

Board Office Use: Legislative File Info.	
File ID Number	15-1378
Introduction Date	8/12/15
Enactment Number	15-1272
Enactment Date	8/12/15 02



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Memo

To Board of Education
From Antwan Wilson, Superintendent

Board Meeting Date
(To be completed by
Procurement)

8/12/15

Subject Professional Services Contract - Oakland Leaf Foundation
- 922/Community Schools and Student Services Dept. (site/department)

Action Requested Ratification of professional services contract between Oakland Unified School District and Oakland Leaf Foundation. Services to be primarily provided to 922/Community Schools and Student Services Dept. for the period of 05/01/2015 through 08/21/2015.

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

OUSD's 21st Century Community Learning Center grants for elementary and middle school sites include Supplemental Funding to support summer learning programs, operated in partnership between schools and community organizations. In order to fulfill the grant requirements, OUSD is contracting with existing after school lead agency partners to provide enhanced and increased summer services at schools that will operate Title 1 funded morning academic programs. The community partner will provide an additional 3 hours of afternoon enrichment so students can participate in a full day, 6 hour program. Summer Learning Program Hub: Bret Harte Middle School

Discussion
One paragraph summary of the scope of work.

Ratification by the Board of Education of a Professional Services Contract between the District and Oakland Leaf Foundation, Oakland, CA, for the latter to work in partnership with the regular summer school program to expand and enhance summer enrichment and support services for students; contractor will work collaboratively with the summer school to provide afternoon enrichment, physical activity, and support services, enabling students to participate in a full 6-hour, daily summer learning program at Bret Harte Middle School for the period of May 1, 2015 through August 21, 2015, in the amount of \$32,110.00.

Recommendation Ratification of professional services contract between Oakland Unified School District and Oakland Leaf Foundation. Services to be primarily provided to 922/Community Schools and Student Services Dept. for the period of 05/01/2015 through 08/21/2015.

Fiscal Impact Funding resource name (please spell out) 4124/21st CCLC Core Funding
not to exceed 32,110.00

Attachments

- Professional Services Contract including scope of work
- Fingerprint/Background Check Certification
- Insurance Certification
- TB screening documentation
- Statement of qualifications

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**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

PROFESSIONAL SERVICES CONTRACT 2014-2015

This Agreement is entered into between Oakland Leaf Foundation

(CONTRACTOR) and Oakland Unified School District (OUSD). OUSD is authorized by Government Code Section 53060 to contract for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, and administrative matters with persons specially trained, experienced, and competent to perform such services. CONTRACTOR warrants it is specially trained, experienced, and competent to provide such services. The parties agree as follows:

- Services:** CONTRACTOR shall provide the ("Services" or "Work") as described in **Exhibit "A,"** attached hereto and incorporated herein by reference.
- Terms:** CONTRACTOR shall commence work on 05/01/2015, or the day immediately following approval by the Superintendent if the aggregate amount CONTRACTOR has contracted with the District is below \$ 86,000 in the current fiscal year; or, approval by the Board of Education if the total contract(s) exceed \$ 86,000, whichever is later. The work shall be completed no later than 08/21/2015.
- Compensation:** OUSD agrees to pay CONTRACTOR for services satisfactorily rendered pursuant to this Agreement. The compensation under this Contract shall not exceed Thirty Two Thousand, One Hundred Ten Dollars (32,110.00) [per fiscal year], at an hourly billing rate not to exceed _____ per hour. This sum shall be for full performance of this Agreement and includes all fees, costs, and expenses incurred by Contractor including, but not limited to, labor, materials, taxes, profit, overhead, travel, insurance, subcontractor costs, and other costs.

If CONTRACTOR will be compensated hourly for services provided under this Contract, CONTRACTOR shall describe in Exhibit "A," attached hereto, the specific scope of services to be delivered on an hourly basis to OUSD.

OUSD shall not be liable to CONTRACTOR for any costs or expenses paid or incurred by CONTRACTOR in performing services for OUSD, except as follows: N/A

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

The granting of any payment by OUSD, or the receipt thereof by CONTRACTOR, shall in no way lessen the liability of CONTRACTOR to correct unsatisfactory work, although the unsatisfactory character of that work may not have been apparent or detected at the time a payment was made. Work, which does not conform to the requirements of this Agreement, may be rejected by the District and in that case must be replaced by CONTRACTOR without delay.

- Equipment and Materials:** CONTRACTOR shall provide all equipment, materials, and supplies necessary for the performance of this Agreement except: N/A, which shall not exceed a total cost of _____.

5. CONTRACTOR Qualifications / Performance of Services:

CONTRACTOR Qualifications: CONTRACTOR warrants it is specially trained, experienced, competent and fully licensed to provide the Services required by this Agreement in conformity with the laws and regulations of the State of California, the United States of America, and all local laws, ordinances and/or regulations, as they may apply.

Standard of Care: CONTRACTOR warrants that CONTRACTOR has the qualifications and ability to perform the Services in a professional manner, without the advice, control, or supervision of OUSD. CONTRACTOR's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California school districts.

- Invoicing:** Invoices furnished by CONTRACTOR under this Agreement must be in a form acceptable to OUSD. All amounts paid by OUSD shall be subject to audit by OUSD. Invoices shall include, but not be limited to: Contractor name, Contractor address, invoice date, invoice number, purchase order number, name of school or department service was provided to, period of service, name of the person performing the service, date service was rendered, brief description of services provided, number of hours of service, hourly rate, total payment requested.
- Notices:** All notices and invoices provided for under this Agreement shall be in writing and either personally delivered during normal business hours or sent by U.S. Mail (certified, return receipt requested) with postage prepaid to the other party at the address set forth below:

Professional Services Contract

OUSD Representative:

Name: Julie McCalmont

Site /Dept.: 922/Community Schools and Student Services Dept.

Address: 746 Grand Avenue

Oakland CA 94610

Phone: (510) 273-1576

Email: julie.mccalmont@ousd.k12.ca.us

CONTRACTOR:

Name: Odiaka Gonzalez

Title: Executive Director

Address: 7700 Edgewater Dr #818

Oakland CA 94621

Phone: (510) 564-4334

Email: odiaka.gonzalez@oaklandleaf.org

Notice shall be effective when received if personally served or, if mailed, three days after mailing. Either party must give written notice of a change of address.

8. **Status of Contractor:** This is not an employment contract. CONTRACTOR, in the performance of this Agreement, shall be and act as an independent contractor. CONTRACTOR understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partner, or joint venture of OUSD, and are not entitled to benefits of any kind or nature normally provided employees of OUSD and/or to which OUSD's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. CONTRACTOR shall assume full responsibility for payment of all Federal, State, and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to CONTRACTOR's employees. In the performance of the work herein contemplated, CONTRACTOR is an independent contractor or business entity, with the sole authority for controlling and directing the performance of the details of the work, OUSD being interested only in the results obtained.

9. **Insurance:**

1. Unless specifically waived by OUSD, the following insurance is required:

- i. If CONTRACTOR employs any person to perform work in connection with this Agreement, CONTRACTOR shall procure and maintain at all times during the performance of such work, Workers' Compensation Insurance in conformance with the laws of the State of California and Federal laws when applicable. Employers' Liability Insurance shall not be less than One Million Dollars (\$1,000,000) per accident or disease.

Check one of the boxes below:

☒ CONTRACTOR is aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and will comply with such provisions before commencing the performance of the Work of this Contract.

☐ CONTRACTOR does not employ anyone in the manner subject to the workers' compensation laws of California.

- ii. CONTRACTOR shall maintain Commercial General Liability insurance, including automobile coverage with limits of One Million Dollars (\$1,000,000) per occurrence for bodily injury and property damage. The coverage shall be primary as to OUSD and shall name OUSD as an additional insured. Evidence of insurance must be attached. Endorsement of OUSD as an additional insured shall not affect OUSD's rights to any claim, demand, suit or judgment made, brought or recovered against CONTRACTOR. The policy shall protect CONTRACTOR and OUSD in the same manner as though each were separately issued. Nothing in said policy shall operate to increase the Insurer's liability as set forth in the policy beyond the amount or amounts shown or to which the Insurer would have been liable if only one interest were named as an insured.

- iii. If CONTRACTOR is offering OUSD professional advice under this Contract, CONTRACTOR shall maintain Errors and Omissions insurance or Professional Liability insurance with coverage limits of One Million Dollars (\$1,000,000) per claim.

OR

- iv. CONTRACTOR is not required to maintain any insurance under this agreement. (Completed and approved Waiver of Insurance Form is required from OUSD's Risk Management.) Waiver of insurance does not release CONTRACTOR from responsibility for any claim or demand.

10. **Licenses and Permits:** CONTRACTOR shall obtain and keep in force all licenses, permits, and certificates necessary for the performance of this Agreement.

11. **Assignment:** The obligations of CONTRACTOR under this Agreement shall not be assigned by CONTRACTOR without the express prior written consent of OUSD.

12. **Non-Discrimination:** It is the policy of OUSD that in connection with all work performed under Contracts there be no discrimination because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age; therefore, CONTRACTOR agrees to comply with applicable Federal and California laws including, but not limited to, the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and OUSD policy. In addition, CONTRACTOR agrees to require like compliance by all its subcontractor(s). CONTRACTOR shall not engage in unlawful discrimination in employment on the basis of actual or perceived; race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex or sexual orientation.

13. **Drug-Free / Smoke Free Policy:** No drugs, alcohol, and/or smoking are allowed at any time in any buildings and/or grounds on OUSD property. No students, staff, visitors, CONTRACTORS, or subcontractors are to use controlled substances, alcohol or tobacco on these sites.
 14. **Indemnification:** CONTRACTOR agrees to hold harmless, indemnify, and defend OUSD and its officers, agents, and employees from any and all claims or losses accruing or resulting from injury, damage, or death of any person, firm, or corporation in connection with the performance of this Agreement. CONTRACTOR also agrees to hold harmless, indemnify, and defend OUSD and its elective board, officers, agents, and employees from any and all claims or losses incurred by any supplier, contractor, or subcontractor furnishing work, services, or materials to CONTRACTOR in connection with the performance of this Agreement. This provision survives termination of this Agreement.
 15. **Copyright/Trademark/Patent/Ownership:** CONTRACTOR understands and agrees that all matters produced under this Agreement shall become the property of OUSD and cannot be used without OUSD's express written permission. OUSD shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark, and/or patent of said matter in the name of OUSD. CONTRACTOR consents to use of CONTRACTOR's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium. These matters include, without limitation, drawings, plans, specifications, studies, reports, memoranda, computation sheets, the contents of computer diskettes, artwork, copy, posters, billboards, photographs, videotapes, audiotapes, systems designs, software, reports, diagrams, surveys, source codes or any other original works of authorship, or other documents prepared by CONTRACTOR or its Sub-CONTRACTORS in connection with the Services performed under this Agreement. All works shall be works for hire as defined under Title 17 of the United States Code, and all copyrights in those works are the property of OUSD.
 16. **Waiver:** No delay or omission by either party in exercising any right under this Agreement shall operate as a waiver of that or any other right or prevent a similar subsequent act from constituting a violation of the Agreement.
 17. **Termination:** OUSD may at any time terminate this Agreement upon 30 days prior written notice to CONTRACTOR. OUSD shall compensate CONTRACTOR for services satisfactorily provided through the date of termination. In addition, OUSD may terminate this Agreement for cause should CONTRACTOR fail to perform any part of this Agreement. In the event of termination for cause, OUSD may secure the required services from another contractor. If the cost to OUSD exceeds the cost of providing the services pursuant to this Agreement, CONTRACTOR shall pay the additional cost.
 18. **Conduct of CONTRACTOR:** By signing this Agreement, CONTRACTOR certifies compliance with the following requirements and will provide OUSD with evidence of staff qualifications, which include:
 1. **Tuberculosis Screening:** CONTRACTOR is required to screen employees who will be working at OUSD sites for more than six hours. CONTRACTOR affirms that each employee has current proof of negative TB testing on file and TB results are monitored.
 2. **Fingerprinting of Employees and Agents.** The fingerprinting and criminal background investigation requirements of Education Code section 45125.1 apply to CONTRACTOR's services under this Agreement and CONTRACTOR certifies its compliance with these provisions as follows: "CONTRACTOR certifies that CONTRACTOR has complied with the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 with respect to all CONTRACTOR's employees, subcontractors, agents, and subcontractors' employees or agents ("Employees") regardless of whether those Employees are paid or unpaid, concurrently employed by OUSD, or acting as independent contractors of CONTRACTOR, who may have contact with OUSD pupils in the course of providing services pursuant to the Agreement, and the California Department of Justice has determined that none of those Employees has been convicted of a felony, as that term is defined in Education Code section 45122.1. Contractor further certifies that it has received and reviewed fingerprint results for each of its Employees and Contractor has requested and reviews subsequent arrest records for all Employees who may come into contract with OUSD pupils in providing services to the District under this Agreement.
- In the event that OUSD, in its sole discretion, at any time during the term of this contract, desires the removal of any CONTRACTOR related persons, employee, representative or agent from an OUSD school site and, or property, CONTRACTOR shall immediately, upon receiving notice from OUSD of such desire, cause the removal of such person or persons.
19. **No Rights in Third Parties:** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
 20. **OUSD's Evaluation of CONTRACTOR and CONTRACTOR's Employees and/or Subcontractors.** OUSD may evaluate CONTRACTOR's work in any way that OUSD is entitled to do so pursuant to applicable law. The OUSD's evaluation may include, without limitation:
 1. Requesting that OUSD employee(s) evaluate the CONTRACTOR and the CONTRACTOR's employees and subcontractors and each of their performance.
 2. Announced and unannounced observance of CONTRACTOR, CONTRACTOR's employee(s), and/or subcontractor(s).
 21. **Limitation of OUSD Liability:** Other than as provided in this Agreement, OUSD's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall OUSD be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of, or in connection with, this Agreement for the services performed in connection with this Agreement.
 22. **Confidentiality:** CONTRACTOR and all CONTRACTOR's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services. CONTRACTOR understands that student records are confidential and agrees to comply with all state and federal laws concerning the maintenance and disclosure of student records. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement. Contractors will be permitted

Professional Services Contract

access to student data only where permissible under state and federal law and only after executing OUSD's Confidentiality Agreement Regarding Student Data.

23. **Conflict of Interest:** CONTRACTOR shall abide by and be subject to all applicable, regulations, statutes or other laws regarding conflict of interest. CONTRACTOR shall not hire any officer or employee of OUSD to perform any service by this Agreement without the prior approval of OUSD Human Resources.

CONTRACTOR affirms to the best of his/her/its knowledge, there exists no actual or potential conflict of interest between CONTRACTOR's family, business or financial interest and the services provided under this Agreement, and in the event of change in either private interest or services under this Agreement, any question regarding possible conflict of interest which may arise as a result of such change will be brought to OUSD's attention in writing.

Through its execution of this Agreement, CONTRACTOR acknowledges that it is familiar with the provisions of section 1090 *et seq.* and section 87100 *et seq.* of the Government Code of the State of California, and certifies that it does not know of any facts which constitute a violation of said provisions. In the event CONTRACTOR receives any information subsequent to execution of this Agreement which might constitute a violation of said provisions, CONTRACTOR agrees it shall notify OUSD in writing.

24. **Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion:** CONTRACTOR certifies to the best of his/her/its knowledge and belief, that it and its principals are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency according to Federal Acquisition Regulation Subpart 9.4, and by signing this contract, certifies that this vendor does not appear on the Excluded Parties List (<https://www.sam.gov/>).
25. **Litigation:** This Agreement shall be performed in Oakland, California and is governed by the laws of the State of California. The Alameda County Superior Court shall have jurisdiction over any state court litigation initiated to enforce or interpret this Agreement.
26. **Incorporation of Recitals and Exhibits:** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
27. **Integration/Entire Agreement of Parties:** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
28. **Counterparts:** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
29. **Signature Authority:** Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been given the proper authority and empowered to enter into this Agreement.
30. **Contract Contingent on Governing Board Approval:** OUSD shall not be bound by the terms of this Agreement until it has been formally approved by OUSD's Governing Board, and no payment shall be owed or made to CONTRACTOR absent formal approval. This Agreement shall be deemed to be approved when it has been signed by the Board of Education, and/or the Superintendent as its designee.
31. **W-9 Form:** If CONTRACTOR is doing business with OUSD for the first time, complete and return with the signed Contract the W-9 form.

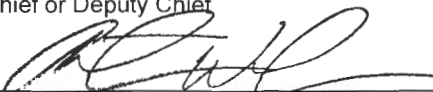
OAKLAND UNIFIED SCHOOL DISTRICT



☒ President, Board of Education

☐ Superintendent

☐ Chief or Deputy Chief



Secretary, Board of Education

CONTRACTOR



Contractor Signature

Odiaka Gonzalez

Executive Director

Print Name, Title

Form approved by OUSD General Counsel for 2014-15 FY

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By: 015

EXHIBIT "A" SCOPE OF WORK

[IF A CONTRACTOR PROVIDES AN ACCEPTABLE DESCRIPTION OF SERVICES AS PART OF A PROPOSAL, THAT DESCRIPTION OF SERVICES MAY BE ATTACHED WITHOUT ANY TERMS, CONDITIONS, LIMITATIONS, ETC., FROM THAT PROPOSAL.]

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

This contractor will work in partnership with the Title 1-funded morning summer school program in order to provide an additional three hours of afternoon enrichment, including STEM learning, physical activity, arts learning, and other summer learning opportunities for students. Program activities will be based on youth development best practices, and will be modeled after successful after school enrichment services provided by the contractor. Participating students will be able to experience a full day, 6 hour summer learning opportunity as a result of the partnership between the contractor and the morning summer school program. The contractor will abide by all 21st Century grant requirements detailed in the standard after school Lead Agency MOU. Specific summer program activities are outlined in the attached Summer Program Plan.

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

Summer learning programs are critical in countering summer learning loss in students. Students will greatly benefit from the opportunity to participate in a full 6-hour summer learning program offered in partnership with the school and community organization. The summer learning program will provide students with a safe and supportive place to spend their summer. Students' physical and social-emotional health and well-being will be supported through the summer program's academic, enrichment, and support services. As a result of the summer learning program, students will return to school in the fall feeling more engaged in learning, more connected to the school community, and less affected by summer learning loss. As a result, students will be more prepared to engage in a new school year of learning and more ready to attend school on a daily basis.

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

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

4. **Alignment with Community School Strategic Site Plan – CSSSP (required if using State or Federal Funds):**

Please select:

- ☐ **Action Item included in Board Approved CSSSP** (no additional documentation required) – Item Number: _____
- ☐ **Action Item added as modification to Board Approved CSSSP** – Submit the following documents to the Resource Manager either electronically via email of scanned documents, fax or drop off.
1. Relevant page of CSSSP with action item highlighted. Page must include header with the word "Modified", modification date, school site name, both principal and school site council chair initials and date.
 2. Meeting announcement for meeting in which the CSSSP modification was approved.
 3. Minutes for meeting in which the CSSSP modification was approved indicating approval of the modification.
 4. Sign-in sheet for meeting in which the CSSSP modification was approved.



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

10/7/2014

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 Fidelity Insurance Service a member of United Valley 801 Allston Way Berkeley CA 94710	CONTACT NAME: Tracy White
	PHONE (A/C No. Ext): (510) 548-8200 FAX (A/C No): (510) 548-6145
INSURED Oakland Leaf Foundation 7700 Edgewater Drive, #818 Oakland CA 94621	E-MAIL ADDRESS: twhite@fidelityinsuranceservice.com
	INSURER(S) AFFORDING COVERAGE
	INSURER A: NIAC
	INSURER B: Employers Compensation Ins. Co.
	INSURER C:
	INSURER D:
	INSURER E:
	INSURER F:

COVERAGES

CERTIFICATE NUMBER: CL1491705427

REVISION NUMBER:

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

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY						EACH OCCURRENCE \$ 1,000,000
	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY						DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 500,000
	<input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR	X		201416332NPO	10/5/2014	10/5/2015	MED EXP (Any one person) \$ 20,000
							PERSONAL & ADV INJURY \$ 1,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE \$ 2,000,000
	<input type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC						PRODUCTS - COMP/OP AGG \$ 2,000,000
A	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000
	<input type="checkbox"/> ANY AUTO						BODILY INJURY (Per person) \$
	<input type="checkbox"/> ALL OWNED AUTOS						BODILY INJURY (Per accident) \$
	<input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> SCHEDULED AUTOS NON-OWNED AUTOS	X		201416332NPO	10/5/2014	10/5/2015	PROPERTY DAMAGE (Per accident) \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR						EACH OCCURRENCE \$ 1,000,000
	<input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE			201416332UMBPO	10/5/2014	10/5/2015	AGGREGATE \$ 1,000,000
	DED <input checked="" type="checkbox"/> RETENTION \$ 10,000						
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY						<input checked="" type="checkbox"/> WC STATUTORY LIMITS <input type="checkbox"/> OTHER
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)	Y/N	N/A	EIG20276201	10/30/2014	10/30/2015	E.L. EACH ACCIDENT \$ 1,000,000
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE \$ 1,000,000
							E.L. DISEASE - POLICY LIMIT \$ 1,000,000

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

Certificate holder is named additional insured with respect to the insured's operations.

CERTIFICATE HOLDER

CANCELLATION

Oakland Unified School District
Attn: Risk Management
900 High Street
Oakland, CA 94601

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

Tracy White/TRW

21ST CENTURY SUMMER BUDGET PLANNING SPREADSHEET

ELEMENTARY & MIDDLE SCHOOLS 04.2015

Site Name:	Bret Harte Middle School	
Site #:	206	
Lead Agency:	Oakland Leaf Foundation	
# of summer students (ADA)	130	
# of summer program days	19	
Total 21st CCLC Grant Funds	21st CCLC Grant Funds for Lead Agency	Lead Agency In-Kind Contributions
\$32,110		
TOTAL CONTRACTED FUNDS	\$32,110	\$64,510


BOOKS AND SUPPLIES		
4310	Office Supplies	\$725
4310	Classroom Supplies	\$3,080
5829	Field Trips (fees, supplies)	\$1,000
	Family Night supplies	\$750
	Staff Nutrition	\$500
	OPC T-Shirts	\$2,000
	Bus Rental for Field Trips	\$1,600
	Department of Justice	\$150
	Total books and supplies [1]	\$9,805

CONTRACTED SERVICES		
5825	Site Coordinator (\$21/hr * 40 hrs/wk * 5 wks + 618 hrs of planning) [2]	\$8,985
5825	Program Assistant (\$15/hr * 35/wk * 9.5 wks)	\$4,000
5825	Program Instructors (11 instructors * 4 hrs/day * 5 days/wk * 4.5 wks [4 instruction + 0.5 training] * \$20/hr)	\$17,600
5825	Internships (15 college interns + 15 high school interns * \$550 stipend)	\$18,600
5825	Program Director (\$26.50/hr * 40 hrs/wk * 5 wks + 60 hrs of planning)	\$6,896
5825	Executive Director (0.5 hr/day * 30 days * \$40.50/hr)	\$608
5825	Operations Manager (0.5 hr/day * 30 days * \$24/hr)	\$360
5825	Fringe Benefits - 16% rate	\$4,254
5825	Subcontractor: Take my word for it	\$5,000
5825		
5825		
5825		
	Total services [3]	\$49,705

IN-KIND DIRECT SERVICES		
	[4]	
	Total value of in-kind direct services	\$0

SUBTOTALS		
	Subtotal DIRECT SERVICE	\$30,839
	Allowable lead agency admin (at 4% of contracted funds or less) [5]	\$1,271
TOTALS		
	Total budgeted per column [6]	\$32,110
	BALANCE remaining to allocate [7]	\$0

Required Signatures for Budget Approval:

Lead Agency:  Date: 4/30/15

Notes:

21ST CENTURY SUMMER BUDGET PLANNING SPREADSHEET

ELEMENTARY & MIDDLE SCHOOLS 04.2015

Site Name:	Bret Harte Middle School		
Site #:	206		
Lead Agency	Oakland Leaf Foundation		
# of summer students (ADA)	130		
# of summer program days	19		
Total 21st CCLC Grant Funds	\$32,110	21st CCLC Grant Funds for Lead Agency	Lead Agency In-Kind Contributions
TOTAL CONTRACTED FUNDS		\$32,110	\$64,510

1) Lead agencies will be required to submit a summer-end expenditure report on these budget expenditures.

2) These contracted summer funds are based on anticipated summer program average daily attendance. Sites that fall short of 85% of the summer attendance target in the first week will be required to submit an aggressive student recruitment and retention plan for the remainder of the summer and reallocate budget funds appropriately to reflect actual attendance numbers.



OUSD Summer 2015 Lead Agency Summer Program Plan
Summer Hub: Bret Harte Middle School (Oakland Peace Camp)

(Submit to OUSD Expanded Learning Office by April 23)

SECTION 1: Summer Program Snapshot

Lead Agency Name: Oakland Leaf Foundation	Summer Hub Site: Bret Harte Middle School	Target Summer Average Daily Attendance (ADA) Number: 130	Grades Served: 6 th – 11 th
Hours of Operation (include hours for full six hour summer program): 8:30 AM – 3:30 PM	Type of Program (6 hour stand alone or A+B afternoon enrichment): 6 hour Stand Alone	Program Dates: (note any program closure dates during this period June 22 nd – July 17 th , 2015; July 3, 2015 (closed)	Total # of summer program days of operation: 19 days

SECTION 2: Lead Agency Assurances

Please review and initial each item and sign below.

_____ I understand that my program's goal is to achieve at least 85% of the above attendance target this summer. I understand that if my summer site falls below 85% of this attendance target by the end of the 1st week of the summer program, I will be required to submit an aggressive student recruitment and retention plan to the OUSD Expanded Learning Office, detailing my program's efforts to raise attendance numbers for the remainder of the summer.

_____ I understand that my agency's contracted summer funds are based on the above average daily attendance target number. My program will over-enroll appropriately to ensure that we reach this attendance target. I understand that if my program falls short of 85% of this attendance target by the end of the first week of program, I will submit a revised summer budget plan to the OUSD Expanded Learning Office detailing how I will reallocate contracted funds appropriately to reflect actual attendance numbers, and to support my student recruitment and retention plan for the remainder of the summer.

_____ I understand that I am required to input my actual attendance numbers into the Cityspan attendance system **daily** during the summer program. I will cross check signatures on my daily sign in/out sheets with numbers inputted into Cityspan to ensure that the numbers match up and that Cityspan accurately reports my summer attendance data. I understand that the OUSD Expanded Learning Office will carefully review my daily attendance numbers over the summer program.

_____ I understand that I am required to submit single-sided hard copies of my summer attendance records (including copies of daily student sign in/out sheets and the OUSD summer internal audit log) to the OUSD Expanded Learning Office by the last day of my summer program. I will also submit attendance data during the course of my summer program, as requested, for OUSD's attendance reporting to the California Department of Education.

_____ I understand that OUSD's 21st Century federal grant funds are funding my summer program. I understand that I am required to follow all grant compliance requirements as outlined by the OUSD Expanded Learning Office. I will maintain my summer program records for 5 years for auditing purposes, as required by the California Department of Education, and will submit any summer programmatic or fiscal records to the OUSD Expanded Learning Office, as requested, for school district reporting and auditing purposes.

_____ I confirm that my summer budget plan reflects my actual planned expenditures for my program. I will submit a required summer-end expenditure report to the OUSD Expanded Learning Office reporting on my agency's actual expenditures aligned to this budget plan. I understand that any discrepancy of over 10% between any line item in my budget plan and actual summer expenditures for that line item must be justified in my final expenditure report.

_____ I understand that if I am running an A+B summer program model, these are requirements regarding my program hours of operation: Morning summer school will operate from approximately 8:15 – 12:15 daily. My afternoon summer program will operate from approximately 12:15 – 3:15 daily. All students must be off-site by 3:30pm and staff must be off site by 3:40 as the building will be promptly locked at 4pm daily.

_____ If I am a stand-alone 6 hour program, I understand that OUSD will only cover custodial costs for four weeks of my summer program until 3:30 pm. My agency will be responsible for covering any extra custodial costs if my program runs beyond four weeks, and beyond the hours of 3:30 pm daily.

_____ I understand OUSD Summer Programs are free programs. Summer Lead Agencies cannot charge a summer program fee to participating families for program costs or field trip costs.

Name and Signature of Summer Lead Agency Director: _____

SECTION 3: Summer Calendar and Daily Schedule

- a) Please attach a copy of your summer calendar showing all program days of operation, field trips, and any other notable special events and activities (ie. your summer end family celebration). SEE ATTACHED
- b) Please attach a copy of your daily schedule detailing your full 6 hour program. (Note: sites that are using the A+B model must include the morning academic program in the daily schedule you submit). Attached is an example. SEE ATTACHED
 - Please note that all programs under the A+B model will be expected to provide daily hands-on academics (ie. STEM), enrichment, physical activity, community building activities, and daily afternoon snack (provided by OUSD), between the hours of 12:15 – 3:15.
 - Please include staff prep and meeting times, and clean up/debrief times on your daily schedule.

SECTION 4: Summer Curriculum

Attach your summer program curriculum scope and sequence, outlining your curriculum objectives and planned program activities.

Please note that all programs under the A+B model should plan to provide daily hands-on academics (ie. STEM), enrichment, physical activity, and community building activities. SEE ATTACHED

SECTION 5: Summer Program Recruitment and Retention Strategies and Timeline

Briefly describe your anticipated summer program student recruitment and retention activities and timeline.

- a) Describe how you will work with school leaders and after school providers at your summer hub and feeder schools to recruit students for summer programming. Please note that summer programs are required to hit at least 85% of their attendance target. Programs should appropriately over-enroll to ensure that the target average daily attendance number is reached.

- b) What strategies will you use to retain students over the summer to ensure that your attendance numbers stay high. Please note that we highly recommend that programs maintain a waitlist so that students who do not show up after the first week of program can be immediately replaced.

a) The lead agency has been working with the Bret Harte principal in promoting Oakland Peace Camp at Bret Harte for this summer. Our Site Coordinator is working with all after-school program instructors to recruit the current students in program to attend summer camp. In addition, we have outreached at other middle schools in the area.

b) The strategies that we will use to retain students over the summer to ensure that our attendance numbers stay high is to facilitate interactive curriculum and also have field trips that appeal to the student interest.

SECTION 6: Summer Line Staff Information (if known at this time)

To promote continuity between OUSD after school and summer programs, and to provide year-round work opportunities for talented youth development professionals in Oakland, we are particularly interested in seeing current, highly qualified Oakland after school workers become the summer program staff at our OUSD Summer Hubs. Please list the name(s) of line staff whom you intend to hire as part of your summer program staff. (Add additional rows as needed.) Please note that the summer program must have a maximum 1:20 adult to student ratio.

Summer staff must meet the minimum staff qualifications according to the 21st Century grant requirements:

- Must pass fingerprint background clearance by DOJ and FBI
- Must have TB clearance
- Must have at least 2 years of college (48 semester units), or pass the Instructional Aide exam administered by the Alameda County Office of Ed

Important Note: Summer program staff in A+B programs will be expected to attend 15 – 18 hours of OUSD summer line staff trainings. The Summer Site Coordinator and summer program staff should be hired **no later than May 8**.

Program Staff Name	Email	Current After School Site where he/she works	Summer teaching assignment(s) (grade & subject, if known)	# of yrs in working in after school	# of yrs working in summer programs	List any OUSD after school learning communities this staff member has participated in
Rayna Seuell	Rayna.seuell@oaklandleaf.org	Bret Harte Middle School	Coordinator	2	2	
Tiffany Knuckles	tiffany.knuckles@oaklandleaf.org	ASCEND	Intern Co-Coordinator	7	4	
Matthew Linzner	Matthew.linzner@oaklandleaf.org	ASCEND, ICS, TCN, Bret Harte	Intern Co-Coordinator	9	2	
Pamela Thomas	Pamela.thomas@oaklandleaf.org	EnCompass	Instructor	7	1	
Jesse Williams	jesse.williams@oaklandleaf.org	ASCEND	Instructor	7	5	

	dleaf.org					
Genesis Rodriguez	genesis.rodriguez@oaklandleaf.org	ICS, TCN, ASCEND, EnCompass, Bret Harte	Instructor	3	0	
Benjamin Gonzalez	Benjamin.gonzalez@oaklandleaf.org	Bret Harte	Instructor	3	0	
Leah Ignacio	leah.ignacio@oaklandleaf.org	Bret Harte	Instructor	1	0	
To be Hired						
To be hired						
To be Hired						
To be hired						
To be Hired						
To be hired						

Revised: 3/13/15

Signature of Summer Lead Agency Director: _____



June 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17 OL Staff Orientation (10:00 – 4:00 PM)	18 OL Staff Orientation (10:00 – 4:00 PM)	19 OL Staff Orientation (10:00 – 4:00 PM)	20
21	22 Camp Starts	23 OL Staff Meeting (3:45 – 5:00 PM)	24	25	26	27
28	29	30 OL Staff Meeting (3:45 – 5:00 PM)				

EVENTS

Friday, July 10, 2015
Adventure Day

Thursday, July 16, 2015
Expo!

July 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3 No Camp	4
5	6	7 OL Staff Meeting (3:45 – 5:00 PM)	8	9	10 Adventure Day	11
12	13	14 OL Staff Meeting (3:45 – 5:00 PM)	15	16 Summer Expo	17 CAMP ENDS	18
19 OL Staff Reflection (12:00 – 3:00 PM)	20	21	22	23	24	25
26	27	28	29 29	30	31	

EVENTS

Friday, July 10, 2015
Adventure Day

Thursday, July 16, 2015
Expo!



Oakland Peace Camp 15 – Program Schedule

8:30-8:55pm	Arrival & Breakfast								
9:00 - 10:15am	Crew Workshops								
	Crew 1 RM: TBD	Crew 2 RM: TBD	Crew 3 RM: TBD	Crew 4 RM: TBD	Crew 5 RM: TBD	Crew 6 RM: TBD	Crew 7 RM: TBD	Crew 8 RM: TBD	Crew 9 RM: TBD
10:35 – 12:00pm	Morning Urban Art Workshops								
	Soccer (9-12) TBD Rm: TBD	Graffiti & Mural (8-12th) w/ Raven Rm. N104	Basketball (6-8 th) Coach B Rm: TBD	Music Video Production (6 th -8 th) w/ TBD Rm. N119	Environmental Justice Gardening (6-12) TBD	BobCat 1 + TMWFI (age) w/ TBD Rm. 15 students	BobCat 2 (age) w/ TBD Rm. 15 students	BobCat 3 (age) w/ TBD Rm. 15 students	BobCat 4 (age) w/ TBD Rm. 15 students
12:00-12:55pm	Lunch & Lunch Activities								
1:00 - 2:30pm	Afternoon Urban Art Workshops								
	Soccer (6-8 th) w/ TBD Rm: TBD	Graffiti & Mural (6-8) w/ Raven Rm. N104	Basketball (9-12 th) Coach B Rm: TBD	Music Video Production (9-12 th) w/ TBD Rm. N119	VGM (6-12 th) w/ Mr. J Rm. N139	Brazilian Dance N' Harmony (6-12 th) w/ Ms. Asatu Rm. TBD	Environmental Justice Gardening (6-12) TBD	Spoken Word (6-8 th) w/ Raul & Sister Pam Rm. TBD 1	Mad Scientist (6-10 th) w/ Ben Rm: TBD
2:35 – 3pm	Crew Reflection [See Class Schedule Above]								
3:10-3:30	Program Cleaning & Closing								

** This Program Schedule does not account for Adventure Day (July 10th), nor EXPO Day (July 16th)

Oakland Peace Camp 2015
"Hangs Up... Rise Up"
(from Ferguson to Oakland, what young people think of what is going on)

1. History of the Organization and Oakland Peace Camp:

Oakland Leaf was founded in 2001 by a collective of East Oakland educators who shared a commitment to cultivate community transformation through creative education for youth and families. At the time, Oakland was plagued with high rates of homicide, gun violence and violent crimes. The founders of Oakland Leaf saw a need and an opportunity to provide programs that would equip our future leaders with conflict resolution skills as well as artistic and cultural exploration and expression abilities.

That summer, Oakland Leaf developed and hosted its first annual Oakland Peace Camp, an enrichment summer camp with emphasis on arts and culture and its relationship to social and restorative justice. The following fall, Oakland Leaf began operating as lead agency for after-school programming at Ascend school, and currently partner with six public elementary and middle schools in Fruitvale and East Oakland.

Our vision is to embolden youth and families to be creative leaders who actualize a more loving, just, and vibrant Oakland. In 14 years, Oakland Leaf has grown to serve over 1,200 students and families annually, guided by our credo, "Love is an action

2. Oakland Peace Camp 2015 Vision and Plan

(OPC). This year we will expand from 120-150 students. This will be the 12th year of our free, month long summer camp for youth 10 to 18 years old, that utilizes project-based arts, social justice, and STEM curricula. Camp begins on June 22nd, and runs until July 17th. We will host the camp in collaboration with OUSD at Bret Harte Middle School campus. OPC seeks to give students a voice and an opportunity to express themselves creatively in an engaging and structured summer program. Our curricula blends the passions and interests of our students with culturally relevant issues in the community. These project-based art classes include spoken word, creative writing, hip-hop dance, mural and graffiti art, music and video production. By providing free access to enriching activities we hope to embolden our youth to peacefully express themselves in a world that frequently stymies such efforts.

Oakland Peace Camp emphasizes youth empowerment, arts-based learning, community activism, cultural literacy, and reflection. Peace Camp helps build a cohesive community by encouraging Oakland Leaf students, interns, and families to interact and learn from each other. Camp runs Monday to Friday from 8:30 to 3:30.

Enrichment classes are led by highly skilled, trained, and experienced staff members that guide students through artistic expression to develop their voice and practice the skills to become leaders in their community. At the conclusion of camp, students present a culminating expo event to celebrate and display their work and achievements. Examples include a digital media production and presentation, poetry slam, dance routine, or science project. More than 100 family and community members come to appreciate the student's hard work.

Logic Model

Vision	Goals	Activities
OPC empowers a group of middle and high school students to address a cause of violence in their communities.	1. Compile the best practices of OPC over the last 12 years and create a curriculum and SOP	1.a. Program Director will create a digital document that collects all planning documents and practices
		1.b. Program Director will hire key staff whose responsibilities will be to collect and develop the materials to create a working curriculum.
		1.c. Program Director will meet with Crew Staff to collect the best practices of the last 12 years and use those to plan OPC 2015 as well as develop the SOP
		1.d. Program Director will partner with a volunteer to create of the OPC curriculum
	2. Using enrichment activities that focus in expression and critical thinking, we will develop the youth's investment in their community.	2.a. OPC will provide enrichment workshops: Culturally relevant Art and STEM activities that promote self expression, exploration of potential career opportunities, and critical thinking about self and community.
		2.b. OPC will provide students with 3 field trips that will enhance the experience of the campers and continue the development of a sense of community and connection with City of Oakland.
		2.c. OPC will have a summer bridge component for the incoming sixth graders for Bret Harte Middle School to increase academic readiness of the new students as well as providing to them an opportunity for the students to experience OPC.
Our Mission is to systematically develop the next generation to become community Leaders and critical thinkers	3. Increase the leadership skills of teens and young adults to support the professional development of youth in the areas of education and community health	3.a. Hire college age youth to be Crew Leaders and train them to become youth developers and in turn work in OL year round programs.
		3.b. Hire former OPC campers to become Junior Crew Members and train to co-facilitate crew session twice a day at OPC.
		3.c. Run Crew Classes: Interns and young adults will lead workshops that focus on identity formation, critical examination of social norms, social issues, community impact.
		3.d. Hire H.S campers as interns in training to start to develop the next generation of leaders in the community and youth can become as seed

		<p>interns, LCS interns during the school year and future crew leaders the next summer.</p> <p>3.e. Host a Community Exposition: End of camp culminating showcase to present and share with the community student projects, honor youth and families, and celebrate learning.</p>
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3. Curriculum for Crew Interns (Summer Interns from our RAMAS Program)

RAMAS is our high school leadership development and internship program, and it is an essential part of Oakland Peace Camp- our middle school summer camp focuses on arts, culture, and social justice. Specifically, this will enable Oakland Leaf to train and provide professional development opportunities to 30 high-school and college students that are former OPC alumni. These youth leaders work at our summer program as part of the advisory time every morning, we call that class Crew. The interns also work as assistants and instructional aides in the Camp.

Please find below one of the example curriculum for Crew:

Week 1

What does it mean? Why is this theme important?

"Hangs Up... Rise Up" is this year's theme. Before your work with your students, you should identify what the theme means to you. Obviously It is heavily up to interpretation. but you should have examples on hand in case your students become confused when you first introduce it.

How will this connect with OPC and the type of work that will be done in OPC's CREWs?

There is a lot of complacency in our community. Our theme promotes action and impact to our community in positive ways.

Identity Politics- Exploring what identities people carry: Where are you from? What is home to you? What do you love? What do you not like?

Celebrate some of these things about each other and acknowledge that they are important parts of us. You can do this through share out activities or art projects like roadmaps or masks.

After celebrating, we need to move into questioning. Why do you dress the way you do? Why do you act the way you do? How does this translate into how other people view you?

Week 2:

Then begin digging into stereotypes and labels.

Identify

What kinds of stereotypes are placed on young people? What kinds of Stereotypes do the carry of others? What role does the media play in shaping the identities of young people in today's American society? How does our theme of "Hangs Up... Rise Up" promote students to break these cycles?

Here you will have many opportunities to discuss and analyze different types of media like song lyrics and magazine covers. Study what stereotypes are represented and who they are promoted to. Finally discuss how those stereotypes may appear in the students' personal lives.

Week 3: Environment

Systems of oppression - What systems are in place that impacts these identities that we develop over time?

Begin discussing what external institutions are having effects in the community. Different conversations about the underfunded school systems or school to prison pipelines are good starting points that are also relevant to your students. After that begin taking ownership of our identities. Start asking questions regarding the future:

What are your hopes for the Oakland community? What role do you want to play in that? Do you want to play a role?

Week 4: Move to Action

Embodiment of Love is an Action - What are some positive things being done in our community right now? What are some things we can do? How do we take ownership of our community as a crew? This aspect is what is going to drive your community impact project. These are some questions that you should figure out with your CREW, but give them some thought beforehand.

Example of a Crew curriculum from years past:

Three Activities/Ice Breakers/ Community Builders

1. "The village" would be one of the first activities I will introduce to come up with our community agreements to hold the class participants accountable of their own and each other's actions and create a safe place for everyone to share and participate.
2. "The Four Corners" is an activity to get to know our peers and realize what things we have in common. This activity can be used with different questions ranging from lower to high-risk for students to participate in throughout the 3 weeks of camp.
3. "Human Knot" is always a good game to play with young students because they get the opportunity to work as a team, learn how to communicate, and challenge their own contributions for a single goal.

This Year's theme "Hands Up... Rise Up"

To introduce the theme into my classroom, I will begin by asking my class what do they think this phrase means. I will work on defining the theme and breaking it down for the students by asking them to define the theme in their own words. I will have discussions in my advisory to help them relate the theme to things we experience in our community and I will provide examples of ways that people or groups of people have shown their love for a topic or cause through their actions. I will connect this theme not only to past examples but also to the present and how they, the students, can apply it to their lives now after learning

about different social issues and becoming more conscious of how their own actions contribute to a whole. I will base the final project on the theme for this year by having the kids decide on a project where they themselves create a positive action out of love for themselves or their community.

Include Students opinion and voice

I have some activities planned but I will ask before if any one knows how to play the game if they want to step up and facilitate the activity with my help. I will be open to asking them about activities they want to play or about things they want to share. I will provide a question every morning to get them to learn something new every day about each other. I am always open to new ideas and especially when it comes from students. Since I want the middle scholars they tend to get bored very easily so I will try to always ask them if they want to play an activity or have any ideas to make the class a better space for them to be engaged. In order to make sure everyone gets a better chance at participating or sharing, I will often divide the class in groups and in pairs before coming together as a whole, to make it easier for the shy students to participate.

Explanation of Engaging students

I personally believe that students get bored of just doing one thing all the time therefore icebreakers and community activities are essential to keep the students engaged and participating. It is essential for the daily curriculum to include a good balance of physical and intellectual activities in order to keeps the students engaged. I also understand that my own mood and excitement for the class and our activities will affect how the rest of the class feels so that also plays a key factor in keeping the students engaged. I feel that students tend to talk more and be more open when we have to share personal experience or things we can relate to, so providing that space and providing examples to lead conversations is another way to engage students. Also, splitting the class in groups and pairs, and doing this in a creative way such as having students find their group or partner through animal sounds in one way of making a simple activity more engaging for kids.

Learning Objectives/targets and Outcomes

1. Create a safe place for everyone in the class
2. Learn about issues in our community
3. Learn how to approach problems in a peaceful way
4. Build collaboration skills
5. Build leadership skills
6. Build Communication skills (increase student participation)
7. Create a final community project
8. Have fun and become a close community!

Community Action/Project

The community project is something I would like to discuss with my advisory class if I get the opportunity to be a lead-intern. Most likely we will work with a skit, artwork, song, a

poem, or some type of community service. At the end is up to the crew to decide I will just be there to help them out and support them because they are the ones taking a stand in what they feel they need to portray for this years theme. However, I will make sure to guide them through a clear understanding of how they can make positive change through their actions for a cause they love or feel passionate about.

Oakland Peace Camp Workshops:

We are offering 12 different workshops divide them into tracks: Arts & Performance, STEM & Academics, Physical Movement & Fitness, Community Impact and youth leadership. Below you we are showcasing some of the content and syllabus for our most unique workshops:

1. **AFRO BRAZILIAN DANCE: Dance My Story** is an introduction to African derived dance forms from the South American country of Brazil , the Caribbean and Africa. African Dance is high impact, fun and most importantly has inspired many of our popular dance forms such hip hop, Zumba, Samba, step, Salsa, Merengue, Bachata,etc. Using live drums, poetry, dance and a bit of theater, we will bring our personal stories alive.

Suggested DANCE ATTIRE: Comfortable clothing that allows complete freedom of movement. Jeans are discouraged. c, yoga pants, or sweat pants are recommended along with a t-shirt or tank top. Sneakers are OK for classes outside and during warm up but we will be dancing without shoes at times.

DANCE ETIQUETTE: Food and gum are not allowed during class time. A water bottle is recommended, students will be allowed to go to the water fountain.

COURS STRUCTURE : A Portion of each class will be devoted to warm up & cool down. The class structure breaks down as follows:

Dats	CLASS Description
TBD	<p>Introductions</p> <p>*10:30am-10:45am Brazil and Africa Trivia</p> <p>-10:45am- 11:15am Intro to Bloco Afros and Carnival (Communities Demonstrating Love in Action)-3 Major Blocos Afros in Brazil(Ile Aiye, Olodum, Muzenza) and sample of music</p> <p>11:15am-11:30am-Excerpt from film Rhythmic Uprising</p> <p>*11:15-12:00pm Reflection</p> <p>Equipment: Boom Box or portable stereo/ speakers that can be connected to laptop or iPod, chocolate for Trivia prize, Large map of world, blue masking tape</p>
TBD	Ile Aiye-Resisting other peoples beauty standards

	<p>*10:30am-11:15am Class discussion: What is beauty? What do you consider beautiful? Who defines Beauty? Inner Beauty? How do I create beauty? How does societies acceptance of "your beauty inhibit/ inspire you?</p> <p>Both Brazil and the US are countries famous for skinny models, plastic surgery and European standards of beauty, Ile Aiye has resisted this by creating their own standard of beauty based on research and learning about their ancestors and highlighting images of "black beauty" during Carnival, in their music and with their own pageant "The Ebony Goddess".</p> <p>*****Film: Ile Aiye's Ebony Goddess 20mins</p> <p>Reflection:</p> <p>*11:15-12:00pm Dance Instruction: Elements of Afro Bloco Basic African Stance , First and Second position, plies ,Ile Aiye Arm Movements and Positions , Upper Body Movements and Undulations, Travelling Moves (samba da Roda, steps, lunges, ginga, Orixá) using progressions across the floor and basic combinations</p> <p>Equipment: Boom Box or portable stereo/ speakers that can be connected to laptop or iPod, : TV and DVD player or something to project movie from lap top</p>
TBD	<p>Continued: Exploration into Self Love and Inner Beauty</p> <p>*10:30am-11:30am Poetry and Collage Exercise</p> <p>*11:30am-12:15am Dance Instruction</p> <p>Equipment: Magazines, poster board, flash cards in different colors, glue sticks, glitter, markers, stickers, Boom Box or portable stereo/ speakers that can be connected to laptop or iPod</p>
TBD	<p>*10:30am-11:30am Dance Instruction: Incorporating our music and the elements of Afro Bloco dance we begin our combination.</p> <p>*11:30-11:55pm The Roda (The Circle)</p> <p>What is the Roda? Much like a Soul Train line, the Roda is an essential part of all Afro Brazilian for exchanging energy in a group. The purpose of the Roda (Exchange energy, fun, community building, supportive, just do you, non competitive). Everyone participates in the Roda ! yaaay</p> <p>Equipment: Boom Box or portable stereo/ speakers that can be connected to laptop or iPod</p>
TBD	Each One Teach One (Outside Activity)

	<p>*10:30am-11:15am Carnival Culture each member of a Bloco has the opportunity to lead a movement(s) while the whole groups responds by repeating the same movement. It is the collective energy of one group moving together which contributes to what Brazilians call "Alegria" or the Joy experienced during carnival. Today we do a mixture of musical chairs meets dance central. The instructor Mix Master Asatu will be the DJ in the mix playing different genres of music from hip hop, jazz to house, different styles of Brazilian music and each member of the class will have lead a movement for the group when the DJ calls their name. These movements are self inspired or something they have learned in this class, another class...the goal is to have fun and to express one self through dance with the support of the collective group who is going to follow you no matter how bizarre your move is.</p> <p>*11:15am-12:00pm Review Combination</p> <p>Equipment: Boom Box with connection for laptop or iPod, chairs for each student</p>
TBD	<p>*10:30am-11:15am Dance Instruction and Roda</p> <p>Incorporating our music and the elements of Afro Bloco dance we review our combination and add on new steps. We end class with a Roda.</p> <p>*11:15am-12:00pm It's time for us to choose a theme and costume that represent our expression of Self Love and Love for our Community.</p> <p>Carnival is a time of Community Building and transformation. During Carnival Blocos choose themes that uplift the group, comment of society or humanity (e.g. Save the Earth, Stop the Violence, End Racism and Oppression, Protect Women and Children, Honor your Ancestors, Honor your Spirit). Each member of a Bloco has the opportunity to transform him or herself to whatever/ whomever they want for a period time(Carnival) using costume and makeup. Whether you choose for one day to be warrior, a mythical figure, or a sexy Sambista(samba dancer), a Goddess or Mermaid, people all of the world use Carnival to break the chains or normalcy and status quo to " Live a Dream" . Ile Aiye has fought the status quo by being the first group not to include the samba and the G-stringed diva with heels as part of their group. They instead dress in their finest attire draped in Batik which they have created representing the royalty of their ancestry in Africa. It's time for us</p>

	<p>to choose a theme and costume that represent our expression of Self Love and Love for our Community.</p> <p>***Activity: As a collective and individually we are going to design our Exhibition costume focusing on our t-shirts, head pieces or head wraps. Together will come up with our motif but each person is responsible for creating their own funky carnival t-shirt , props and embellishing it in the true spirit of Carnival. <u>To prepare us for this activity we will do a class activity from BIC "Project Run Way".</u></p> <p>***Homework: Reflect on the question what kind of goddess(a powerful self determined young woman who loves herself and determines her destiny) are you? (A goddess of peace, Warrior, water/fire Goddess, African Queen, Super Hero like storm?). Based on our discussion of Blocos, themes and observation of Bloco style costumes , tonight's homework is to Imagine yourself as the spokesperson for your Bloco. Just as the girls in the film Ebony Goddess who represent their neighborhood of Curuzu, what message do you want to tell to the people? Tomorrow we vote on a theme or our group message .</p> <p>Equipment: * butcher paper with tape and markers, dry erase board, Boom Box or portable stereo/ speakers that can be connected to laptop or iPod, : TV and DVD player or something to project movie from lap top, connection to wifi would be great!, for Project Runway, newspapers, old magazines, staples, glue sticks, recycled art equipment(sequence, elastic, beads, glitter,etc).</p>
TBD	<p>*10:30am-11:00am Que Bloco Esse? Vote on our Group Theme and feedback.</p> <p>*11am-12:00pm Dance Instruction and Roda. We got our theme, we got our message, vamos a bailar!</p> <p>Equipment: * Boom Box or portable stereo/ speakers that can be connected to laptop or iPod</p>
TBD	<p>*10:30am-11:30am Basics of t-shirt design, cutting, tying, tie dying, embellishing</p> <p>* 11:30am-12:00pm Review Choreography</p> <p>Equipment: * Boom Box or portable stereo/ speakers that can be connected to laptop or iPod, use of kitchen and water, dye for batik, scissors, white t-shirts for students(students provide), beads, fabric paint</p>
TBD	OPC FIELD DAY

TBD	<p>*10:30am-12:00pm Dance Instruction (Choreography Review) Split up in 2 groups we will work on observing and supporting each other much like a Roda. Each group will work together to strengthen themselves, help individuals who are having problems with the combination and provide/ receive non-judgmental feedback.</p> <p>Equipment: * Boom Box or portable stereo/ speakers that can be connected to laptop or iPod</p>
TBD	<p>*10:30am-11:30am Dance Instruction. *11:30am-12:00pm Costume Workshop: Head pieces, hair, Geles (head wraps).</p> <p>Equipment: * Boom Box or portable stereo/ speakers that can be connected to laptop or iPod, fabric and tulle</p>
TBD	<p>*10:30am-11:30am Dance Instruction. *11:30am-12:00pm Costume Workshop: Head pieces, hair, Geles (head wraps).</p> <p>Equipment: * Boom Box or portable stereo/ speakers that can be connected to laptop or iPod, fabric and tulle</p>
TBD	<p>*10:30am-11:30am Putting it all Together Dress Rehearsal. We display our t-shirts designs, costumes and practice dancing in them to avoid bloop and blunders on stage. 11:30am-12:00pm Practice solos and procession. Each student is expected to share a solo in the choreography just as in the Rod</p> <p>Equipment: * Boom Box or portable stereo/ speakers that can be connected to laptop or iPod</p>
TBD	Exhibition Day!

Workshop Description:

The purpose of this workshop is to teach African-Brazilian dance in particular the style and of African derived dance created and popularized by the Bloco Afro group Ile Aiye (house of life) of Salvador da Bahia, Brazil in Central America. We will also examine the role of the poetry and song lyrics for this particular form of dance and create our poetry and choreography based on the theme of Love is an Action.

Brazil is the largest country in Latin America and today has the largest number of African descendants outside Africa's largest nation Nigeria. Despite the many cultural gifts that the African descendants have given to this beautiful nation, it was not too long ago that African descendants were barred from parading in one of the country's most important community

celebrations Carnival because of their race. Imagine being silenced, having your drums, your dress, your religion, your means of cultural expression, your identity banned and even illegal.

Blocos Afros were born out of resistance to a racist and oppressive government. Blocos Afros are community organizations, which were created to address social issues of racism, poverty of African descendants living Salvador, Bahia, Brazil. While working to instill self love, cultural pride of their African heritage these organizations not only unite the community through service and political action but also celebrate cultural manifestations & pride through participation in Brazilian Carnival.

Ile Aiye was the first Bloco Afro group to address political issues and challenge the racist system by parading in Brazilian Carnival wearing African motifs, playing African rhythms on their drums, reciting poetry and singing songs about the beauty of their heritage. As a result of their resistance, the police and the media persecuted Ile Aiye yet it sparked a movement in the hearts of all Brazilians black and white. Ile Aiyes display of self-love uplifted Afro and Indigenous Brazilians and raised the consciousness of whites who then became then allies for people of color in Brazil. Today , after 40 years of resistance, citizens of all ethnicities consider Ile Aiye "the Jewel" of Bahia and they continue to inspire the formation of new Bloco Afros (Olodum and Timbalada) and organizations working on behalf of the community.

Like the goal of Oakland Peace Camp in our Oakland community, Bloco Afros use the medium of art and education in form of poetry, song, drumming and dance to question power, empower and unite the community, instill social consciousness, self respect, pride and self esteem.

2. Video Game Animation: Students will expresses the Power of Harmony.

"Love Is An Action" Does Love have a look, a shape, a color, or a movement? Intrigue. Engage. Inspire

Oakland peace camp provides me not only the yearly opportunity to work with an older group of students, but allows me to experience the community spirit that is encouraged at peace camp. I look forward to the opportunity to teach my game design and animation program to an older group. My normal teaching age ranges from age 8-12, I love it but I also enjoy teaching and engaging with a bit more mature group of students.

This class is for kid's that are interested in learning the art of computer game animation and want to build computer models in three dimensions, slap on some skins that make them look cool, throw in a little animation, add some lights, sound and particle effects, then render it all, and show off to their friends.

Kid's today are immersed in media, and in particular, animation, as it is found on television, in movies and in video and computer games. Yet few kid's think about how animation is

created until they are given an opportunity to do so themselves. That's what this animation class will do.

Curriculum

Students in the 3D Computer Animation Camp plan, design, animate, direct and edit their own computer animated short films. The workshop is designed for individuals who want to learn how to use a high-end 3D computer program. Kids are encouraged to work together to learn, think, design, build, and create in new and exciting ways.

Software

Bryce 3D animation software is very easy to use and understand, a fast way to begin building amazingly real life environments, that are at your complete control. I've been using this software for 4 years in my video game making classes. This is the premier software I use to introduce students to the 3D computer game environment.

Preparation

The workshop is designed for students with little or no experience in animation. However, studio art or computer experience is helpful. 3D animation demands extraordinary focus and discipline.

Format

This course teaches students the principles of animation (i.e. movement, timing, frame rate development, etc.) using Bryce 3D – the industry standard for high-end 3D computer animation. Students progress through basic modeling, motion and rendering exercises en route to the completion of a short 3D computer animated film (with sound) of their own design by the end of the course.

3D Topics

- a) Modeling: building objects and creatures from primitive shapes, polygonal modeling, and/or sculpting with curves and points.
- b) Motion: animating the objects and creatures you model using key frames, path and shape animation, simulation, deformation, and f-curves.
- c) Character construction: creating skeletons, attaching skins, weighting envelopes, and inverse kinematics.
- d) Color and texture: creating, importing, and applying multiple textures to objects/creatures; defining color, reflectivity, and transparency.
- e) Rendering: lights, camera, compiling movies, adding sound.

We also discuss and understand the basics of all these topics:

- History: History of animation when, where it started, how it has evolved.
- Math: Comprehension of multiplication, division and fractions help children understand that 24 frames are combined to create one second of animation.
- The Arts: Aesthetic principles of design, composition, contrast and visual symbols.
- Science: Scientific principles of visual perception, cameras and projection technology.
- Physics: Physical laws and limitations of movement, velocity, gravity, transformation and metamorphosis

Weekly workflow

Week 1: Animation history, Bryce introduction, Bryce demo, class practice with Bryce.

Week 2: Build environment in Bryce, animation introduction, class practice animation.

Week 3: Animate your environment, edit, add sound, finish for presentation, class critique.

Other Objectives:

I will also make connection, with all the things they may not be aware they are experiencing like: Learning a new 3D program, we will talk about and understand 3D basics, height, width, and depth. Construction, engineering, physics, design, planning.

What you get from my class:

Among the obvious benefits of planning, designing, expression, problem solving, I hope this class in a small way helps aids them in the development of their voice, expression, and awareness. Have lots of fun and take a playable game home to share with friend.

3. Graffiti Garden of Peace: Youth will study elements of nature and learn about the animal and insect protagonists and environmental messages in cultural folktales, and merge this research with fine art and graffiti art skills to create mini-murals depicting animals, insects, flora and fauna related to the folktales they have read.

Summary:

Participants in the "Graffiti Gardens" cultural mural project will create a set of murals that incorporates elements of nature, various languages, cultural artifacts, textual forms and visual images, that reflect on a global diaspora of indigenous folktales promoting sustainable living. The mural will be based in spray paint and acrylic paint media, and will address the themes of Earth consciousness and environmental stewardship, community empowerment, the appreciation of nature and animals in folktales representing various global communities, and the role of hip-hop as a vehicle for community beautification. Students will study flora, fauna, and the animal kingdom and will learn how to draw and illustrate images of elements of nature. Students will cross-fertilize this knowledge with the tenets of graffiti writing and street art as the modern urban rendition of illuminated script, drawing on written and pictographic forms represented in cultures worldwide. Students will then create lettering styles that incorporate nature in stylistic form and design. Participants will create mini-murals for display in local community gardens and will paint a larger mural depicting what they have learned.

Students will spend the first week of the program researching the 'earthly garden' of various animals, trees, flowers, and insects, and then will learn how to draw chosen elements of nature and illustrate these drawings. They will also begin exploring the 'human garden' of cultural folktales reflecting on a respectful relationship with our natural environments. They will read folktales representing indigenous communities of North America, Latin America, Asia, Africa, Europe, and Australia and evaluate the various morals and messages in such stories. Students will then spend the second week learning the technical uses of the spray-can through physical exercises and training exercises using the 'start-stop stroke technique' used by the University of Hip-Hop. This technique will familiarize their hands and bodies with the use of spray-paint, so that they may become

comfortable using it as they would a pen, pencil, or paintbrush. During the second week they will also begin studying various language renditions of the word "Garden" and will begin choosing the visual images that they would like to incorporate into their final mural. They will research languages on-line, and draw on other murals depicting environmental consciousness and storytelling through folktales. Students will then blend natural elements with graffiti styles and languages to create their own unique 'illuminated scripts' based on nature. They will use sketchbooks to develop their visual ideas, and each individual will choose an image to be represented in the garden mini-murals.

Participants will then spend the final week painting the mural, which will incorporate their poetry, their essays, the images they have collaged together, into an inter-textual narrative that communicates their rendition of how to promote environmental stewardship and cultural appreciation. The mural will incorporate animals, flora and fauna, and will reflect multiple language forms. It will incorporate silhouettes of the youth; the students' individual and collective concepts developed over the course of the summer session, and demonstrate the tenacity of hip-hop as a vehicle for social change. At the University of Hip-Hop we specialize in teaching youth the hip-hop arts as a vehicle for self-empowerment and community beautification. I have painted hundreds of 'productions' with youth representing thematic ideas and narrative concepts born from dialogue and written reflection in small and large group settings. As a graffiti writer, a social studies teacher, and an English teacher, I have worked to develop methods for public arts projects that combine concerns about social issues with creative writing, participant research, and the hip-hop arts. On many occasions I have found that using only one of the above methods is not fully engaging, or does not pull the deepest reflection from youth and adult participants. Combining the above offers youth the opportunity to think about issues in unexpected ways, and to creatively assert themselves as a producer and organic intellectual contributing to their larger communities. I promote interdisciplinary and trans-disciplinary practices in formal education and beyond the classroom/community center experiences. My students have developed research papers on dismantling the school to prison pipeline incorporating poetry, personal testimonials, and academic research to create a holistic performative product that taps into their audience's hearts and minds. Two distinctly unique aspects of all hip-hop art forms (graffiti, rap/spoken word, deejaying/music production, and break-dance) is that they are stimulated by the energy of youth and they are based in post-industrial technologies. In this respect an artist can do twice as much thrice as fast using these arts. We have painted 20x100 ft. murals in Oakland in one day. A rapper can write three verses or short rhyming essays in one song. The use of modern technology, linoleum, the spray can, and other media increases human capacity in quantity. Deep reflection and investment in these arts increases the quality of the messages they can communicate. These arts continue to attract youth, as they have throughout their almost fifty year history, and are powerful vehicles for expression.



Oakland Leaf Statement of Qualifications

Oakland Leaf's mission is to *cultivate community transformation through creative education for youth and families*. Our organization was incorporated as a 501(c)3 non-profit in 2002. The seeds for Oakland Leaf were planted when the founders, a group of Teach for America Teachers, hosted the first All Oakland Youth Talent Showcase in 2000 to demonstrate the beauty and talent that exists in Oakland. The events of September 11, 2001 deeply impacted our founders and their students. Like most Americans, our students felt unsafe and uncertain about the future. At the same time, the homicide rates in Oakland increased dramatically and the United States declared war on Iraq. The founders of Oakland Leaf saw a need to provide youth with programs that equip our future leaders with conflict resolution skills as well as artistic and cultural exploration and expression abilities. What resulted was Oakland Leaf's first Oakland Peace Camp (2003), a summer program that gave youth a safe place for healing and expression. In Fall 2003 Oakland Leaf was asked to provide after-school programming at ASCEND School. Oakland Leaf believes that the role of education is to develop happy, healthy, and successful adults equipped with the tools to experiment and explore. For this reason, our programs are designed to support the development of children and youth by feeding the minds, bodies, and spirits of low-income youth and families in Oakland.

Oakland Leaf focuses on the physical, cognitive, social, and emotional needs of students. We provide youth with opportunities to explore their identities and contribute to their communities, to express their desires, curiosity, and frustrations. Our programs balance academic support, leadership development, and the guidance to become creative individuals with healthy habits. One of our key strategies in empowering children is to create sustainable and productive partnerships with schools that have shared visions for young people.

Our approach, based on principles of youth development and family empowerment, weaves together five core initiatives which correlate to the challenges, needs, and opportunities in our community: 1) Science, Technology, Engineering, and Math (STEM), 2) Literacy, 3) Art and Culture, 4) Health and Wellness, and 5) Empowerment and Leadership.

In addition to our five core initiatives, our programming is based on youth development practices and principles. We develop and assess our staff and programming for cultural relevancy and engagement; a strategy reinforced by taking a project based approach to our classes. This gives students the opportunity to showcase their learning through expositions and community showcases.

Oakland Leaf works in partnership with Oakland Fund for Children and Youth (OFCY) and Oakland Unified School District (OUSD) to achieve a shared vision of a full service community school district. Students and schools with limited economic resources are targeted to ensure that students have access to the resources and the tools needed to achieve academic success and develop into thoughtful and creative citizens. Our whole-child approach to the work makes it possible for schools to provide wrap-around services for students and families. We work with each school to support its specific Community Schools Strategic Site Plan. We have been leading the way in helping Oakland public schools transcend traditional classroom learning and we partner together by using our programs to transform schools into thriving year-round community hubs.

All of our programs are culturally relevant, project based, and culminate in a student showcase or performance. Oakland Leaf's current programs include five comprehensive after-school programs for elementary and middle school students, a wrap-around family resource center, a nationally recognized



Oakland Leaf Statement of Qualifications

high school leadership and media arts fellowship program, a school-based community garden and ecology programs, an All Oakland Youth Talent Showcase, and a three-week arts, leadership, and social justice education summer camp called Oakland Peace Camp. Oakland Leaf has grown to serve over 1,100 students and families annually, guided by our credo, "Love is an action!"

Since its incorporation as a 5015(c)(3) in 2002, Oakland Leaf has matured into an organization with reliable and effective administrative and financial practices. Our Board of Directors guides our fiscal strategies, while fiscal operations are managed by our Executive Director with the support of a well-qualified bookkeeper and monthly reviews by a Certified Public Accountant. Additionally, Oakland Leaf is audited yearly to ensure that the organization is using Generally Accepted Accounting Principles (GAAP).

Oakland Leaf has managed federal, state, and local funds through its partnerships with City and State agencies such as OFCY, City of Oakland Cultural Funding, Oakland Community Action Partnership, OUSD, ASES, and 21st Century Community Learning Centers. All of our programs adhere to comprehensive City and State standards for fiscal and administrative requirements such as staff-to-youth ratios and units of service requirements as well as measures for accountability including quarterly evaluations, submission of reports, and invoicing.

Oakland Leaf has a current organizational budget of over \$1.3 million with diverse funding sources. In addition to successfully managing public revenue, we have increased our income from private philanthropy. This year private philanthropy makes up 28% of our total income.

Oakland Leaf balances its priority to put as much revenue into programs as possible with the realities of the need to invest in a strong and sustainable infrastructure. Over the last two years, we have established processes and procedures to ensure organizational consistency, accountability, transparency, data collection, and program evaluation, and our budget reflects these best practices. We now have standards and protocols ranging from organization charts, tracking systems, a complete employee handbook, and mandatory quarterly reports for program directors with program updates and projections. We have also developed programs that are not personality based, but grounded in institutional protocols and we have a fundraising and development plan to ensure long-term sustainability.

SAM Search Results
List of records matching your search for :

Search Term : Oakland* Leaf* Foundation*
Record Status: Active

No Search Results



PURCHASE ORDER
OAKLAND UNIFIED SCHOOL DISTRICT
PURCHASING DEPARTMENT
900 HIGH STREET OAKLAND, CALIFORNIA 94601
FAX: (510) 879-1857

PURCHASE ORDER NO.

P1600095

R0160125

ORDER MUST BE RECEIVED IN OAKLAND USD WAREHOUSE BY
06/30/16, OR ORDER WILL BE RETURNED TO VENDOR AT
VENDOR'S EXPENSE

- * SHOW PURCHASE ORDER NUMBER AND ITEM NUMBER ON ALL CORRESPONDENCE, INVOICES, AND PACKAGES.
- * ALL GOODS AND SERVICES MUST BE AS SPECIFIED. DO NOT SUBSTITUTE.
- * MAIL INVOICE IN DUPLICATE TO: OAKLAND UNIFIED SCHOOL DISTRICT
ACCOUNTS PAYABLE
1000 Broadway, Suite 450
Oakland, CA 94607

VENDOR:

I001624

OAKLAND LEAF FOUNDATION

P.O. BOX 7256

OAKLAND CA 94601

SHIP TO:

PAYMENT CANNOT BE GUARANTEED IF SHIPPED TO ADDRESS
OTHER THAN BELOW. FOR PROMPT PAYEMENT, ITEMS ON
INVOICE MUST BE IN SAME SEQUENCE AS ITEMS ON PURCHASE

COMMUNITY SCHOOLS AND STUDENT SERVI

746 GRAND AVENUE

OAKLAND CA 94610

PHONE: (510) 273-1500

FAX: (510) 273-1501

SITE CONTACT: McMearn, Renee

Del
Date

07/01/15

Bid

Quote#

M1 (510) 533-5989 F1 (510) 533-8825

Item No.	Quantity	Unit	Description of Articles or Services	Unit Price	Total Price
001	32,110	EA	CONTRACTED SERVICES - Summer Learning Program at Bret Harte Middle School.	1.00	32,110.00
NET TOTAL					32,110.00

NOTICE TO VENDORS:

Vendor agrees, by supplying the product(s) and/or service(s) requested in this purchase order, to defend, indemnify and hold harmless the District, its Board of Education, officers, employees, agents from any and all losses or injuries, however caused, resulting from any defects in, or delivery of, the product(s) supplied, or negligence in providing the service(s).

AFFIRMATIVE ACTION:

The seller shall not discriminate against any employee or applicant for employment because of race, creed, sex, non-impairing handicap, color, or national origin and shall insure compliance with all provisions of Executive Order No. 11246 (as amended by Executive Order No. 11375). Failure to comply shall be considered cause for not requesting bids from that firm, until it complies with the above provision.

Buyer Name: BRENDA LEWIS

Buyer Phone#: (510) 434-2247

DIRECTOR OR DESIGNEE OF PURCHASING

DATE

PROFESSIONAL SERVICES CONTRACT ROUTING FORM 2014-2015



Basic Directions

Additional directions and related documents are in the Knowledge Center on the Intranet and Contracts Online 2.0 Tool

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

1. Contractor and OUSD contract originator (principal or manager) reach agreement about scope of work and compensation.
2. Ensure contractor meets the consultant requirements (including the Excluded Party List, Insurance and HRSS Consultant Verification)
3. Contractor and OUSD contract originator complete the contract packet together and attach required attachments.
4. Within 2 weeks of creating the requisition the OUSD contract originator submits complete contract packet for approval to Procurement.

Attachment Checklist ☒ For All Consultants: Authorization to Work, which indicates vendor has cleared the registration and background check
☒ For All Consultants: Results page of the Excluded Party List (<https://www.sam.gov/>)
☒ For All Consultants: Statement of qualifications (organization); or resume (individual consultant).

OUSD Staff Contact Emails about this contract should be sent to: (required) Renee.McMearns@ousd.k12.ca.us

Contractor Information

Contractor Name	Oakland Leaf Foundation	Agency's Contact	Odiaka Gonzalez
OUSD Vendor ID #	I001624	Title	Executive Director
Street Address	7700 Edgewater Dr #818	City	Oakland
Telephone	(510) 564-4334	State	CA
		Zip	94621
		Email (required)	odiaka.gonzalez@oakandleaf.org
Contractor History	Previously been an OUSD contractor? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Worked as an OUSD employee? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Compensation and Terms – Must be within the OUSD Billing Guidelines

Anticipated start date	05/01/2015	Date work will end	08/21/2015	Other Expenses	
Pay Rate Per Hour (required)		Number of Hours (required)			

Budget Information

If you are planning to multi-fund a contract using LEP funds, please contact the State and Federal Office before completing requisition.

Resource #	Resource Name	Org Key	Object Code	Amount
4124	21st CCLC	9221872101	5825	\$ 32,110.00
			5825	
			5825	
Requisition No. (required)	R0160125	Total Contract Amount	\$ 32,110.00	

Approval and Routing (in order of approval steps)

Services cannot be provided before the contract 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/>)

1.	Administrator / Manager (Originator)	Name	Julie McCalmont	Phone	(510) 273-1576	
	Site/Department (Name & #)	922/Community Schools and Student Services Dept.			Fax	(510) 273-1501
	Signature	<i>Julie McCalmont</i>			Date Approved	6/12/15
2.	Resource Manager, if using funds managed by:	<input type="checkbox"/> State and Federal <input type="checkbox"/> Quality, Community, School Development <input checked="" type="checkbox"/> Community Partnerships and Student Services <input type="checkbox"/> Risk				
	<input type="checkbox"/> Scope of work indicates compliant use of restricted resource and is in alignment with school site plan (CSSSP)					
	Signature	<i>Julia Ma</i>			Date Approved	
	Signature (if using multiple restricted resources)				Date Approved	
3.	Network Superintendent/Deputy Network Superintendent					
	Signature	<i>Curtis Sanchez</i>			Date Approved	6/12/15
4.	Chiefs / Deputy Chiefs	<input type="checkbox"/> Consultant Aggregate <input type="checkbox"/> Under <input type="checkbox"/> Over \$25,000				
	<input type="checkbox"/> Services described in the scope of work align with needs of department or school site					
	<input type="checkbox"/> Consultant is qualified to provide services described in the scope of work					
	Signature	<i>Dean Diller</i>			Date Approved	
5.	Superintendent, Board of Education	Signature on the legal contract				
Legal	Required if not using standard contract	Approved		Denied - Reason		
Procurement	Date Received			PO Number	P1600095	