year will need to get fingerprint clearance once every three years from the time they begin chaperoning on after school program trips. Chaperones shall act in accordance with district policies,

regulations and school rules. A person who is required to register as a sex offender pursuant to Penal Code 290 shall not serve as a chaperone on any field trip.

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

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

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

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

- Facility
- Program

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

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

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

**6.12.3. Swimming Activities**

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

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

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

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

6.12.3.5. The ratio of adult chaperones to students shall be at least one to ten. In grades 4-6, this ratio shall be at least one to eight. In grades K-3, this ratio shall be at least one to four.

6.12.3.6. Specific supervisory responsibilities shall be determined in advance to accommodate the varying swimming abilities of students. These responsibilities shall be clarified in writing and reviewed verbally before the trip.

6.12.3.7. Emergency procedures shall be included with written instructions to adult chaperones and staff.

6.12.3.8. Staff and chaperones assigned to supervise students must wear swim suits and know how to swim and be at each side of the pool or swim area actively monitoring students at all times.

6.12.3.9. The After School Program Coordinator and/or Summer Program Coordinator may require students to wear flotation devices, depending upon their age and swimming ability.

6.12.3.10. A buddy-system or other means of surveillance shall be arranged in advance and strictly enforced during swimming activities.

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

6.13.1. At least 2 weeks prior to trip date, all persons attending trip, including, but not limited to, each and every student, teacher, instructor, chaperone, supervisor, parent, administrator, volunteer, or aide (hereinafter "participant") will provide to the School District Office of the General Counsel an original, properly completed, signed and dated East Bay Regional Park District Waiver (**attached as Exhibit E**), executed by either the participant if he or she is 18 years of age or older, or the participant's parent or legal guardian if the participant is under 18 years of age

6.13.2. Should AGENCY fail to provide an original, properly completed, signed and dated East Bay Regional Park District Waiver for each trip participant as defined in Section 6.13.1 above, AGENCY agrees to hold harmless, defend and indemnify OUSD, its officers, employees, volunteers and agents from all claims and actions resulting therefrom.

7. **Financial Records.** AGENCY agrees and understands that OUSD is responsible for fiduciary and programmatic oversight for the expenditure of the ASESP and 21st CCLC grant funds contracted to AGENCY by OUSD for fiscal year 2015-2016. AGENCY will function as a sub recipient of funding and as such will follow all required fiscal guidelines and meet outlined standards as referenced in applicable Federal and State sub recipient guidelines for the federal 21<sup>st</sup> Century Community Learning Centers grant program, CFDA Number 84.287, awarded by the Office of Elementary and Secondary Education Academic Improvement and Teacher Quality Programs office. Sub recipients that receive over \$500,000 of federal funds are required to undergo an annual audit and communicate findings to OUSD, as requested. AGENCY will ensure that all contracted funds of this MOU are expended as per grant guidelines.

7.1. **Accounting Records.** AGENCY will maintain its accounting records based upon the principles of fund accounting.

7.2. **Disputes.** AGENCY shall make all records related to ASESP, 21ST CCLC available to OUSD for review. OUSD and AGENCY shall meet and confer regarding any disputes as to the amount of actual expenses before taking any action to collect funds.

**8. Invoicing**

8.1. **Billing Structure.** AGENCY shall only invoice for actual expenditures incurred. Supporting documentation must be presented along with monthly invoices upon request. Billing details must be provided upon request to OUSD to ensure compliance with related sub recipient and grant guidelines.

8.2. **Unallowable Expenses.** AGENCY may not purchase computers or capital equipment using ASES, 21<sup>st</sup> Century Core Grant, 21<sup>st</sup> Century Direct Access, or 21<sup>st</sup> Century Family Literacy funds.

8.3. **Invoice Requirements.** AGENCY will submit invoices with evidence of the following staff qualifications for each AGENCY employee and AGENCY agent, including employees of subcontracting agencies and volunteers: TB Clearance, current CA Department of Justice and FBI

fingerprint clearance, and Instructional Aide requirement. AGENCY will utilize the required OUSD invoicing and staff qualifications form (**Exhibit F**) for regular invoice submission.

8.4. **Submission of Invoices.** AGENCY must submit invoices to OUSD on a timely and regular basis for services rendered. OUSD will not accept invoices submitted more than thirty days beyond the end of each fiscal quarter. No invoices will be accepted more than 30 days past the end of June 30 of the contractual fiscal year. AGENCY must also submit invoices according to specific invoicing deadlines as outlined by OUSD to ensure timely processing. (**Exhibit G**)

8.5. **Submission of Invoices for ASEP and 21<sup>st</sup> Century Grants.** For services rendered related to the ASEP and 21st CCLC grants, OUSD shall pay AGENCY, on a monthly basis, for appropriately documented expenses related to the ASEP and 21ST CCLC grants, with a cumulative total for 2015-2016 not to exceed \$126830 in accordance with the attached Exhibits to this Memorandum. Invoices for payment of services shall be submitted by the 10<sup>th</sup> of each month to the OUSD After School Programs Office, utilizing the required OUSD invoicing and staff qualifications form (**Exhibit F**). OUSD will strive to adhere to second Accounts Payable check run per the published schedule of monthly payments if invoices are submitted in accordance with the deadlines and requirements set forth in this section and the accompanying Exhibits.

9. **Ownership of Documents.** AGENCY agrees that, pursuant to California law, it shall maintain program and fiscal documentation for the ASEP and 21<sup>st</sup> CCLC programs for a minimum of five years. All documents created by AGENCY pursuant to this MOU, including but not limited to reports, designs, schedules, registration packets, early release waivers, and other materials prepared, or in the process of being prepared, for the services to be performed by AGENCY, are and shall be at the time of creation and thereafter the property of OUSD, with all intellectual property rights therein vested in OUSD at the time of creation. OUSD shall be entitled to access to and copies of these materials during the progress of the work. Any such materials in the hands of AGENCY or in the hands of any subcontractor upon completion or termination of the work shall be immediately delivered to OUSD. If any materials are lost, damaged or destroyed before final delivery to OUSD, AGENCY shall replace them at its own expense and AGENCY hereby assumes all risks of loss, damage or destruction of or to such materials. AGENCY may retain a copy of all materials produced under this MOU for its use in its general business activities.

## 10. Changes

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

10.2. **Changing Legislation.** AGENCY understands that changes in Federal, or state legislation or District policy may impact funding levels, grant requirements, and responsibilities of AGENCY during an academic school year. This MOU may be amended during the 2015-2016 fiscal year to reflect additional changes resulting from such legislation.

## 11. Conduct of Consultant

- 11.1. **Child Abuse and Neglect Reporting Act.** AGENCY will comply with the Child Abuse and Neglect Reporting Act (CANRA) guidelines as Mandated Reporters to report suspicions of possible child abuse to the appropriate reporting agency as stated in California Penal Code § 11164 – 11174.
- 11.2. **Staff Requirements.** AGENCY will adhere to the following staff requirements for each AGENCY “agent”, including employees, staff of subcontracting agencies, and volunteers. AGENCY will provide OUSD with evidence of staff qualifications, consistent with invoicing requirements outlined in Section 8.3 which include:
- 11.2.1. **Tuberculosis Screening.** Current documentation of negative TB Test (PPD) on file for each AGENCY agent working with students.
- 11.2.2. **Fingerprinting of Agents.** Current California Department of Justice (CDOJ) fingerprint clearance and FBI fingerprint clearance for each AGENCY agent working with students. AGENCY shall not permit its agents to come into contact with students until CDOJ and FBI clearance is ascertained, and AGENCY shall certify in writing to OUSD that none of its agents who may come into contact with pupils have been convicted of a violent or a serious felony. AGENCY shall further certify that it or its subcontracting agencies have received and reviewed fingerprint results for each of its agents, and Agency or its subcontracting agencies shall request and review subsequent arrest records for all agents who may come into contact with OUSD pupils in providing services to the District under this Agreement.
- 11.2.3. **Minimum Qualifications.** AGENCY staff and agents who directly supervise students and are included in the 1:20 staff to student ratio must meet the following minimum qualifications for an instructional aide: a high school diploma or its equivalency and one of the following: (a) an AA degree; or completion of 48 semester units in college; or (b) successful completion of the Instructional Assistant exam, administered by the Alameda County Office of Education.
- 11.3. **Removal of Staff.** In the event that OUSD, in its sole discretion, at any time during the term of this MOU, desires the removal of any AGENCY related persons, employee, representative or agent from OUSD school site and/or property, AGENCY shall immediately upon receiving notice from OUSD of such desire, cause the removal of such person or persons. In the event OUSD requests the removal of any AGENCY related persons, employee, representative or agent from OUSD school site and/or property, the OUSD site administrator shall provide to the AGENCY written, supporting rationale for the decision. OUSD After School Program Office, after conferring with Legal and the Executive Officer supporting the site, shall decide, taking all the facts and circumstances into account, if AGENCY may reassign an employee or agent to another OUSD site. Prior to the removal or change of any AGENCY staff member who is a regular part of the after school program, AGENCY shall inform the Site Administrator with as much notice as possible, and will work with the Site Administrator to ensure a smooth transition in staffing.
- 11.4. **Conflict of Interest.** AGENCY shall abide by and be subject to all applicable OUSD policies, regulations, statutes or other laws regarding conflict of interest. AGENCY shall not hire any officer or employee of OUSD to perform any service by this Agreement. AGENCY affirms to the best of his/her/its knowledge, there exists no actual or potential conflict of interest between AGENCY’s family, business or financial interest and the services provided under this MOU, and in the event of change in either private interest or services under this MOU, any question regarding possible conflict of interest which may arise as a result of such change will be brought to OUSD’s attention in writing.
- 11.5. **Drug-Free / Smoke Free Policy.** AGENCY understands that OUSD does not permit drugs, alcohol, and/or smoking at any time in any buildings and/or grounds on OUSD property. AGENCY agrees to adhere to this policy for its students, staff, visitors, employees and or subcontractors.
- 11.6. **Non-Discrimination.** Consistent with the policy of OUSD in connection with all work performed under Contracts, AGENCY shall not engage in unlawful discrimination in employment on the basis of actual or perceived race, color, national origin, ancestry, religion, age, marital status, pregnancy,

physical or mental disability, medical condition, veteran status, gender, sex or sexual orientation. AGENCY agrees to comply with applicable Federal and California laws including, but not limited to, the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and OUSD policy. In addition, AGENCY agrees to require like compliance by all its subcontractor(s).

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

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

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

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

**13.1. Commercial General Liability** insurance which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance with combined single limits of not less than \$1,000,000 per occurrence.

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

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

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



## AFTER SCHOOL BUDGET PLANNING SPREADSHEET

ELEMENTARY & MIDDLE SCHOOLS 01.2015

Site Name: GREENLEAF		%	%	21CCLC Core		21CCLC Equitable Access		21CCLC Family Literacy		%	Other Lead Agency Funds
Site #: 112				Resource 4214 Program		Resource 4124 Program		Resource 4124 Program			
Average # of students to be served daily (ADA):				OUSD	Lead Agency	OUSD	Lead Agency	OUSD	Lead Agency		
<b>TOTAL GRANT AWARD</b>		#	\$112,500		\$25,000		\$20,000		\$0		
<b>CENTRAL COSTS: INDIRECT, ADMIN, EVAL, PD, CUSTODIAL, SUPPLIES</b>											
	OUSD Indirect (5%)		\$5,357		\$1,190		\$952				
	OUSD ASPO admin, evaluation, and training/technical assistance costs		\$7,009		\$1,558		\$1,246				
	Custodial Staffing and Supplies at 3.25%		\$3,254		\$723		\$579				
<b>TOTAL SITE ALLOCATION</b>		#	96,879		21,529		17,223				
<b>CERTIFICATED PERSONNEL</b>											
1120	Quality Support Coach/Academic Liaison REQUIRED		\$2,500				\$0				
1120	Certificated Teacher Extended Contracts- math or ELA academic intervention or Common Core academic enrichment		\$0		\$0		\$0				
	Certificated Teacher Extended Contracts- ELL supports										
	<b>Total certificated</b>		\$2,500		\$0		\$0				
<b>CLASSIFIED PERSONNEL</b>											
2205	Site Coordinator (list here, if district employee)										\$0
2220	SSO (optional)		\$4,750		\$0						
			\$0								
	<b>Total classified</b>		\$4,750	\$0	\$0	\$0	\$0	\$0	\$0		\$0
<b>BENEFITS</b>											
3000's	Employee Benefits for Certificated Teachers on Extended Contract (benefits at 24%)		\$600		\$0		\$0				
3000's	Employee Benefits for Classified Staff on Extra Time/Overtime (benefits at 20%)		\$950		\$0		\$0				
3000's	Employee Benefits for Salaried Employees (benefits at 40%)										
3000's	Lead Agency benefits (rate: 21%)			\$14,430		\$3,102		\$2,898			
	<b>Total benefits</b>		\$1,550	\$14,430	\$0	\$3,102	\$0	\$2,898			\$0
<b>BOOKS AND SUPPLIES</b>											
4310	Supplies (OUSD only, except for Summer Supplemental)										\$0
4310	Curriculum (OUSD only)										\$0
5829	Field Trips			\$1,000		\$2,000					\$3,700
4420	Equipment (OUSD only)										\$0
	Building Intentional Communities curriculum (required for 21st Century middle school sites- allocate at same level as 2014-15)			\$0		\$1,000					
	Bus tickets for students										
	District professional development on district PD days (Bridging the Bay conference, Youth Work Methods trainings)			\$500							
	Science Learning Community curriculum and materials (required for 21st Century sites)			\$500		\$0					
	<b>Total books and supplies</b>		\$0	\$2,000	\$0	\$3,000	\$0	\$0			\$3,700
<b>CONTRACTED SERVICES</b>											
5825	Site Coordinator (list here if CBO staff)			\$32,500		\$1,625		\$3,250			\$0
5825	Academic Instructors (6)			\$14,130.00		\$2,120		\$10,552			
5825	Enrichment Facilitators (6)										
5825	Subcontractors (please list each specific subcontracting agency)										
5825	Building Intentional Communities Lead Instructor (required for Middle school 21st Cent sites) (1)			\$9,420.00							
5825	STEM Instructor(s) (required for 21st Century programs) (6)			\$12,663.28							
5825	Restorative Justice Lead Facilitator (required for 21st Century sites that have a school-day RJ coordinator)					\$7,496					



2015-16 Elementary/Middle School After School Program Budget

ELEMENTARY & MIDDLE SCHOOLS 01 2015

Site Name: GREENLEAF	Site #: 112	Average # of students to be served daily (ADA):	%	%	21CCLC Core		21CCLC Equitable Access		21CCLC Family Literacy		Other Lead Agency Funds	Lead Agency	
					Resource 4124, Program		Resource 4124, Program		Resource 4124, Program				
					OUSD	Lead Agency	OUSD	Lead Agency	OUSD	Lead Agency			
5825	Family Liaison (recommended for 21st Century sites)							\$3,533					
5825	Stipends to Parents for Parent Safety Patrols (optional)												
5825	Mental Health consultant (optional)												
5825													
5825													
5825													
5825													
5825													
	Total services				\$0	\$68,713		\$0	\$14,773		\$0	\$13,802	\$0
<b>IN-KIND DIRECT SERVICES</b>													
													\$0
	Total value of in-kind direct services												\$0
<b>LEAD AGENCY ADMINISTRATIVE COSTS</b>													
	Lead Agency admin (4% max of total contracted \$)					\$2,936			\$653			\$522	\$0
<b>SUBTOTALS</b>													
	Subtotals DIRECT SERVICE	####	85	\$10,482	\$85,143	85	\$374	\$20,876	85	\$299	\$16,700	###	\$3,700
	Subtotals Admin/Indirect	####	15	\$13,939	\$2,936	15	\$3,097	\$653	15	\$2,478	\$522	###	\$0
<b>TOTALS</b>													
	Total budgeted per column			\$24,421	\$88,079		\$3,471	\$21,528		\$2,777	\$17,223		\$3,700
	Total BUDGETED	####	# 100	\$112,500		100	\$25,000		100	\$20,000		###	\$3,700
	BALANCE remaining to allocate		#	\$0			\$0			0			
	TOTAL GRANT AWARD/ALLOCATION TO SITE		#	\$112,500			\$25,000			20,000			

**ASES MATCH REQUIREMENT:**  
 ASES requires a 3:1 match for every grant award dollar awarded.

Total Match amount required for this grant:

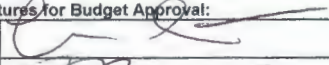
Facilities count toward 25% of this match requirement:

Remaining match amount required:

Match should be met by combined OFCY funds, other site funds, private dollars, and in-kind resources. This total equals:

Total Match amount left to meet:

**Required Signatures for Budget Approval:**

Principal:  Date: 6/4/15

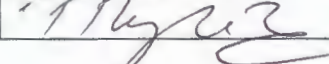
Lead Agency:  Date: 6/4/2015

Exhibit A

Attendance Reporting Schedule

<b>Oakland Unified School District                      After School Programs                      Attendance Reporting Schedule</b>	
<b>Monthly Attendance Period</b>	<b>Deadline to Input Attendance Data into Cityspan</b>
July 1 – July 31, 2015	August 10, 2015
August 1 - August 30, 2015	September 10, 2015
September 1-30, 2015	October 9, 2015
October 1-30, 2015	November 10, 2015
November 1-30, 2015	December 10, 2015
December 1-31, 2015	January 11, 2016
January 1-31, 2016	February 10, 2016
February 1-28, 2016	March 10, 2016
March 1-31, 2016	April 11, 2016
April 1-30, 2016	May 10, 2016
May 1-31, 2016	June 10, 2016
June 1-30, 2016	June 30, 2016

Exhibit B

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

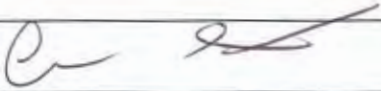
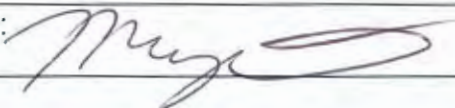
*(Template distributed separately)*

**INSERT HERE**

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

**ASES and 21<sup>st</sup> CCLC After School Program Plan**  
**Elementary & Middle Schools**  
**2015 – 2016**

**SECTION 1: School Site Information**

School Site: Greenleaf TK-8	Lead Agency: Citizen Schools
Principal Signature: 	Lead Agency Signature: 
After School Site Coordinator Name (if known at this time): Megan Henry	Date: 4/15/2015

**SECTION 2: Alignment with Site Plan (SPSA), Major Improvement Priorities**  
*In collaboration with school leadership, identify the school's Major Improvement Priorities where this after school program is identified for its high leverage practices.*

- Greenleaf Academy focuses on improving ELA and Math outcomes for all students as measured through individual SRI goals and Math benchmarks. Citizen Schools' academic programming is aligned with and directly supports these academic initiatives.
- Citizen Schools supports Greenleaf's work towards increased interest and proficiency in STEM content and college-/career-readiness in STEM fields through focused, Common Core-aligned, and experiential STEM education.
- Greenleaf's work towards being a full-service community school is supported by Citizen Schools' Extended Learning Time model, which covers both school-day and after-school hours in a holistic approach that includes family engagement, community volunteer involvement, and curricularly aligned off-campus experiences.

### LCAP Strategic Priorities

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

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

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

Describe how these after school goals align with the school's Major Improvement Goals and Strategies identified in its SPSA plan.

1. Student achievement, as measured on SRI and individual reading goals and on district Math benchmarks, will increase by at least 4 months (compared to SBAC scores for match schools in the district). Curricularly aligned academic time provided through the ELT model will give students the additional instructional opportunities to make these gains.
2. Students will demonstrate mastery of “21<sup>st</sup>-century” skills (communication, innovation, problem-solving, collaboration), which are crucial building blocks for college-/career-readiness. Students will acquire these skills through participation in four intentionally designed 10-week experiential learning opportunities (“apprenticeships”) per year, which culminate in authentic performance tasks. At least half of the apprenticeships at Greenleaf will focus on STEM content; others address health/nutrition, social-emotional learning, community service, VPA, etc.
3. Students will demonstrate increased intentionality regarding high school, college, and career options. They will gain this mindset through their participation in apprenticeships, interaction with their “Citizen Teacher” community volunteer models, and building trust-based relationships with the Citizen Schools staff who encourage a strong future-orientation in the youth.
4. Students will demonstrate increased self-efficacy and social-emotional resilience as measured on bi-annual student surveys and anecdotally through observations, journaling, and in their end-of-semester presentations at the WOW! School community event.

SECTION 3: OUSD Strategic Questions			
Complete the matrix for <i>at least two</i> 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>	<i>What short-term outcomes will you expect from your efforts by the end of the school year?</i>	<i>What data will be collected to measure these outcomes?</i>
<b>High School Graduation:</b> How many more Oakland children are graduating from high school?	<ul style="list-style-type: none"> <li>* Additional time to complete high-quality homework and/or additional skill practice;</li> <li>* Additional CCSSS-aligned ELA and Math instruction;</li> <li>* Additional SSR time</li> </ul>	Increase in homework completed to mastery; increased mastery shown on formative assessments; increase in scores on end-of-year assessments. (All increases are: 'over last year.')	Homework completion tracked by CS and school; formative assessment given by CS (exit tickets) and Greenleaf: (SRI/Math benchmark evaluations); SBAC of Spring 2015 to determine baseline for subsequent years.
<b>Satisfactory School Day Attendance:</b> How many more Oakland children are attending school 95% or more?			
<b>Job Skills/Career readiness:</b> How many more students have meaningful internships and/or paying jobs?	Each student has access to four 10-week experiential learning courses ("apprenticeships") each year, co-taught by CS staff with community volunteers from local companies, corporations, and CBOs.	Students demonstrate mastery of "21 <sup>st</sup> century skills" (collaboration, problem solving, innovation, communication) through end-of-semester authentic performance task assessments. Students report increased interest in (STEM) college and career pursuits on end-of-semester surveys.	21 <sup>st</sup> century performance task assessments; bi-annual student survey; scores on instructional rubric used to observe and evaluate academic instructors and volunteer co-teachers ("Citizen Teachers").
<b>Health and Well-being:</b> How many more Oakland children have access to, and use, the health services they need?			

#### SECTION 4: Program Model and Lead Agency Selection

For 2015-2016, my site will operate the following program model:

- Traditional After School:** *voluntary program open to all students, with enrollment priorities targeting certain students*
- Extended Day Program:** *additional class periods offered to students after the end of the regular bell schedule, for targeted grades and/or for all students of the school (Note: extended day classes must **not** appear on the school bell schedule)*
- Blended/Hybrid:** *combination of some extended day and some traditional after school programming*

#### Description and Rationale for Selection of Lead Agency

*Describe how the selected Lead Agency partner will support the school's plans for Full Service Community School development.*

CS will provide an extended school day for all 6<sup>th</sup> graders and opt-in after-school programming for 7<sup>th</sup> and 8<sup>th</sup> graders.

CS' programming supplements Greenleaf's FSCC initiatives by increasing students' access to caring adults, additional academic programming, connections with the greater community through apprenticeships with local volunteers, and inclusion of students' families in school-based experiences, activities, and events.

The CS campus leader works closely with Greenleaf's administrative team to align goals, priorities, and initiatives. CS staff participate in school- and district-based PD events to extend OUSD programming into the ELT space.

### SECTION 5: Attendance, Program Dates, Minimum Days, and Program Schedule

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

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

*\* CDE allows programs to close for a maximum of 3 of these days during the school year for professional development. Families must be notified of these program closure dates in advance, and the lead agency must maintain documentation of professional development activities offered on these dates, including training agenda and staff sign in sheets.*

Required # of Program Days your program will operate during School Year 2015-2016 (programs are required to operate between 177 – 180 days of the school year)	180
Projected Daily Attendance during School Year 2015-2016	110 students
Programs are allowed up to three days of program closure during the school year to offer staff professional development. Please list the three days (if any) your program plans to close this year for PD.	Dates TBD

#### Minimum Days

Elementary and middle school after school programs are required to operate from the end of the school day to 6pm. When a school holds minimum days, the after school program must begin early and run a long day until 6pm. Minimum days have significant impact on the after school staffing and budget. Thus, during the program planning process, school leadership and the lead agency partner must discuss the anticipated number of minimum days for the program year, and discuss shared resources to fund minimum day programming when the number of minimum days exceeds the typical OUSD schedule of one minimum day per week for the school year.

Projected Number of Minimum Days for School Year 2015-2016	20
Describe funding plan to operate program on minimum days, including additional school resources (if any), to support full program implementation on all minimum days:	
CS's staffing model is budgeted to allow for uninterrupted coverage of the additional ELT hours on minimum days without the need for additional school resources.	



**Program Schedule**

1. Submit program schedule as an attachment, using the standard program schedule template. The after school schedule must indicate the school name and the program year.
2. Submit a copy of the school bell schedule for the 2015-16 school year.

**Important Notes:** The after school schedule must commence immediately the minute the school day bell schedule ends on all program days. Before submitting, compare the school bell schedule with the after school schedule to ensure that the times are aligned. (i.e. If the school bell schedule ends at 2:55 pm, then the after school schedule must begin at 2:55 pm. The same is true on minimum days.)

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

## SECTION 6: Academics

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

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

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

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

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

**Required Elementary Academic Programming:** Elementary programs are required to provide at least 1 hour of literacy instruction per week for all students. (Curriculum and PD will be provided by OUSD After School Literacy Learning Community.) Programs are highly encouraged to provide after school math and science instruction. There will be learning communities to provide math and science curriculum and PD.

Description of program/activity	Target Population	Academic Support (choose one)	SPSA goal(s) or school need supported by activity	Instructional Strategies	Frequency (hrs/week; # of weeks)	Measurable Outcomes
AIM time—academic coaching and content area support for high-quality homework completion	All 6 <sup>th</sup> graders, opt-in 7 <sup>th</sup> and 8 <sup>th</sup> graders	<input checked="" type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervention <input type="checkbox"/> Other	Extended practice to solidify school day curriculum/ instruction	Structure for SSI; study skills instruction, esp. time management; scaffolding of execution of homework assignments	Five hrs/week; 36 weeks	Increased homework <i>completion</i> (in % of students); increased <i>quality</i> of homework assignments (as evaluated and tracked by content area teachers)
Academic League—curricularly aligned, CCSS-based content area instruction in ELA (literacy focus)	All 6 <sup>th</sup> graders, opt-in 7 <sup>th</sup> and 8 <sup>th</sup> graders	<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input checked="" type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervention <input type="checkbox"/> Other	Additional skill-building in ELA—aligned with CCSS school day curriculum	Guided reading; writer's workshop; access to Accelerated Reader program	Three hrs/week; 36 weeks	Improved performance in ELA/humanities courses as measured on formative assessments; increased scores on summative assessments
Small group instruction to remediate and solidify base skills needed to	FBB, BB students, additional	<input type="checkbox"/> Homework Support <input checked="" type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building	FBB students: 2+ years' increase in reading level; BB	Focused remediation of skill gaps;	Two hrs/week; 30 weeks	Increased homework completion with

complete homework assignments independently.	students as identified by site administration	<input type="checkbox"/> Academic Intervention <input type="checkbox"/> Other	students: 1.5 years' increase in reading level; OL students: 1 year' increase in reading level	additional practice with level-appropriate materials; SMART goals setting, tracking, and celebration		high quality; performance improvement in content areas; reading level increase.
Individualized ELA support through Achieve 3000	All 6 <sup>th</sup> graders, opt-in 7 <sup>th</sup> and 8 <sup>th</sup> graders	<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input checked="" type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervention <input type="checkbox"/> Other	FBB students: 2+ years' increase in reading level; BB students: 1.5 years' increase in reading level; OL students: 1 year' increase in reading level	Blended learning: Access to and coaching support with Achieve 3000 program.	Two hrs/week; 30 weeks	Access to level-appropriate reading passages; program-driven quizzes; rubric-based evaluation of written output
Four 10-week experiential learning classes per year; students choose topics in consultation with CS staff	All 6 <sup>th</sup> graders, opt-in 7 <sup>th</sup> and 8 <sup>th</sup> graders	<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervention <input checked="" type="checkbox"/> Other (Project-based learning)	Fostering of a mindset that supports college-/career readiness	"Apprenticeships" co-led by community volunteers and CS staff; project-based learning with 21 <sup>st</sup> skills framework	3 hrs/week; 20 weeks	Formative assessments (exit tickets) throughout; authentic performance tasks at end of course, scored on rubric

**SECTION 7: ENRICHMENT & PHYSICAL ACTIVITY / RECREATION**

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

**Recommended Middle School Program Components:** Middle schools are highly encouraged to provide after school STEM instruction and youth leadership programming for students. (These program components are required for 21<sup>st</sup> Century middle school programs.) STEM and Building Intentional Communities youth leadership curriculum and PD will be provided by OUSD after school learning communities.

Description of Program/ Activity	Rationale	SPSA goal(s) or school need supported by activity	Target Population and Frequency (hrs/week; number of weeks offered)	Targeted Skills	Measurable Outcome
"Apprenticeships" (project-based, experiential learning opportunities)	X Student Identified X School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)  (in consultation)	Students will articulate a developmentally appropriate path to college	All 6 <sup>th</sup> graders; opt-in 7 <sup>th</sup> and 8 <sup>th</sup> graders	X College/Career Readiness X Social & Emotional Learning X Leadership X Academic--STEM X Health and Wellness  (Depends on chosen topic)	Mastery of 21 <sup>st</sup> century skills as demonstrated on culminating performance task (rubric-based scoring)
Choice Time	X Student Identified X School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)  (in consultation)	Opportunities for student voice; student-driven options; option for physical activity	All 6 <sup>th</sup> graders; opt-in 7 <sup>th</sup> and 8 <sup>th</sup> graders	<input type="checkbox"/> College/Career Readiness X Social & Emotional Learning X Leadership <input type="checkbox"/> Academic (specify) X Health and Wellness <input type="checkbox"/> Other (specify)	Increased self-efficacy as demonstrated in participation in planning process and measured on bi-annual student surveys
Sports and sport clubs	X Student Identified X School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)  (in consultation)	Opportunities for middle school students to compete in sports	6-8 <sup>th</sup> graders (team composition TBD)	<input type="checkbox"/> College/Career Readiness X Social & Emotional Learning X Leadership <input type="checkbox"/> Academic: Anatomy/Biology X Health and Wellness <input type="checkbox"/> Other (specify)	Participation, effort, fitness/skill metrics; mastery of 21 <sup>st</sup> century skills,

## 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 21<sup>st</sup> Century after school programs. Family literacy services support the educational goals of adult family members, connect them to resources and services in the community, and increase their ability to support their student's learning and development. For 21<sup>st</sup> Century grantees who receive Family Literacy funding: ***The activities listed below must align to your 21<sup>st</sup> Century Family Literacy budget plan.***

Type of Activity and Frequency	SPSA goal(s) or school need supported by activity	Describe how this activity is connected to student achievement	Measurable Outcome	Alignment with school day family engagement / family literacy efforts or resources
Representation at family information events ("school navigation" meetings) to explain ELT program and its alignment with regular school day	Opportunities for families to understand the ELT model and how additional support scaffolds academic growth in alignment with school goals	Solid home-school connections have been found to significantly impact student achievement. Increased family understanding of the purpose of the ELT program leads to consistent attendance and family support of ELT activities.	Solid attendance at informational events ( $\geq 50\%$ of 6 <sup>th</sup> grade parents); bi-annual family survey reflects parent satisfaction with ELT programming ( $\geq 80\%$ (very) satisfied).	Specific CS family events to be planned in collaboration with school administration and PTA.  In addition, CS staff are always available to support school-driven events.
Bi-weekly family communications (via phone or in-person) to report on individual students' progress towards program goals.	Healthy school-home connection to foster student achievement and family involvement	Families understand students' successes and areas in need of further support and can continue school-based instruction through homework supervision and encouragement of effort and regular attendance.	100% of families are contacted and 95% communicated with at least every two weeks (more often as necessary).	Regular school-home communication is mirrored both by the regular school day staff and by the ELT program staff.
Two end-of-semester community events ("WOW!s") to showcase apprenticeship learning	Family and community involvement in school priorities and goals	Solid home-school connections have been found to significantly impact student achievement.	Solid attendance of WOW! events (families of $\geq 80\%$ of enrolled students)	Family events to strengthen school-home connection and work towards full service community school model

### SECTION 9: Chronic Absence Action Plan

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

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

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

Strategies to Support Attendance	Action Steps
a) Recruit and address the needs of students who are at risk of chronic absenteeism.	In collaboration with site administration's identification of at-risk 7 <sup>th</sup> and 8 <sup>th</sup> grade students, CS will actively reach out to the families and encourage enrollment in the program. CS staff will offer their additional perspective to augment site administration's understanding of why specific students struggle with regular attendance.
b) Inform parents about the importance of attendance and encourage parents to help each other get their students to class.	Build and maintain positive relationships with all families and proactively problem-solve to support regular attendance in ELT program and school day.
c) Track students with poor program attendance and reach out to find out why and how attendance could be improved.	Maintain accurate attendance records, communicate with families immediately when patterns arise, and report discovered reasons for absenteeism to site administration.
d) Celebrate good attendance and/or offer meaningful incentives to attract and reward students for attending our program.	Attendance, effort, and quality of work output are celebrated regularly and systematically throughout the semester—by team (class) and across the entire program.

### SECTION 10: Transforming School Culture and Climate

After school programs can play a critical role in support the school's efforts to transform school culture and climate, helping to make schools positive, supportive places for all students to stay engaged, be successful, and thrive.

a) The following are paths that OUSD schools are taking to change discipline and transform school culture and climate. What strategy/strategies is your school utilizing to transform school culture and climate?

PBIS (Positive Behavioral Interventions and Support)

Restorative Justice

Social and Emotional Learning

Bullying Prevention

Other: (please specify) \_\_\_\_\_

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

**RJ:** CS designates one staff member as the point person for RJ—during program, the staff runs the “step-up room”; in communication with the school, s/he leads on aligning behavior interventions for individual students/groups of students across the school day and after-school domains. The RJ staff attends COST and SST meeting as necessary and appropriate and represent the ELT perspective.

**Bullying prevention:** CS staff participate in PD for school day staff on anti-bullying initiatives and ensure that school day strategies are carried over seamlessly into the after-school arena.

c) Reducing the disproportionate suspension rates of African American students is a key priority for OUSD. Please describe any special efforts your after school program is taking to support the school engagement, social-emotional well-being, and/or academic success of African American students at your school (ie. Manhood Development circles, Ethnic Studies curriculum, recognition ceremonies for student accomplishments, Black professionals as role models or mentors, etc.):

For each of our campuses, CS actively recruits instructional and campus leaders from ethnic, cultural, linguistic, and SES backgrounds similar to those of our students. For Greenleaf, the site administration has voices specific interest in having African-American and Latino males in instructional and campus leadership roles. CS will make every reasonable effort to staff program accordingly for 15/16 and beyond.

<b>SECTION 11: Coordination with Other Service Providers</b> In the Full Service Community School model, the school becomes a hub of services where various types of service providers come together, work together, and coordinate their efforts to meet the holistic needs of students and families.	
The after school Site Coordinator or Director will actively participate in which of the following school group(s), in order to increase alignment between after school and school day efforts?	<input type="checkbox"/> COST team (Coordination of Services Team) <input checked="" type="checkbox"/> SST (Student Study Team) <input checked="" type="checkbox"/> SSC (School Site Council) <input checked="" type="checkbox"/> ELT (Educational Leadership Team) <input checked="" type="checkbox"/> PTA <input checked="" type="checkbox"/> Attendance Team/Workgroup <input type="checkbox"/> SPSA Site Planning team <input checked="" type="checkbox"/> School Culture/Climate Committee <input checked="" type="checkbox"/> Other—District Middle School cohort
List key community partners whom you will actively collaborate with to accomplish the goals of your program.	<ul style="list-style-type: none"> <li>BACR (share the site with programming for K-5)</li> <li>Aim High (provide high-quality summer programming to OUSD students)</li> <li>A wide range of CBOs and community-based corporations who provide volunteers ("Citizen Teachers") to lead apprenticeships</li> </ul>
List all subcontractors who will be paid to deliver after school services.	N/A
Identify other service providers and support personnel at your school (ie. school psychologist, School Based Health Center staff, counselor, mental health therapist, school nurse, parent liaison, etc.) whom you will actively collaborate with to accomplish the goals of your program.	The CS campus director works with all site-based service providers and support personnel to fulfill Greenleaf's mission to be a full service community school. As appropriate under FERPA, the CD works directly with instructional coaches and parent liaisons and through the site administrator with on-campus mental and physical health providers to ensure that students receive optimally aligned support across all domains of their day.



### 2015-16 After School Enrollment Policy for GREENLEAF School

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

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

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

Target Population(s)	Specific Data to Inform Selection of Program Participants	(High School Only) Indicate if participation is <i>Optional</i> or <i>Mandatory</i> for each target population
All incoming 6 <sup>th</sup> graders	Registration for 6 <sup>th</sup> grade	
7 <sup>th</sup> and 8 <sup>th</sup> graders in need of additional academic support	SRI scores and end-of-course grades from 6 <sup>th</sup> grade	
7 <sup>th</sup> and 8 <sup>th</sup> graders in need of additional opportunities for SEL	Behavioral, disciplinary, and other data (eg. from SST meetings) from 6 <sup>th</sup> grade	

**Which grade levels will you serve in this program?** 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>

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

**Additional Notes:**

- Successful after school programs are heterogeneous and include several target populations.
- Sites cannot simply utilize a first come-first serve process for enrolling students; sites should establish priorities for participation.
- Programs are intended to help close the achievement gap by serving a variety of students with academic and other needs.
- In alignment with OUSD's strategic goal to reduce chronic absenteeism, programs should consider targeting students at risk of chronic absenteeism, as determined by individual attendance rates between 90 – 95% during the current school year. (Programs should collaborate with school site leadership to obtain student attendance data.)
- Program must enroll adequate numbers of students to meet CDE attendance targets.

**Enrollment Process and Timeline:** (Summarize your enrollment timeline below. Describe how your school will identify and recruit students beginning in Spring 2015. Indicate how families will be notified of 2015-16 enrollment before the last day of school, June 11, 2015.)

Timeline	After School Enrollment Steps/Process	Individual(s) responsible
April 22	Family meeting with families of incoming 6 <sup>th</sup> graders; enrollment forms available; immediate notification of enrollment	Megan Henry (CS campus director), Greenleaf parent coordinator, Greenleaf site administrator
May 7	Mailers in English and Spanish to all current 5 <sup>th</sup> grade families who did not complete the enrollment form at the 4/22 meeting; immediate notification of enrollment	Megan Henry, Greenleaf 5 <sup>th</sup> grade teachers
Through end of 14/15	Enrollment forms for 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> graders available in Greenleaf front office; rolling notification of enrollment	Megan Henry, Greenleaf front office staff, Greenleaf site administrator
First day of school 15/16	Program begins; goal is 100% of 6 <sup>th</sup> grade, 2-% each of 7 <sup>th</sup> and 8 <sup>th</sup> (opt-in and administrator ID'ed)	Megan Henry, Greenleaf site administrator
August-September	Enrollment ongoing for 7 <sup>th</sup> and 8 <sup>th</sup> graders and newly registered 6 <sup>th</sup> graders; rolling notification of enrollment	Megan Henry, Greenleaf site administrator
September 30, 2015	Program at capacity; waitlist started; rolling notification as enrollment becomes available off waitlist	Megan Henry, Greenleaf site administrator

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

- April – June: Spring enrollment for 2015-16 programs.
- Families will be notified of 2015-16 after school enrollment before the last day of school, June 11, 2015.
- After school programs begin on 1<sup>st</sup> Day of school, with enrollment at a minimum 75% capacity.
- August – September: New school year enrollment of families for remaining program slots.
- Remaining program slots will be filled by September 30, 2015.
- 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:

Inclusion of ELT programming as key component of school culture in school brochure; joint Greenleaf/CS "school navigation" event in April; enrollment forms sent home through 5<sup>th</sup> grade teachers; availability of enrollment forms in front office; ongoing referral of newly registered students to CS campus leader for outreach.

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



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




### 2015-16 Assurances for Grant Compliance and After School Alignment with School Day

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

Principal initials	Lead Agency initials	2015 – 16 Assurances for Grant Compliance and After School Alignment with School Day
WS	MA	Site Administrator and Lead Agency Director/Site Coordinator have reviewed the CA Dept of Education's ASES and/or 21 <sup>st</sup> Century Grant Assurances, and understand mandated grant compliance elements.
WS	MA	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.
WS	MA	Site Administrator will meet regularly with Site Coordinator to ensure program is meeting identified goals.
WS	MA	Site will share student outcome data to better refine program (Attendance data, test scores, Report Cards, IEP's, etc).
WS	MA	The principal and lead agency partner have reviewed and discussed the Quality Support Coach key responsibilities. Both Principal and lead agency partner understand that this role is critical for strengthening staff practices and the quality of the after school program. Site will identify a certificated, qualified individual to serve as the program's Quality Support Coach and to fulfill all responsibilities outlined in the role description.
WS	MA	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.
WS	MA	Site will invite Site Coordinator to participate on SSC, COST, SST, and/or SPSA planning teams to ensure coordination of services.
WS	MA	Site will coordinate the use of facilities and site level resources in support of program goals.
WS	MA	Site will provide Site Coordinator with office space that includes access to internet and phone.
WS	MA	Site Administrator will share the School Site Safety Plan with the Site Coordinator and discuss appropriate policies and procedures to ensure safety during the after school hours.

Principal Signature: 

Lead Agency Signature: 

### Quality Support Coach (formerly called “Academic Liaison”)

After school research clearly shows that high quality programs result in increased youth outcomes. The higher the program quality, the more youth outcomes are achieved. The Quality Support Coach is a required position and plays a critical role in supporting after school program quality through the following high leverage staff capacity-building activities:

- Provide classroom observations, coaching support, and trainings to improve staff practices and program quality.
- Support the after school program’s *Assess – Plan – Improve* program quality improvement cycle by helping after school programs gather and review data on program quality, make plans for improvement, and receive training and coaching supports aligned to improvement plans.
- Bridge the after school program with school day goals, priorities, curriculum, pedagogy, and data.
- Provide lesson planning support and lesson modeling to strengthen after school instruction.
- Help develop/design after school academic offerings and curriculum, and support alignment of after school activities with the Common Core standards

The Quality Support Coach can be a credentialed teacher from the school faculty or other qualified professional working with the school (for example, a Literacy Specialist, Math Coach from LCI, BTSA Coach, etc.). This individual will receive training and specific direction on the Quality Support Coach role from the OUSD After School Programs Office. The After School Programs Office will provide specific deliverables aligned with the key job duties listed above. The required budget allocation for this position is \$2,500 for the year, equivalent to 83 hrs/year at a Paid-In-Service contract rate of \$30.12/hour.

#### Quality Support Coaching Planning

a) Please identify who will fulfill the Quality Support Coach role for 2015-16:

- A credentialed teacher on staff who has effective skills and experiences in coaching and/or adult learning
- A qualified professional who is part of the school staff
- An OUSD coach connected to the school (i.e. LCI Literacy or Math coach, BTSA coach, etc.)
- Other individual (please specify in detail): \_\_\_\_\_

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

b) Some schools are challenged in finding a qualified individual on staff who can fulfill the Quality Support Coach role. In this case, the OUSD After School Programs Office will work actively to try to find an OUSD coach to match with the school. Please mark:

My school needs support in finding an individual who can effectively fulfill the role of Quality Support Coach.

- Yes    No

**Teachers on Extended Contract for Direct Service**

In addition to a Quality Support Coach, some schools choose to have teachers on extended contract to provide direct service to students after school, such as after school intervention, support with programs like Achieve 3000 or Fast Forward, and academic enrichment.

**Please list specific after school classes/activities that will be facilitated by teachers paid on extended contract.**

*Important note: Teachers on extended contract who are providing direct services to students after school must be paid at the negotiated rate of \$23.16/hr (per OEA contract). After school grant funds can be utilized for this direct service work. The Quality Support Coach cannot provide direct service to students. The Quality Support Coach is primarily responsible for providing coaching and training, and is paid at the negotiated Paid-In-Service rate of \$30.12 for their staff capacity-building services. Teachers doing direct service work after school must be paid with an extended contract.*

List after school classes/activities that will be facilitated by teachers on extended contract	Anticipated hours/week for teacher on extended contract

Principal Signature:



Lead Agency Signature:



### After School Safety and Emergency Planning for 2015-16

#### After School Safety and Emergency Planning

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

Yes    No

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

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

CS staff will attend the back-to-school PD sessions for Greenleaf school day faculty on safety procedures, including lockdowns and crisis response protocols.

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 and After School Program will pay Extra time/Over time (ET/OT) to accommodate an after school SSO.  
 Site does not need an SSO or does not have the resources to have an after school SSO.

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



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



## Professional Development and Staff Wellness

**Professional Development:** After school staff should receive adequate professional development, including coaching support and trainings, in order to grow and improve their practice. Programs should utilize data from the YPQA/SAPQA youth program quality assessment tool to determine the areas of focus for professional development.

- a) What professional development, coaching, and training supports will be provided by the lead agency partner?
- Summer Institute and pre-service training: total six weeks
  - Weekly campus-based PD events
  - Monthly regional PD events
  - Weekly 1:1 coaching with direct reports (campus director with team leaders; regional program manager with campus director)
- b) What professional development opportunities will be provided by the school site?
- CS staff attend Greenleaf PD events as program schedule allows.

c) ASPO professional development will consist of the mandatory August Institute (week of Aug. 3-6), mandatory monthly site coordinator meetings (2 hrs/month), the annual Bridging the Bay after school conference, and various professional learning communities (time commitment varies). Please mark:

I understand that professional development helps ensure program quality. My program is committed to providing/accessing professional development opportunities for after school staff, based on needs identified by program data. My program will adequately budget for staff time to participate in professional development over the course of the year (for key line staff, recommended at least 20 hours of PD/year).

X Yes    No

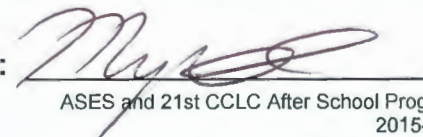
### Staff Wellness

- e) Please describe ways your program will work to support staff wellness over the course of the year:
- Ongoing staff support through a multi-layered system of supervision and coaching
  - Weekly 1:1 mentorship meetings
  - Line items in campus and regional budgets for staff appreciation events and initiatives
  - PD on vicarious trauma management

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



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





**Addendum for 21<sup>st</sup> Century Community Learning Center Grantees Only**

**Equitable Access:** (must be completed by all programs that receive 21<sup>st</sup> Century Equitable Access funding)  
 Some 21<sup>st</sup> Century programs receive extra Equitable Access funding. The intent of Equitable Access funding is to provide targeted supports for special populations of students who may face challenges and barriers to program participation. Examples of allowable use of Equitable Access funds include:

- additional academic interventions/supports to struggling students (ie. English Language Learners, students with special needs, etc.)
- mental health support services that enable students to fully participate in the after school program
- translation services, bus tickets, and other supports that make it possible for students to participate in program

How will your 21<sup>st</sup> Century program support equitable access in your program? Which population(s) of students in your program will receive extra support through the Equitable Access supplemental grant? Please describe your planned use of Equitable Access funds. Your plans must align with your Equitable Access budget.

The CS program model includes the following strategies to ensure equitable access:

- A part-time staff member who is trained in family and student engagement and RJ practices to include students with special emotional/behavioral needs.
- Paid hours for all staff members to collaborate with regular school day teaching and support staff to adequately serve students with special academic and/or learning needs
- Intentional recruitment of bilingual staff and paid training for staff to provide recognized best practices for instruction of ELLs and facilitate meaningful family communication in LOTE
- Full funding for field trips, materials, and a strict no-fee policy for any and all program components to be able to serve students from low SES backgrounds

**21<sup>st</sup> Century Supplemental Programming during 2015-16 School Year**  
 Describe your planned programming on weekends, intercession breaks, and other non-school days during the 2015-16 school year. Your supplemental program plans must match your proposed supplemental program budget.  
 (Please do NOT include summer program plans here; there will be a separate summer planning template.)

Number of supplemental program days you plan to offer during the 2015-16 school year:	N/A
Dates of Service:	
Hours of Operation: (note that supplemental programs must operate at least 3 hours/session)	
Description of Supplemental program activities: (describe goals of programming, target audience, planned activities, etc.)	





**RELEASE OF LIABILITY**

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

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

**STUDENT RELEASE/ PICK UP POLICY**

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

\_\_\_\_\_

Parent/Guardian/Caretaker Signature \_\_\_\_\_ Date \_\_\_\_\_

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

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

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

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

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

I give permission for the After School Program Staff to review my child's school data (test scores, report cards, attendance, and other performance indices), for the purpose of providing targeted support and academic instruction, and assessing the effectiveness of the After School Program. I also give permission for After School Program staff to monitor my child's progress and to require my child to complete evaluation surveys for the purpose of determining program effectiveness.

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

**PHOTO/VIDEO RELEASE**

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

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

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

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

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

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

Students who are able to fulfill these attendance requirements have priority for enrollment.

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

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

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

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

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

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

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

(please check reason)

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

As parent/guardian, I hereby release and discharge the Oakland Unified School District and its officers, employees, agents and volunteers from all claims for injury, illness, death, loss or damage that my child may suffer as a result of his/her early release from the After School Program.



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

\_\_\_\_\_  
Date

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

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

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

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

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

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

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

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

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



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

\_\_\_\_\_  
Date

**OUSD After School Programs  
2015-2016  
Student Health Form**

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

**STUDENT INFORMATION**

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

**Grade in 2015-16** \_\_\_\_\_ **Language spoken in the home** \_\_\_\_\_

**PARENT/GUARDIAN INFORMATION**

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

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

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

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

**EMERGENCY**

**In case of emergency, please contact:**

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

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

**HEALTH**

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

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

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

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



**Special Instructions:**

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

See your School Nurse/Health Services for more information.

**Authorization to treat minor:**

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

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

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

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

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

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

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

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

*Thank you!*



EAST BAY REGIONAL PARK DISTRICT

WAIVER AND RELEASE OF LIABILITY AND INDEMNITY AGREEMENT

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

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

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

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

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

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

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

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

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Participant Signature (1 over 13) or Custodial Parent or Guardian Signature

EBRPD Waiver - Swim Use  
Rev. 3/09



**INVOICING AND STAFF QUALIFICATIONS FORM  
2015-2016**

**Basic Directions**

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

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

**Agency Information**

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

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

Exhibit G (1)



OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools, Thriving Students*

**PROCEDURE FOR INVOICING  
Oakland Unified School District  
Comprehensive After School Programs 2015-2016**

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

- ◆ All 21<sup>st</sup> Century and/or ASES invoices must be submitted to the OUSD After School Programs Office in order to be processed and paid. We are located at 746 Grand Ave, Lakeview Campus, Room 2.
- ◆ All invoices must be generated on your organization's letterhead. This applies to both agency and individual contractors.
- ◆ To maintain invoicing consistency so that all necessary information is included, please use the attached invoicing format. Simply cut and paste the format onto your organization's letterhead. Please utilize the sample invoice as a guide. All of the information in the top section of the invoice template **MUST** be completed in order to process for payment. Also, in the body of the template, a detailed breakdown of charges must be provided, including number of hours worked and hourly rate. **Failure to fully complete an invoice according to these specifications may result in a delay of payment.**
- ◆ All invoices should cover only one calendar month, i.e. the 1<sup>st</sup> through the 30<sup>th</sup> or 31<sup>st</sup>.
- ◆ Contractor, Agency, Site Coordinator, and Principal signatures must be secured prior to submission of invoices to the After School Programs Office. All of these signatures must be originals.
- ◆ Invoices for the month are generally due in the After School Programs Office by 5:00 p.m. on the 10<sup>th</sup> of the following month. This is not a steadfast rule; for example, the invoice for September 1-30<sup>th</sup> is due in our office on the 11<sup>th</sup> of October (the 10<sup>th</sup> is a Sunday). **Invoices that are submitted after the due dates listed below will be processed the following monthly invoicing period.**

The tentative schedule for OUSD payments is anticipated as follows:

<b>Invoices due to our office by 5:00 pm on:</b>	<b>Accounts Payable checks to be mailed on:</b>
August 10, 2015	August 25, 2015
September 10, 2015	September 25, 2015
October 9, 2015	October 23, 2015
November 10, 2015	November 20, 2015
December 10, 2015	December 23, 2015
January 8, 2016	January 25, 2016
February 10, 2016	February 26, 2016
March 10, 2016	March 24, 2016
April 8, 2016	April 25, 2016
May 10, 2016	May 23, 2016
June 10, 2016 for May invoices	June 24, 2016
June 13, 2016 for Final Billing	TBD

If there are any questions regarding the invoicing process, please contact our office at (510) 273-1550.

Exhibit G (2)



OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools, Thriving Students*

**PROCEDURES for PAID INSERVICE/EXTENDED CONTRACTS and TIME SHEETS  
OUSD CERTIFICATED TEACHERS 2015-2016**

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

Paying OUSD Certificated Employees (Teachers)

- ◆ Academic Liaisons should submit a Paid Inservice form and Extended Contract teachers should submit a "Request for Extended Contract" IN ADVANCE to approve all projected work to be completed, using appropriate Budget Org Key (Object Code usually -1120 or -1122)
- ◆ **The FIRST submission of the Paid Inservice/Extended Contract paperwork must be accompanied by a timesheet in order to be processed by OUSD Payroll. No payment will be rendered until timesheets are submitted to our office.**
- ◆ Have Employee sign Extended Contract & ALL Time Sheets
- ◆ Have Principal approve and sign Paid Inservice/Extended Contract & ALL Time Sheets
- ◆ Please be sure to submit ORIGINALS of all documents
- ◆ Please use only ONE SIDED Time Sheets
- ◆ Deliver to OUSD After School Programs Office — All 21<sup>st</sup> Century and/or ASES Paid Inservice/Extended Contracts and Time Sheets must be submitted to the OUSD After School Programs Office in order to be processed and paid. We are located at 746 Grand Ave., Lakeview Campus, room 2.
- ◆ **Union Contract rate for teachers is \$23.16/hr.**
- ◆ **Union Contract rate for Academic Liaisons is \$30.12/hr.**
- ◆ Once the Paid In-service form or Request for Extended Contract has been submitted and approved, only timesheets are required to be submitted for subsequent payments.

Paid In-service/Extended Contract Timesheets Due to After School Programs Office on the following anticipated dates:	OUSD Anticipated Payroll Issue Dates ***Please note: Allow 45 days processing time for the first submission. Future submissions take approximately 2 weeks .***
September 30, 2015	October 15, 2015
October 30, 2015	November 13 2015
November 20, 2015	December 15, 2015
December 18, 2015	January 15, 2016
January 29, 2016	February 12, 2016
February 29, 2016	March 15, 2016
March 31, 2016	April 15, 2016
April 29, 2016	May 13, 2016
May 31, 2016	June 15, 2016
June 9, 2016	June 30, 2016

If there are any questions regarding these documents or procedures, please contact our office at (510) 273-1550.

Exhibit G (3)



OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools, Thriving Students*

**PROCEDURES for EXTENDED TIME and/or OVERTIME FORMS (ET/OT)  
for OUSD CLASSIFIED EMPLOYEES 2015-2016**

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

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

- ◆ Complete "Combined ET/OT/CT and Move-Up/Acting Time Report", using appropriate Budget Org Key
- ◆ Have Employee Sign Form
- ◆ Have Site Coordinator Sign Form
- ◆ Have Principal Approve and Sign Form
- ◆ All Custodial ET/OT forms must be submitted to Custodial Services at 900 High Street.
- ◆ All SSO ET/OT forms must be submitted to the SSO Office at 1011 Union St.
- ◆ Any other ET/OT forms for 21<sup>st</sup> Century and ASES classified staff must be delivered to Oakland SUCCESS After School Programs Office in order to be processed and paid. Please see payment schedule in chart below. **Forms that are submitted after the due dates listed below will be paid on the following Payroll Issue Date.** We are located at 746 Grand Ave, Lakeview Campus, Room 2.
- ◆ Rate varies depending on employee's hourly rate

ET/OT Forms Due to After School Programs Office on the following anticipated dates:	OUSD Anticipated Payroll Issue Dates
September 15, 2015	September 30, 2015
September 30, 2015	October 15, 2015
October 15, 2015	October 30, 2015
October 30, 2015	November 13, 2015
November 13, 2015	November 30, 2015
November 20, 2015	December 15, 2015
December 15, 2015	December 30, 2015
December 18, 2015	January 15, 2016
January 15, 2016	January 29, 2016
January 29, 2016	February 12, 2016
February 15, 2016	February 29, 2016
February 29, 2016	March 15, 2016
March 15, 2016	March 31, 2016
March 31, 2016	April 15, 2016
April 15, 2016	April 29, 2016
April 29, 2016	May 13, 2016
May 13, 2016	May 31, 2016
May 31, 2016	June 15, 2016
June 9, 2016	June 30, 201

If there are any questions regarding these documents and procedures, please contact our office at (510) 273-1550.

Exhibit H

Certificates of Insurance and Additional Insured Endorsement

**INSERT HERE**





Exhibit I

Statement of Qualifications

**INSERT HERE**

## A Long-Term Impact on Students

Evidence suggests that students who participate in Citizen Schools are more engaged and successful in school than their peers—even years after the program.

Participation in Citizen Schools is associated with successful transitions from middle school to high school and with positive long-term trends related to the successful completion of high school.

POLICY STUDIES ASSOCIATES<sup>1</sup>

### ENGAGEMENT

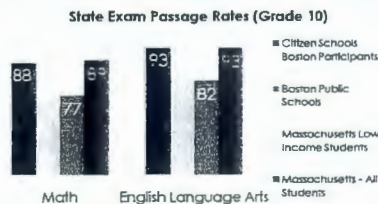
Attendance is one of the best predictors of whether a student will drop out of school. As early as middle school, high absenteeism is a powerful indicator of dropout risk.



Citizen Schools attendance is **higher than** matched peers, reducing absenteeism by 43%.<sup>1</sup>

### ACHIEVEMENT

Many students lack the academic skills necessary for college and career success. Only one-quarter of high school graduates who took the ACT in 2010 met college readiness benchmarks.<sup>2</sup>



**9 out of 10** Citizen Schools alumni passed state exit exams in math and English.<sup>1</sup>

### GRADUATION

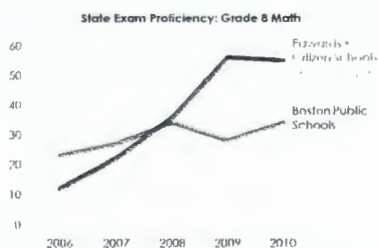
Nationwide, 2.2 million students attend high schools that qualify as “dropout factories.” Each year, more than a million young people fail to graduate with their class.<sup>3</sup>



Citizen Schools participants had a **20% higher high school graduation rate** than matched peers (71% vs. 59%).<sup>1</sup>

### SCHOOL TURNAROUND

Education Secretary Arne Duncan has called on states and districts to turn around the lowest-performing 5% of schools — about 5,000 schools nationwide that have persistently failed to meet benchmarks for student proficiency.



Participants in Citizen Schools' flagship ELT partnership **reversed the achievement gap** in math, with proficiency rates that were higher than the state average.<sup>4</sup>

### COMMITTED TO EVALUATION

- Our internal **Program Scorecard** defines key outcomes and indicators and enables us to track progress toward goals.
- Our **online database** tracks dosage and outcomes, allowing staff to identify areas of strength and concern in real time and adjust their practice.
- An external **longitudinal study** recently completed by Policy Studies Associates employed a quasi-experimental matched comparison group design and reported positive findings related to school engagement, achievement, and attainment.
- The next phase of our external evaluation includes a **study of schools** that adopt Expanded Learning Time in partnership with Citizen Schools.

<sup>1</sup> Arcaira, Vile, and Reisner (2010). *Achieving High School Graduation: Citizen Schools' Youth Outcomes in Boston*.

<sup>2</sup> ACT (2010). *The Condition of College and Career Readiness 2010*.

<sup>3</sup> Civic Enterprises, Everyone Graduates Center, and America's Promise Alliance (2010). *Building a Grad Nation*.

<sup>4</sup> Based on Massachusetts Comprehensive Assessment System (MCAS).

## More Time, Used Well

After 15 years of after-school innovation, Citizen Schools is forming deep partnerships with middle schools to expand the learning day for all students—to close the achievement gap by closing the opportunity gap.

American schools need change. And better teaching and more time for learning must be at the center of that change. But educators and policy makers don't yet know how to take advantage of a longer day to accelerate great teaching, and as a result, many efforts to expand the public school day have only provided more of what didn't work in the normal day and have yielded meager results.

Citizen Schools has developed and tested a strategy for accelerating student learning and transforming struggling public schools. We add 30% more learning time, infuse more relevant learning activities and higher expectations for our students, and engage a "second shift" of educators to connect current learning with future college and career opportunities.

Now Citizen Schools is scaling its Expanded Learning Time (ELT) model to 25 persistently failing middle schools by 2012 in partnership with 10 rural and urban school districts and public and private funders.

These ELT pilots will demonstrate how ELT done right can improve and turn around struggling schools. And we will provide the support and relationships that are essential to lift graduation rates—bringing aspiring young educators and committed volunteers, especially scientists and engineers, into schools.



### COMPONENTS OF CITIZEN SCHOOLS ELT PARTNERSHIPS

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Transition around 3pm					
	ACADEMIC SUPPORT	ACADEMIC SUPPORT	ACADEMIC SUPPORT	ACADEMIC SUPPORT	
	COLLEGE TO CAREER CONNECTIONS	APPRENTICESHIPS	EXPLORATIONS	APPRENTICESHIPS	
Dismissal around 6pm					

The Citizen Schools ELT program based on accepted educational principles and Citizen Schools' proven model. ELT principles include:

- 30% more learning time, about 400 more hours per year
- Include the whole school, or a large portion (such as a whole grade level), in the expanded day
- Focus on middle school transition years
- Engage talented outside educators to complement traditional instruction
- Connect school day learning to real-world application through
- Include small-group academic coaching that is aligned with and supports the core academic subjects
- Engage parents and community volunteers and partners

"We can no longer afford an academic calendar designed when America was a nation of farmers who needed their children at home plowing the land at the end of each day. That is no way to prepare them for a 21st century economy. That is why I'm calling for us not only to expand effective after-school programs, but to rethink the school day to incorporate more time."

PRESIDENT BARACK OBAMA

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

**Search Term : Citizen\* Schools\***  
**Record Status: Active**

<b>ENTITY</b>	Citizen Schools, Inc.	Status:Active
DUNS: 947519492	+4:	CAGE Code: 4RA74 DoDAAC:
Expiration Date: May 5, 2016	Has Active Exclusion?: No	Delinquent Federal Debt?: No
Address: 308 Congress St Fl 1		
City: Boston	State/Province: MASSACHUSETTS	
ZIP Code: 02210-1016	Country: UNITED STATES	



## MEMORANDUM OF UNDERSTANDING ROUTING FORM 2015-2016

### Basic Directions

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

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

### Agency Information

Agency Name	Citizen Schools		Agency's Contact Person	Kait Rogers	
Street Address	330 Twin Dolphin Drive, Ste. 115		Title	Chief Financial and Administrative Officer	
City	Redwood City		Telephone	650/517-5191	
State	CA	Zip Code	94065	Email	kaitrogers@citizenschools.org
OUSD Vendor Number	V058519				
Attachments	<input checked="" type="checkbox"/> Proof of general liability and workers' compensation insurance <input checked="" type="checkbox"/> Statement of qualifications <input checked="" type="checkbox"/> Program Planning Tool and Budget <input checked="" type="checkbox"/> Printout showing this vendor does not appear on the Excluded Parties List. ( <a href="http://www.sam.gov/portal/public/Sam/">www.sam.gov/portal/public/Sam/</a> )				

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

Anticipated Start Date	07/01/2015	Date work will end	08/19/2016	Total Contract Amount	126830
------------------------	------------	--------------------	------------	-----------------------	--------

### Budget Information

Resource #	Resource Name	Org Key #	Object Code	Amount	Req. #
4124	21st CCLC-Core	1121872401	5825	\$ 88,079.00	R0160569
4124	21st CCLC-Eq Access	1121873401	5825	\$ 21,528.00	R0160570
4124	21st CCLC-Fam Lit	1121874401	5825	\$ 17,223.00	R0160571
			5825	\$	

### OUSD Contract Originator Information

Name of OUSD Contact	Melanie Schoeppe	Email	Melanie.Schoeppe @ousd.k12.ca.us		
Telephone	510/636-1400	Fax	510/636-1411		
Site/Dept. Name	112/Greenleaf	Enrollment Grades	6th	through	8th

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

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

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

Please sign under the appropriate column.	Approved	Denied – Reason	Date
1. Site Administrator			6/19/15
2. Oakland After School Programs Office			6-25-15
3. Network Officer or Deputy Chief			7/2/15
4. Cabinet (CAO, CCO, CFO, CSO, Asst Sup)			8/3/15
5. Board of Education or Superintendent			
Procurement			Date Received