

Board Office Use: Legislative File Info.	
File ID Number	12-2466
Introduction Date	9/27/12
Enactment Number	12-2454
Enactment Date	9-27-12



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Memo

To Board of Education

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

Board Meeting Date
(To be completed by Procurement) September 27, 2012

Subject Individual Service Agreement - Master Memorandum of Understanding - Bay Area Community Resources (contractor) - 221/Elmhurst Community Preparatory (site)

Action Requested Approval of the Individual Service Agreement to the Master Memorandum of Understanding between District and Bay Area Community Resources, for services to be provided primarily to 221/Elmhurst Community Preparatory.

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

Discussion
One paragraph summary of the scope of work. Approval by the Board of Education of an Individual Service Agreement to the Master Memorandum of Understanding (MMOU) between the District and Bay Area Community Resources, San Rafael, CA, for the latter to provide its Menu Option B-Lead Agency Unit for Arts, Recreation, Leadership and Family Literary activities in its capacity as a Comprehensive After School Program Lead Agency at Elmhurst Community Preparatory for the period of July 1, 2012 through August 31, 2013, in an amount not to exceed \$117,984.00, pursuant to the terms and conditions as specified in the MMOU.

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

Fiscal Impact Funding Resource: 6010/After School Education and Safety (ASES) Grant in an amount not to exceed \$117,984.00.

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

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OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

INDIVIDUAL SERVICE AGREEMENT (ISA) 2012-2013

MASTER MOU INFORMATION			
VENDOR NAME	Bay Area Community Resources		
VENDOR #	1001628	ENACTMENT #	
SITE / DEPT NAME	Elmhurst Community Prep	SITE #	221
OUSD STAFF CONTACT - EMAILS ABOUT THIS CONTRACT SHOULD BE SENT TO:		laura.robell@ousd.k12.ca.us	

ORDER MENU OF SERVICES (EXHIBIT A OF MASTER MOU) – SELECT DESIRED SERVICE				
SERVICE AND UNIT OF SERVICE (SEE EXHIBIT A OF MASTER MOU FOR A FULL DESCRIPTION OF SCOPE OF WORK AND MENU OF SERVICES)	GRADE LEVEL(S) SERVED	RATE PER UNIT	DESIRED UNITS	AMOUNT (DESIRED UNITS TIMES RATE PER UNIT)
B-Lead Agency Unit for Middle School	6-8	\$ 127,213.00	1	\$ 117,984.00
		\$		\$
		\$		\$
TOTAL AMOUNT				\$ 117,984.00
IF FEE DOES NOT EQUAL RATE PER UNIT MULTIPLIED BY DESIRED UNITS, EXPLAIN REASON FOR ALTERED RATE:				
1d. School opting to fund School Safety Officer, reducing above costs to provide safe and secure after school environment.				

BUDGET INFORMATION					
REQUISITION NUMBER	R0304178	START DATE	07/01/2012	END DATE	08/31/2013
RESOURCE #	RESOURCE NAME	ORG KEY		AMOUNT	
6010	ASES	2211553401		\$ 117,984.00	
				\$	
				\$	

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

VENDOR	NAME	MARTIN WEINSTEIN	TITLE	CEO
SIGNATURE			DATE	6/20/12
OUSD SITE ADMINISTRATOR	NAME	LAURA ROBELL	TITLE	PRINCIPAL
SIGNATURE			DATE	6.20.12

APPROVAL			
<input type="checkbox"/> IF USING FUNDS REVIEWED BY STATE AND FEDERAL PROGRAMS OR Quality Community School Development SPSA ACTION ITEM NUMBER: _____ OR, SPSA MODIFICATION DOCUMENTATION ATTACHED			
RESOURCE MANAGER, if using funds managed by:			
<input type="checkbox"/> State and Federal <input type="checkbox"/> Quality Community School Development <input checked="" type="checkbox"/> After School Programs			
SIGNATURE		DATE	7-9-12
SIGNATURE		DATE	
NETWORK OR DEPARTMENT EXECUTIVE OFFICER			
SIGNATURE		DATE	8-15-12
PRESIDENT AND THE SECRETARY OF THE BOARD OF EDUCATION			
SIGNATURE		DATE	9/28/12
SIGNATURE		DATE	9/28/12



CERTIFICATE OF LIABILITY INSURANCE

OP ID: SG

DATE(MM/DD/YYYY)

07/05/11

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

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

PRODUCER Farallone Pacific Insurance Services, License # 0F84441 859 Diablo Avenue Novato, CA 94947 Peter Schmale	415-493-2500 415-493-2505	CONTACT NAME: Sindy Graham, ext 131 PHONE (ACC. No. Ext): 415-493-2500 FAX (ACC. No.): 415-493-2505 EMAIL: Sindy.Graham@fp-ins.com ADDRESS: BAYAR-3 PRODUCER CUSTOMER ID#:
INSURED Bay Area Community Resources, Inc. 171 Carlos Drive San Rafael, CA 94903-2005	INSURER(S) AFFORDING COVERAGE	
	INSURER A: Philadelphia Indemnity Ins Co.	NAIC # 32750
	INSURER B: Sparta Insurance Company	
	INSURER C:	
	INSURER D:	
	INSURER E:	

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

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

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

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

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

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

COMMERCIAL GENERAL LIABILITY

EFFECTIVE: * July 1, 2011 - 2012

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED — CONTROLLING INTEREST

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART.

SCHEDULE

Name of Person or Organization

Oakland Unified School District

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

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

AFTER SCHOOL BUDGET PLANNING SPREADSHEET

ELEMENTARY & MIDDLE SCHOOLS v3 06.18.2012

Site Name:	Site #:	Average # of students to be served daily (ADA):	ASES		OFCY	Program Fees (if applicable)	Other Lead Agency Funds
			Resource 6010, Program 1553	Lead Agency	Grantee	Lead Agency	Lead Agency
Elmhurst Community Prep	221	%	OUSD	Lead Agency	Grantee	Lead Agency	Lead Agency
TOTAL GRANT AWARD			\$150,000		\$60,089	\$0	\$0
CENTRAL COSTS: INDIRECT, ADMIN, EVAL, PD, CUSTODIAL, SUPPLIES							
	OUSD Indirect (4.25%)		\$6,115				
	OUSD ASPO admin, evaluation, and training/technical assistance costs		\$9,413				
	Custodial Staffing		\$4,935				
	Custodial Supplies		\$672				
TOTAL SITE ALLOCATION			\$128,864				
CERTIFICATED PERSONNEL							
1120	Academic Liaison REQUIRED		\$0			\$0	
1120	Certificated Teacher Extended Contracts		\$0			\$0	
						\$0	
	Total certificated		\$0			\$0	
CLASSIFIED PERSONNEL							
2205	Site Coordinator (list here, if district employee)		\$0	\$0	\$0	\$0	\$0
2220	SSO		\$7,400			\$0	
			\$0				
	Total classified		\$7,400	\$0	\$0	\$0	\$0
BENEFITS							
3000's	Employee Benefits for Additional Time (20% of total salaries paid as extended contracts or overtime)		\$1,480				
3000's	Employee Benefits for Salaried Employees (40%)		\$0				
3000's	Lead Agency benefits (rate: 25 %)			\$0	\$0		
	Total benefits		\$1,480	\$0	\$0	\$0	\$0
BOOKS AND SUPPLIES							
4310	Supplies (OUSD only, except for Summer Supplemental)		\$0		\$1,750	\$0	\$0
4310	Curriculum (OUSD only)		\$0			\$0	\$0
5829	Field Trips		\$0			\$0	\$0
4420	Telephone/Internet Communications				\$600	\$0	\$0
	Trainings (\$150 (5 Trainings) + \$150 (SI)) = \$300. BACR will cover trainings @ \$500)				\$300		\$500
	Travel				\$150		
	Total books and supplies		\$0	\$0	\$2,799	\$0	\$500
CONTRACTED SERVICES							
5825	Site Coordinator (list here if CBO staff)		\$0	\$0		\$57,000	
5825	Girls, Inc			\$8,000			
5825	Girls Scouts (Girls Go Tech 101)			\$0	\$5,000		
5825	Wrestling (Dominic Leon) \$12,000 - 16 hrs/wk x 36 wks @ 50%/site = \$6,000		\$2,000	\$4,000			
5825	Soccer Coach (Anibal Abrego) \$24,000 - 12 hrs/wk x 36 wks @ 50%/site = \$12,000 (ECP @ \$10,000)			\$10,000			
5825	Library (Clarence Holmes) \$44,000 - \$22k/site (ECP @ \$17,500 from ASES/OFCY)			\$2,904	\$14,596		
5825	Music Consultant/Instructor \$90,000 - @ 20 hrs/wk x 36 wks @ 50%/site = \$45,000		\$0	\$42,000	\$3,000		
5825	Pro Arts (16 hrs/wk x 36 wks @ \$25,500 @ 50%/site = 12,500)			\$7,500	\$5,000	\$0	
5825	Sports Coach (Jorge Gonzalez) - \$35,200 + \$8,800 (Fringe) = \$44,000 @ 50%/site = \$22,000			\$22,000			
5825	Graffiti Arts (Leslie Lopez) - \$14k @ 50% per site = \$7,000			\$7,000			

2012-2013 Elementary/Middle School After School Program Budget

5825	BACR Program Manager @ 50%/site = \$3,875 + 968.75 (Fringe) = \$4,843.75				\$4,844			
5825	Personnel Off-Site (East Bay Director (\$2,647) and Admin Support (\$1,471))							\$4,118
5825	Volunteer Coordinator (2.9% FTE per site - \$764)							\$764
5825	Enrichment TBD			\$10,284	\$5,222			
5825	Enrichment TBD				\$13,999			
5825	Enrichment TBD							
	Total services		\$2,000	\$113,688	\$51,661	\$0	\$57,000	\$4,882

IN-KIND DIRECT SERVICES

	Girls, Inc.						\$0	\$2,553
	1 Volunteer - \$13/hr X 15 hours each year = \$195)						\$0	\$195
	Total value of in-kind direct services					\$0	\$0	\$2,748

LEAD AGENCY ADMINISTRATIVE COSTS

	Lead Agency admin (4% max of total contracted \$)			\$4,296	\$5,629			\$0
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SUBTOTALS

	Subtotals DIRECT SERVICE	85	\$13,811	\$113,688	\$54,460	\$0	\$57,000	\$8,130
	Subtotals Admin/Indirect	15	\$18,204	\$4,296	\$5,629	\$0		\$0

TOTALS

	Total budgeted per column		\$32,016	\$117,984	\$60,089	\$0	\$57,000	\$8,130
	Total BUDGETED	100	\$150,000		\$60,089	\$0	\$57,000	\$8,130
	BALANCE remaining to allocate		\$0		\$0			
	TOTAL GRANT AWARD/ALLOCATION TO SITE		\$150,000		\$60,089			

ASES MATCH REQUIREMENT:

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

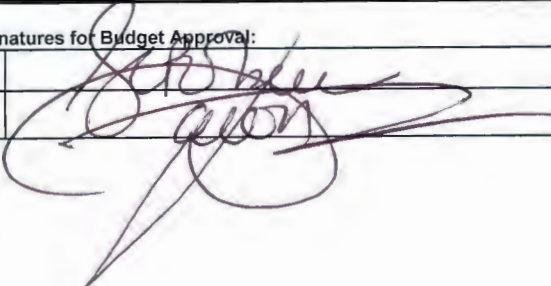
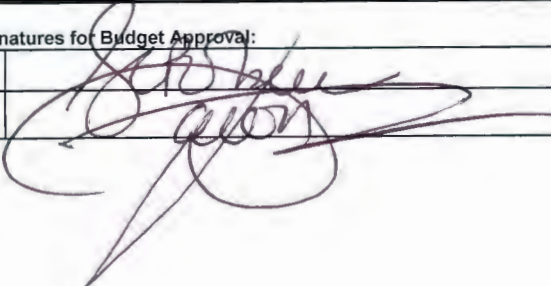
Total Match amount required for this grant:	50,000
Facilities count toward 25% of this match requirement:	12,500
Remaining match amount required:	37,500

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

	60,089
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Total Match amount left to meet: -22,589


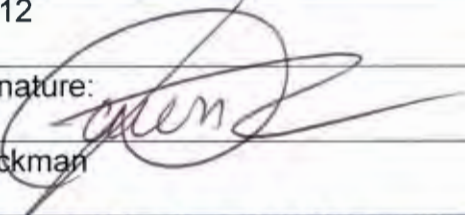
Required Signatures for Budget Approval:

Principal:	
Lead Agency:	

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

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

SECTION 1: School Site Information

School Site: Elmhurst Community Prep	Date: May 14, 2012
Principal Signature: 	Lead Agency Signature: 
After School Site Coordinator Name (if known at this time): Jeremy Packman	

SECTION 2: After School Alignment with Community School Strategic Site Plan (CSSSP)
Mark the following Strategic Priority areas of the school's CSSSP where this after school program is identified as a high leverage strategy.

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

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

- Improve overall academic achievement
- Improve overall Homework completion
- Improve overall attendance and decrease levels of suspensions
- Improve overall school/student culture
- Increase family participation via student games/events/performances
- Provide a wide-forum for enrichment activities

SECTION 3: OUSD Strategic Questions

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

Strategic Questions/Desired Outcomes <i>As a result of our ASP efforts...</i>	Strategic Activities: <i>What after school strategic activities will support the desired outcomes?</i>	Outcomes of Strategic Activities: What short-term outcomes will you expect from your efforts by the end of the school year?	Data used to assess the strategic activities: <i>What data will be collected to measure these outcomes?</i>
High School Graduation: How many more Oakland children are graduating from high school?			
Satisfactory School Day Attendance: How many more Oakland children are attending school 95% or more?	The ASP will review student attendance and compare to school day absence. Students will be acknowledged for regular attendance.	The ASP expects at least a 25% increase in school day and ASP attendance.	A quarterly attendance report will be collected and compared to the previous year.
Job Skills/Career readiness: How many more students have meaningful internships and/or paying jobs?	The ASP will host a Career Day in collaboration with the day staff. The ASP will create a youth internship program to increase college and career readiness.	The ASP culture will reflect college and career readiness. Students will be able to tie their new skills into college and career pathways.	Pre- and post-assessments/surveys, showcases.
Health and Well-being: How many more Oakland children			

have access to, and use, the health services they need?			
SECTION 4: Program Model and Lead Agency Selection			
<p>For 2012-2013, my site will operate the following program model:</p> <p><input checked="" type="checkbox"/> Traditional After School: <i>voluntary program open to all students, with enrollment priorities targeting certain students</i></p> <p><input type="checkbox"/> Extended School Day: <i>additional class periods added to the bell schedule during after school hours for students of a particular grade and/or all students of the school</i></p> <p><input checked="" type="checkbox"/> Blended/Hybrid: <i>combination of some extended day and some traditional after school programming</i></p>			
<p>Description and Rationale for Selection of Lead Agency</p> <p>Describe how the selected Lead Agency partner will support the school's plans for Full Service Community School development. Note: If school is managing program, site is considered to be the Lead Agency. In this case, describe how the hired After School Site Coordinator will support school plans for FSCS development.)</p>			
<p>The BACR philosophy about after school programs extends far beyond keeping children safe. BACR believes in providing a nurturing and enjoyable environment where students can improve their academic and life skills. BACR believes in integrating the principles and practices of youth development into all activities. Just as important, BACR sees the school, students and parents as customers, and believe it is their responsibility to understand and meet their needs. This approach to after school programs is consistent with the BACR mission of serving youth and families, fostering volunteerism, and building community. As a large, diverse agency, BACR has the organizational capacity and infrastructure to maintain high quality while expanding services.</p>			
SECTION 5: ATTENDANCE, PROGRAM DATES, AND PROGRAM SCHEDULE			
<p>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 <i>on every regular school day</i> for elementary and middle schools. (EC 8483)</p> <p>High school programs are required to operate a minimum of 15 hours per week.</p>			
Required # of Program Days your program will operate during School Year 2012-2013:			180 days required*
Projected Daily Attendance during School Year 2012-2013:			90
<p>Program Schedule</p> <p>Submit program schedule as an attachment, using the standard program schedule template.</p>			

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

SECTION 6: Academics

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

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

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

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

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

	Target Population	Academic Support (choose one)	CSSSP goal(s) or school need supported by activity	Measurable Outcomes	Description of program/activity	Instructional Strategies
1	All program participants	<input checked="" type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervntn <input type="checkbox"/> Other	Citizen School teachers, other ELT staff	All 6 th and 7 th grade students will receive over an hour of HW time, 4 days a week.	In groups of no more than 20 students will be supported by 1 to 2 adults towards homework success 4days per wk. 1.5hrs	Using the school day curriculum and homework description
2	Students ID'd by CST	<input type="checkbox"/> Homework Support <input checked="" type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervntn <input type="checkbox"/> Other	Tutor Works/Mentors Tutor Assistants	90% of participating students will achieve to the next level toward grade level or above.	Small groups of no more than 6 students will be guided through subject based standards 1 hr 2/3 days per week	Tutors will work with the students to develop basic literacy and math skills
3	Students ID'd by ASP Dir.	<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input checked="" type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervntn <input type="checkbox"/> Other	Universe Quest	20- 7 th and 8 th grade girls will participate	2 adults will teach astronomy based lessons, that include team building and small group work.	Computer based programs, outdoor experiments.
4		<input type="checkbox"/> Homework	Classroom Teachers	Students who are	Classroom teachers	10-15 students per

	Classroom Teacher ID,d	Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input checked="" type="checkbox"/> Academic Intervntn <input type="checkbox"/> Other	will identify students.	below grade level or need additional academic support receive the help needed.	will support one half hour 4 days per week, students who, based on the CST need more focused attention	grade level will be assigned to a teacher trained in the Voyager method
5	Chronic Absenteeism	<input checked="" type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input checked="" type="checkbox"/> Skill Building <input checked="" type="checkbox"/> Academic Intervntn <input type="checkbox"/> Other	The ASP Coordinator will work closely with the attendance clerk.	Talk to and work with students who are having issues with attendance to clearly identify challenges.	Parents will be notified of chronic absenteeism from the ASP by a letter or phone call.	Small groups, peer tutoring, Individualized tutoring and support.

SECTION 7: ENRICHMENT & PHYSICAL ACTIVITY / RECREATION

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

Type of Enrichment	Rationale	CSSSP goal(s) or school need supported by activity	Brief Description	Targeted Skills	Measurable Outcome
Physical Activity/ Fitness	<input checked="" type="checkbox"/> Student Identified <input type="checkbox"/> School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	After School staff hired through BACR/ASP Funds	All grades will learn basic information around exercise and healthy living. Students will develop organized sports skills—team building, sportsmanship, working collectively, and the importance of proper nutrition to sustainable output. Sports/fitness includes intramural sports and conditioning.	<input checked="" type="checkbox"/> Conflict Resolution <input checked="" type="checkbox"/> Social Skills <input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input checked="" type="checkbox"/> Health/Fitness <input type="checkbox"/> Other (specify)	Get students involved in a healthy lifestyle so they will in turn make healthy living choices Reduce childhood obesity and other health problems, such as asthma and diabetes
Gardening/ Nutrition*	<input checked="" type="checkbox"/> Student Identified		All grades will learn soil composition, food	<input type="checkbox"/> Conflict Resolution <input checked="" type="checkbox"/> Social Skills	Make healthy food choices

(*required for sites applying for OFCY gardening grants.)	<input type="checkbox"/> School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)		origins, sustainable living/eating, planting cycles, science, math, nutrition, insect life cycles and fertilizations, appropriate use of garden tools, and basic garden upkeep. They will develop a sense of community, pride and appreciation for their work.	<input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input checked="" type="checkbox"/> Health/Fitness <input checked="" type="checkbox"/> Other (specify)	Increase healthy food choices for the family.
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SECTION 8: FAMILY ENGAGEMENT / FAMILY LITERACY

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

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

Type of Activity	CSSSP goal(s) or school need supported by activity	Brief Description	Measurable Outcome	Alignment with school day family engagement / family literacy efforts or resources
Family Reading Night	All students read and write at a minimum of grade-level proficiency.	Families will attend and participate in a variety of literacy related activities.	Number of students and families who attend, evaluations of event.	Reinforces literacy and math focus
WOW! Citizen School events.	All students and adults respect one another and work together across cultures.	Families will attend a two celebrations in which Citizen School students will demonstrate what they learned in their various apprenticeships.	Number of students and families who attend	Reinforces community focus
Family Science Night	All students perform mathematically at a minimum of grade-level proficiency.	Families will attend and participate in a variety of science-related activities.	Number of students and families who attend	Reinforces literacy and math focus
Student Led	All students read and	Families will attend two	Number of students and	Reinforces literacy, math, and

Conferences	write at a minimum of grade-level proficiency; All students perform mathematically at a minimum of grade-level proficiency.	conferences a year where the student leads the family through a discussion of their academic work and progress.	families who attend	community focus
Expo	Students show off end of year projects to their parents in an informal gathering.	All students and families are invited to the presentation of a final music performance.	Number of students and families who attend	Reinforces community focus

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.	Talk with students about the importance of regular attendance. Host an awards ceremony celebrating attendance.
b) Inform parents about the importance of attendance and encourage parents to help each other get their students to class.	Inform parents during orientation of attendance expectations, distribute registration form that outlines importance of attendance, notify parents when students are chronically absent, place students with excessive absences on contract.
c) Track students with poor program attendance and reach out to find out why and how attendance could be improved.	Monitor attendance (work w/ attendance to gather names of chronically absent from school day, compare day attendance with afterschool).
d) Celebrate good attendance and/or offer meaningful incentives to attract and reward students for attending our	Hold award ceremony to celebrate good attendance. Pizza parties for sports teams to recognize consistent attendance.

program.	
SECTION 10: Coordination with Other Service Providers	
In the Full Service Community School model, the school becomes a hub of services where various types of service providers come together, work together, and coordinate their efforts to meet the holistic needs of students and families.	
The after school Site Coordinator or Director will actively participate in which of the following school group(s), in order to increase alignment between after school and school day efforts?	<input checked="" type="checkbox"/> COST team (Coordination of Services Team) <input type="checkbox"/> SST (Student Study Team) <input type="checkbox"/> SSC (School Site Council) <input type="checkbox"/> ELT (Educational Leadership Team) <input type="checkbox"/> PTA <input checked="" type="checkbox"/> Attendance Team/Workgroup <input type="checkbox"/> CSSSP (Community School Strategic Site Planning) team <input checked="" type="checkbox"/> School Culture/Climate Committee <input type="checkbox"/> Other (specify)
List key community partners whom you will actively collaborate with to accomplish the goals of your program.	ASP will Collaborate and Coordinate services with Oakland Success Office, OUSD, Public Profit, City of Oakland, OFCY, Girls, Inc., ProArts, Graffiti Arts, Girl Scouts of Northern CA
Identify other service providers and support personnel at your school (ie. school psychologist, School Based Health Center staff, counselor, mental health therapist, school nurse, parent liaison, etc.) whom you will actively collaborate with to accomplish the goals of your program.	School Based Mental Health Team, Parent Liaison, Attendance Clerk, SSO

2012-13 After School Enrollment Policy for Elmhurst Community Prep School

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

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

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

Target Population(s)	Specific Data to Inform Selection of Program Participants	(High School Only) Indicate if participation is <i>Optional</i> or <i>Mandatory</i> for each target population
Students in need of academic support and Intervention	School referrals, parent request (SES).	
Students from socio-economically disadvantaged families/backgrounds	Application, school referrals, and knowledge of family history.	
English Language Learners	School referrals and knowledge of family history.	
Students in need of being engaged	Application, school referrals, parent request, and knowledge of family history.	
Transitional Youth	School referrals and knowledge of family history.	
Students with Siblings in the program	Knowledge of family history.	
Chronic Absenteeism	Monitor attendance (work w/ attendance to gather names of chronically absent from school day, compare day attendance with afterschool).	

Grade levels prioritized for programming: 6th – 8th

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

Additional Notes:

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

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

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

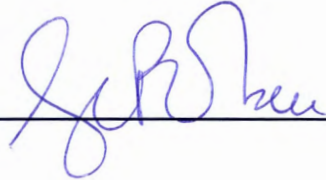
Timeline	After School Enrollment Steps/Process	Individual(s) responsible
April	Distribute Flyers to ASP parents, teachers, and post in school office	Site Coordinator
	Outreach to parents, teachers, community re: open enrollment and target population	Site Coordinator
	Publicize in PTA Newsletter, School Newsletter, ASP Newsletter	Site Coordinator with: PTA, Principal
	Publicize at teacher mtgs, PDs, SSC Mtgs, COST Mtgs, etc.	Site Coordinator
	Host 1 st Parent Orientations & Distribute Applications	Site Coordinator
May	Host 2 nd Parent Orientations & Distribute Applications	Site Coordinator (s) & Program Assistant
	Review Applications and interview parents if needed	Site Coordinator
	Talk with Teachers/administrators/parents to gain additional demographic information to assess student needs	Site Coordinator with: Teachers, Principal, Parent, Academic Liaison, Counselor, Resource Specialist
May-June	Send Acceptance and Denial Letters for 2012-2013 year	Site Coordinator & Program Assistant

Important dates to include in your timeline:

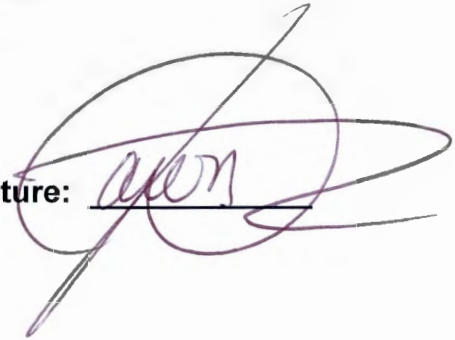
- April – June: Spring enrollment for 2012-13 programs. ***Schools that are receiving students from School Closures must also outreach to these new families in the Spring, so that they also have a fair chance to participate in the After School program at their new school.***

- Families will be notified of 2012-13 after school enrollment before the last day of school, June 15, 2012.
- After school programs begin on 1st Day of school, with enrollment at a minimum 75% capacity.
- August – September: New school year enrollment of families for remaining program slots.
- Remaining program slots will be filled by September 30, 2012.
- All programs must maintain waitlists after program slots are filled.

Principal Signature: _____



Lead Agency Signature: _____



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

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

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

Principal Signature: JSP

Lead Agency Signature: [Signature]

After School Safety and Emergency Planning for 2012-13

After School Safety and Emergency Planning

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

Yes No

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

B) Describe the training that site will provide after school staff on safety procedures, including lockdown procedures and communication protocols for crisis response. The After School Staff will be involved in two practice emergency drills to familiarize them with the school's overall crisis response and given the emergency protocol.

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

Yes No

Facility Keys

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

Yes No

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

SSO Staffing: (check one)

- Site has a school day SSO who can accommodate after school related work as part of their regular salary.
 Site will pay Extended time/Over time (ET/OT) to accommodate an after school SSO.
 Site does not need an SSO or does not have the resources to have an after school SSO.

Principal Signature: _____

Lead Agency Signature: _____

Elmhurst Community Prep
Extended Learning Time Schedule 2012-2013

Time	Monday	Tuesday	Wednesday	Thursday	Friday
12:45			SCHOOL DAY OFFICIALLY ENDS		
12:45-1:20			6 th , 7 th , 8 th grade Lunch		
1:20 – 2:20			Structured academic intervention, homework support, and snack.		
2:20 – 3:00			Universe Quest, Music, Boxing, Wrestling, Basketball Team, Graffiti, Citizen Schools		
3:00	SCHOOL DAY OFFICIALLY ENDS	SCHOOL DAY OFFICIALLY ENDS		SCHOOL DAY OFFICIALLY ENDS	SCHOOL DAY OFFICIALLY ENDS
3:00 - 4:00	Citizen Schools Structured academic intervention, homework support, and snack.	Citizen Schools Structured academic intervention, homework support, and snack..		Citizen Schools Structured academic intervention, homework support, and snack.	Citizen Schools Structured academic intervention, homework support, and snack.
4:00-5:00	Boxing, Wrestling, Sports, Gardening Universe Quest Art, Music 8 th Grade Soccer, Girls Inc, Graffiti Citizen Schools	Boxing, sports, Gardening , Art, Music 8 th Grade Soccer, Girls Inc, Wrestling, Citizen Schools	Advisory Curriculum Film Extension & Discussion	Boxing, sports, Gardening , Art, Music 8 th Grade Soccer, Girls Inc, Wrestling, Citizen Schools	Wrestling, Basketball Team, Graffiti Citizen Schools
5:00 - 6:00	Tutoring, HW support, online learning	Tutoring, HW support, online learning		Tutoring, HW support, online learning	Tutoring, HW support, online learning

**Academic intervention, homework support and snack time are embedded in all enrichment course

Units of Service for Lead Agency: Bay Area Community Resources

Lead Agency Unit of Service for Elementary/Middle Schools

After School Services include:

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

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

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

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

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

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

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

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

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

Lead Agency Unit of Service for High Schools

Description of Services:

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

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

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

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

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

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

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

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

Lead agency unit of service includes programmatic and operational costs.

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

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

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

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

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

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

Other Specialized Services

Option E: Youth Leadership and Career Exploration

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

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

Option F: Specialized CAHSEE preparation

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

Cost: \$5,720

Option G: Specialized Title 1 Services

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

Cost: \$12,000

Option H: Parent workshops

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

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

Option I: Farmers Market Services

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

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

Option J: Physical Fitness

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

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

Option K: Visual or Performing Arts

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

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

Option L: Health & Nutrition

Specialized health and nutrition activities for students to foster healthy eating and educate them on nutrition.

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

BACR Mental Health Services

Mental Health Services Option M: Individual and group counseling and other mental health services, consultation with families and school personnel and limited crisis response. Approximately 25 clients served annually. Services provided by Graduate Intern for 1 ½ - 2 ½ days per week for 36 weeks. Clinical supervision provided.

Cost: \$9,000 per year

Mental Health Services Option N & O: Individual, group and family counseling, case management and other mental health services, consultation with school personnel and crisis response. Classroom education or other school-wide interventions as needed. Services provided by Master's level Mental Health Staff. Clinical supervision is provided.

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

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

BACR Summer Programming

Option P: Summer Programming Services: Variety of services to decrease the summer learning loss of youth by providing a safe, enriching, and dynamic summer program that involves the whole family and community. Services customized to meet school and community needs, and may include: STEM activities, Physical Fitness, Enrichment activities, and/or Fieldtrips.

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

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

Option Q: Family Literacy Services: Variety of services to engage parents and support them in helping their children succeed in school. Services customized to meet school and community needs, and may include: parent workshops, parent outreach, and adult literacy support.

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

Cost: \$17,400

Option R: Equitable Access Services: Services customized to meet school needs, and may include: services to enhance student access to after school program; special support services for English learners and other high need students; translation services; and

services to promote conflict resolution and positive program climate.

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

Cost: \$21,750

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

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

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

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

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

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as of 06-Sep-2012 7:23 PM EDT**

Your search returned no results.