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**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Memo

To Board of Education

From Antwan Wilson, Superintendent

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

Subject Memorandum of Understanding - Higher Ground Neighborhood Development Corporation (contractor) - 154/Madison Park Academy, Lower Campus (site)

Action Requested Approval of a Memorandum of Understanding (MOU) between District and Higher Ground Neighborhood Development Corporation, for services to be provided primarily to 154/Madison Park Academy, Lower Campus.

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

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

Discussion
One paragraph summary of the scope of work.

Approval by the Board of Education of a Memorandum of Understanding 2015-2016 between the District and Higher Ground Neighborhood Development Corporation, Oakland, CA, for the latter to serve as lead agency to provide program coordination, math intervention, homework support, student supervision and a variety of enrichment services for Madison Park Academy's comprehensive After School for the period of July 1, 2015 through August 19, 2016, in the amount of \$93,779.00.

Recommendation

Approval by the Board of Education of a Memorandum of Understanding (MOU) between the District and Higher Ground Neighborhood Development Corporation for the latter to provide Arts, Recreation, Leadership and Family Literary activities in its capacity as a Comprehensive After School Program Lead Agency at Madison Park Academy, Lower Campus for the period July 1, 2015 through August 19, 2016.

Fiscal Impact

Funding Resource: 6010/After School Education and Safety (ASES) Grant in an amount not to exceed \$93,779.00.

Attachments

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



MEMORANDUM OF UNDERSTANDING

ROUTING FORM 2015-2016

Basic Directions

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

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

Agency Information

Agency Name	Higher Ground Neighborhood Development C			Agency's Contact Person	Amber Blackwell
Street Address	6441 Herzog Street			Title	Administrative Director
City	Oakland			Telephone	510/658-6454
State	CA	Zip Code	94608	Email	highergroundndc@yahoo.com
OUSD Vendor Number	I001673				
Attachments	<input checked="" type="checkbox"/> Proof of general liability and workers' compensation insurance <input checked="" type="checkbox"/> Statement of qualifications <input checked="" type="checkbox"/> Program Planning Tool and Budget <input checked="" type="checkbox"/> Printout showing this vendor does not appear on the Excluded Parties List. (www.sam.gov/portal/public/Sam/)				

Compensation and Terms – Must be within OUSD Billing Guidelines

Anticipated Start Date	07/01/2015	Date work will end	08/19/2016	Total Contract Amount	93779
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Budget Information

Resource #	Resource Name	Org Key #	Object Code	Amount	Req. #
6010	ASES	1541553401	5825	\$ 93,779.00	R0160472
			5825	\$	
			5825	\$	
			5825	\$	

OUSD Contract Originator Information

Name of OUSD Contact	Lucinda Taylor	Email	Lucinda.Taylor	@ousd.k12.ca.us
Telephone	510/636-7919	Fax	510/636-7920	
Site/Dept. Name	154/Madison Park Academy Lower Campus	Enrollment Grades	TK	through 5th

Approval and Routing (in order of approval steps)

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

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

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

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

Higher Ground Neighborhood Development Corporation

1. **Intent.** This Memorandum of Understanding ("MOU") establishes the Oakland Unified School District's ("OUSD") intent to contract with Higher Ground Neighborhood Development Corporation ("AGENCY") to serve as the lead agency to provide after-school and/or summer educational programs and to serve a sufficient number of students and run services for a sufficient number of days to earn the core grant allocation of funding at 154/Madison Park Academy Lower Campus under the following grants:
 - After School Education and Safety Program ("ASESP")
 - California Department of Education ("CDE") 21st Century Community Learning Center (21st CCLC)
 - Oakland Fund for Children and Youth - This MOU will also outline services provided on OUSD school grounds through the Oakland Fund for Children and Youth ("OFCY") After-School Initiative funds that shall be utilized as matching funds to CDE ASEP and 21st CCLC funds.
 - Private grants
2. **Term of MOU.** The term of this MOU shall be July 1, 2015 to August 19, 2016 and may be extended by written agreement of both parties.
3. **Termination.** OUSD may at any time terminate this MOU for any or no reason upon not less than five (5) days written notice to AGENCY. OUSD shall compensate AGENCY for services satisfactorily provided through the date of termination. In addition, OUSD may terminate this MOU for cause should AGENCY fail to perform any part of this MOU. In the event of termination for cause, OUSD may secure the required services from another contractor. If OUSD's cost of procuring services from another contractor exceeds the cost of providing the services pursuant to this MOU, AGENCY shall pay the additional cost.
4. **Compensation.** The ASEP and 21st CCLC grant award amount for Higher Ground Neighborhood Development Corporation is \$ 93779. AGENCY shall be entitled to compensation from these funds in accordance with the following terms and conditions:
 - 4.1. **Total Compensation.** Subject to the provisions of 4.2 Positive Attendance and the provisions of 4.3 Administrative Fee, AGENCY shall receive the amount of the grant award less OUSD's administrative fees and other site costs agreed to by the Site Administrator and AGENCY.
 - 4.2. **Positive Attendance.** Payment for services rendered related to the ASEP and 21st CCLC grants shall be based on actual student attendance rates (\$7.50 a day per student), not estimates, as those programs are "positive attendance based." OUSD reserves the right to modify the annual core allocation based on reported attendance. In the event that payments made to AGENCY exceed the reported attendance for the Core grant, the AGENCY will return payments to OUSD at the rate of \$7.50 a day per student. Documentation of attendance must be submitted through the OUSD/OFCY attendance systems in order for invoices for payment of services for the ASEP and 21st CCLC grants to be processed. Exhibit A (Attendance Reporting Schedule 2015-2016")
 - 4.2.1. **Reconciliation Process for Positive Attendance Based Grant Funds.** OUSD will adjust the payment of the "positive attendance based" grants based on quarterly review of monthly invoices and attendance for services rendered related to the ASEP, 21ST CCLC (Core Grant) for any adjustments resulting from the reconciliation of the attendance reports for that quarter's months. The attendance reconciliation process will assess the program's performance with respect to the required compliance with the grant mandated attendance rates. Based on the

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

4.2.2. Administrative Charges and Reconciliation. Reconciliation process for positive attendance based grants must factor in the subtraction of administrative and other OUSD central charges, as outlined in section 4.3, from any grant amounts earned through attendance (OUSD indirect, custodial, evaluation, and After School Programs Office administrative and training/technical assistance fees).

4.3. OUSD Administrative Fees. OUSD shall charge and withhold up to 14% from the overall ASEP and 21st Century grant awards for central indirect, administrative, custodial, evaluation, and direct service training and technical assistance.

4.4. AGENCY Administrative Fees. AGENCY understands and agrees that it may not charge more than 4% of the total contract amount as administrative fees and that its administrative fees must be set at an appropriate dollar amount to keep the ASEP and 21st Century grants within the grant-mandated allowable 15% for total indirect/administrative costs. The agency administrative fees charged to the ASEP and 21st CCLC grants must be used for direct administrative costs and cannot be used for agency indirect costs. Direct administrative costs consist of expenditures for administrative activities that provide a direct benefit to the ASEP and 21st CCLC programs. Indirect costs consist of expenditures for administrative activities that are necessary for the general operation of the agency, but that cannot be tied to the ASEP and 21st CCLC programs.

4.5. Program Budget. The grant will remain as part of the site budget. Funds will be encumbered from the site budget on behalf of AGENCY for the school year 2015-2016 and will not exceed \$ 93779 in accordance with Exhibit B. **Exhibit B** ("ASEP/21st CCLC Planning Tool/Comprehensive After School Program Budget for AGENCY 2015-2016").

4.6. Modifications to Budget. Any modifications to the approved grant budget must be approved by OUSD, AGENCY, and CDE before expenditures of funds for modified line items are authorized. Except as expressly set forth herein, OUSD shall not be liable to AGENCY for any costs or expenses paid or incurred by AGENCY in performing services for OUSD. The granting of any payment by OUSD, or the receipt thereof by AGENCY, shall in no way lessen the liability of AGENCY to correct unsatisfactory work, although the unsatisfactory character of that work may not have been apparent or detected at the time a payment was made. Work, which does not conform to the requirements of this Agreement, may be rejected by OUSD and in that case must be replaced by AGENCY without delay.

4.7. Program Fees. The intent of the ASEP and 21st CCLC programs is to establish local programs that offer academic assistance and enrichment for students in need of such services regardless of their ability to pay. Though it is not against the rules to charge fees for participation in programs, the CA Department of Education discourages it because it could exclude students in need from attending and taking advantage of the after school program. Fees should not create a barrier to participation in the after school program. After school services must be equally accessible to all students targeted for services regardless of their ability to pay. Programs that propose to charge fees may not prohibit any family from participating based on their inability to pay and must offer a sliding scale of fees and scholarships for those who could not otherwise afford to participate. Any income collected from fees must be used to fund program activities specified in the grant application. AGENCY shall do full accounting of fees collected, and documentation shall be kept for 5 years for auditing purposes. If AGENCY decides to charge fees, this decision shall be made collaboratively with the Site Administrator, and AGENCY shall work collaboratively with the Site Administrator and parent leaders to develop an appropriate program fee structure for the school community. AGENCY shall provide the OUSD After School Programs Office with written documentation of the program fee

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

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

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

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

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

- 5.3. **Enrollment.** AGENCY will enroll TK through 5th grade students at Madison Park Academy Lower Campus, to serve sufficient number of students and run services for a sufficient number of days to earn the full core grant allocation of funding.

5.4. **Program Requirements**

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

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

- 5.4.3. **Program Components.** AGENCY agrees to provide programming that supports the guidelines as outlined in the ASEP and 21st CCLC grants for students at Madison Park Academy Lower Campus. AGENCY acknowledges and agrees to provide programming consistent with grant guidelines including, but not limited to:

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

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

5.4.3.3. AGENCY will be billed at the rates immediately below, for meals by Nutrition Services under the following conditions.

5.4.3.3.1. MPW not completed and submitted by the next business day;

5.4.3.3.2. Snacks are ordered and not picked up

5.4.3.4. In addition to any applicable liability associated with audit findings, AGENCY will be charged the following for each meal that OUSD is unable to claim due to AGENCY's failure to comply with program requirements:

5.4.3.4.1. Snack: \$1.00

5.4.3.4.2. Supper: \$3.50

5.4.3.5. AGENCY will be liable for audit findings and/or assessments (See Section 12 below) that are attributable to AGENCY's failure to comply with the rules and regulations of the Nutrition Services program, including liability if reimbursement is denied Nutrition Services because of AGENCY's failure to comply with program requirements.

5.4.4. **Staff Ratio.** The staff to youth ratio shall not exceed 1:20, with no more than 20 youth for each qualified, adult staff supervisor.

5.5. **Data Collection.** AGENCY will work with OUSD to collect and analyze data on student enrollment, student attendance, student academic performance, student satisfaction, and parent satisfaction. This includes, but is not limited to:

5.5.1. **Accountability Reports.** Providing OUSD with the following set of program accountability reports:

- Financial reports
- Activity reports
- Outcomes reports: behavioral and academic

5.5.2. **Attendance Reports.** Providing OUSD with attendance reports using the OUSD/OFCY attendance systems and maintaining required attendance records utilizing the OUSD/OFCY attendance systems, including completion of mandatory monthly reports. Original written documentation of all daily attendance records, including all daily sign in/out sheets, will be maintained by Agency for 5 years for auditing purposes.

5.5.3. **Use of Enrollment Packet.** AGENCY will use OUSD After School Program Parent Permission and Student Information enrollment packet, including early release waiver, for all after school participants. **(Exhibit C)** AGENCY will seek approval from the OUSD After School Programs Office for any modifications to the OUSD enrollment packet, in advance of distribution.

5.6. **Maintain Clean, Safe and Secure Environment.** Maintaining clean, safe, and secure program environments for staff and students in conjunction with OUSD guidelines. AGENCY, as they view necessary, will initiate and establish additional cleanliness, safety, and security policies and protocol sufficient to ensure staff, student and family member safety.

5.7. **Meeting Participation.** AGENCY will participate in technical assistance, training, orientation, monthly meetings and other support and resource development activities provided by OUSD and collaborative partners in conducting program planning, implementation, and evaluation. These include required regular meetings with the school principal or other identified designee to ensure collaboration with the school vision. AGENCY staff will participate in meetings facilitated by the OUSD After School Programs Office to address program quality, program improvement and general troubleshooting.

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

- Administration, faculty, and staff of Madison Park Academy Lower Campus
- OUSD After School Programs Office
- OUSD central administration departments
- Parents/Guardians
- Youth
- Community organizations and public agencies

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

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

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

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

6.1.1. a full description of the trip and scheduled activities

6.1.2. student/adult participant health information

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

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

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

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

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

6.6. **Supervision**

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

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

- 6.9. Vendor is licensed to provide all proposed activities.
- 6.10. Voluntary Student Accident Insurance must be made available for purchase (required for all trips). All student participants on higher risk activities (e.g. swimming, snow trips, horseback riding, sailing, rafting, etc) must be covered by medical or accident insurance.
- 6.10.1. Parents/guardians must be informed that there is no District insurance for the trip;
- 6.10.2. Program fees must include coverage for accidents or injuries to participants by an insurance carrier authorized to do business in California.
- 6.11. **ADDITIONAL REQUIREMENTS FOR HIGH RISK, OVERNIGHT, OUT OF STATE TRIPS:**

6.11.1. Definition of High Risk Activities

6.11.1.1. Because of concerns about the risk to student safety, the after school program coordinator shall not permit the following activities on campus or during AGENCY sponsored after school or summer program trips, events and activities unless the activity is properly supervised, students wear protective gear as appropriate, and each participant has insurance coverage:

- Amusement Parks
- Interscholastic Athletic Activities
- Bicycle riding
- Circus Arts
- Hiking (Moderate to rigorous terrain or length) vs short nature "walks"
- Hang gliding
- Horseback riding
- Ice Skating
- In-line or Roller Skating
- Rock climbing, climbing walls
- Skateboarding or use of non-motorized scooters
- Snow sports of any kind
- Trampoline; Jumpers
- Motorcycling
- Rodeo
- Target Shooting
- Water Activities including but not limited to: swimming, snorkeling, scuba diving, sailing, boating, kayaking, river rafting, water slides, water skiing etc.
- Outdoor active, experiential programs (Ropes course, pulley, etc.)
- Other activities determined by the school principal to have a high risk to student safety

6.11.1.2. The cost of insurance coverage for such activities shall be borne by the student and/or AGENCY.

6.11.1.3. Students who operate or ride as a passenger on a bicycle, non-motorized scooter or skateboard upon a street, bikeway or any other public bicycle path or trail shall wear a properly fitted and fastened bicycle helmet that meets the standards of law. Students also shall be required to wear such helmets while wearing in-line or roller skates.

6.11.2. Department of Justice and FBI fingerprinting and fingerprint clearance must be obtained for all non-District employee chaperones. Chaperones who continue beyond one school year will need to get fingerprint clearance once every three years from the time they begin chaperoning on after school program trips. Chaperones shall act in accordance with district policies,

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

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

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

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

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

- Facility
- Program

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

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

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

6.12.3. **Swimming Activities**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

8. Invoicing

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

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

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

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

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

8.5. **Submission of Invoices for ASEP and 21st Century Grants.** For services rendered related to the ASEP and 21st CCLC grants, OUSD shall pay AGENCY, on a monthly basis, for appropriately documented expenses related to the ASEP and 21st CCLC grants, with a cumulative total for 2015-2016 not to exceed \$93779 in accordance with the attached Exhibits to this Memorandum. Invoices for payment of services shall be submitted by the 10th of each month to the OUSD After School Programs Office, utilizing the required OUSD invoicing and staff qualifications form (**Exhibit F**). OUSD will strive to adhere to second Accounts Payable check run per the published schedule of monthly payments if invoices are submitted in accordance with the deadlines and requirements set forth in this section and the accompanying Exhibits.

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

10. Changes

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

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

11. Conduct of Consultant

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

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

- 11.7. Bullying.** The District's Board of Education recognizes the harmful effects of bullying on student learning, school attendance and participation in after school programs. In order to have a safe environments that protect students from physical and emotional harm, AGENCY shall establish student safety as a high priority and shall not tolerate bullying of any student. AGENCY shall adopt a policy expressly against harassment, intimidation, and bullying.
- 11.8. Restorative Justice (RJ) and Positive Behavioral Interventions and Supports (PBIS).** As a part of the District's commitment to eliminate disproportionality in discipline affecting African American male students, the District has initiated Restorative Justice and PBIS programs at many school sites. AGENCY is encouraged to learn more about these programs at school sites and work with District Staff to implement programs in the after school programs that support positive school climate.
- 12. Indemnification.** AGENCY shall indemnify, hold harmless and defend OUSD and each of its officers, officials, employees, volunteers and agents from any loss, liability, audit fines, assessments, penalties, forfeitures, costs and damages (whether in contract, tort or strict liability, including but not limited to personal injury, death at any time and property damage) incurred by OUSD, AGENCY or any other person and from any claims, demands and actions in law or equity (including attorney's fees and litigation expenses), arising or alleged to have arisen directly or indirectly out of performance of this MOU. AGENCY's obligations under the preceding sentence shall apply jointly and severally regardless of whether OUSD or any of its officers, officials, employees, volunteers or agents are actively or passively negligent, but shall not apply to any loss of liability, fines, penalties, forfeitures, costs or damages caused solely by the active negligence or by the willful misconduct of OUSD. If AGENCY should subcontract all or any portion of the work or activities to be performed under this MOU, AGENCY shall require each subcontractor to indemnify, hold harmless and defend OUSD, its officers, officials, employees, volunteers or agents in accordance with the terms of the preceding paragraph.
- 13. Insurance.** Throughout the life of the MOU, AGENCY shall pay for and maintain in full force and effect with an insurance company(s) admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A/VII" in Best Insurance Rating Guide, the following policies of insurance:
- 13.1. Commercial General Liability** insurance which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance with combined single limits of not less than \$1,000,000 per occurrence.
- 13.2. Worker's Compensation** insurance, as required by the California Labor Code, with not less than the statutory limits.
- 13.3. Property and Fire** insurance shall provide to protect: Real Property, against risk of direct loss, commonly known as Special Form and Fire Legal Liability, to protect against liability for portions of premises leased or rented; Business Personal Property, to protect on a Broad Form, named peril bases, for all furniture, equipment and supplies of AGENCY. If any OUSD property is leased, rented or borrowed, it shall also be insured the same as real property.

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

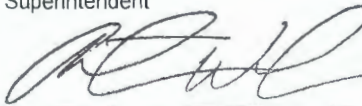
canceled, this MOU shall become void. The acceptance by OUSD of the above-required insurance does not serve to limit the liability or responsibility of the insurer or AGENCY to OUSD. **Exhibit H** ("Certificates of Insurance").

14. **Litigation.** [This section is intentionally deleted by the parties].
15. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
16. **Counterparts.** This MOU and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
17. **Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion:** The District certifies to the best of its knowledge and belief, that it and its principals: Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency according to Federal Acquisition Regulation Subpart 9.4, and by signing this contract, verifies that this vendor does not appear on the Excluded Parties List. <https://www.sam.gov/portal/public/SAM>

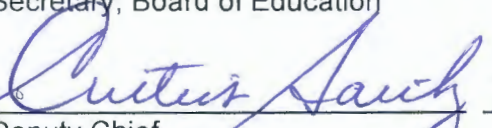
On behalf of our respective institutions or organizations, we hereby execute this Memorandum of Understanding.

OAKLAND UNIFIED SCHOOL DISTRICT

- ☐ President, Board of Education
☐ Superintendent


Secretary, Board of Education

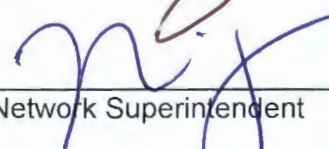
8/27/15
Date


Deputy Chief
Community Schools and Student Services Dept.

8/27/15
Date


Principal

8/19/15
Date


Network Superintendent

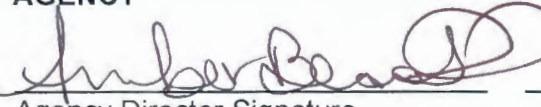
7/2/15
Date

MOU template approved by Legal May, 2015



Chief Academic Officer

8/3/15
Date

AGENCY


Agency Director Signature

6.19.15
Date


Print Name, Title

Attachments:

- **Exhibit A.** Attendance Reporting Schedule
- **Exhibit B.** Planning Tool/Comprehensive After School Program Budget
- **Exhibit C.** Enrollment Packet, including Early Release Waiver
- **Exhibit D.** List of Anticipated Field Trips, Off Site Events and Off Site Activities
- **Exhibit E.** Waiver for Use of East Bay Regional Park District Bodies of Water (Swimming Pools, Lagoons, Shoreline Parks and Lakes) and Related Facilities
- **Exhibit F.** Invoicing and Staff Qualifications Form
- **Exhibit G.** Fiscal Procedures and Policies
- **Exhibit H.** Certificates of Insurance
- **Exhibit I.** Statement of Qualifications

Exhibit A

Attendance Reporting Schedule

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

Exhibit B

ASES and 21st CCLC After School Program Plan
and After School Budget Planning Spreadsheet

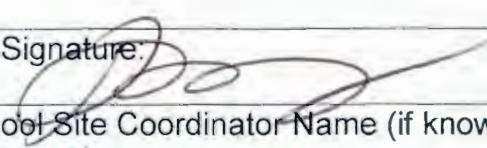
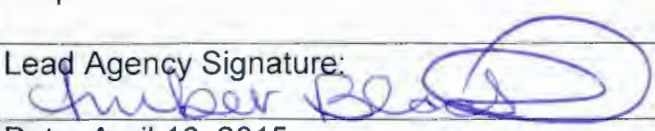
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OUSD After School Programs
funded by After School Education and Safety (ASES) and 21st Century Community Learning Center (21st CCLC)
Grants

ASES and 21st CCLC After School Program Plan
Elementary & Middle Schools
2015 – 2016

SECTION 1: School Site Information

School Site: Madison Park Academy (lower campus K to 5)	Lead Agency: Higher Ground Neighborhood Development Corp.
Principal Signature: 	Lead Agency Signature: 
After School Site Coordinator Name (if known at this time): Khariyyah Shabazz	Date: April 16, 2015

SECTION 2: Alignment with Site Plan (SPSA), Major Improvement Priorities

In collaboration with school leadership, identify the school's Major Improvement Priorities where this after school program is identified for its high leverage practices.

In collaboration, Higher Ground's high leverage practices supports the following Major Improvement Priorities "3 Rocks" which the following are:

1. *MPA students (TK-11) will be better prepared to move between grade levels my supporting students with clear connections between transitions looking at teacher practices and instructional methods at all grade level content areas.*
2. *Cost support services for all 3 campus*
3. *Community partnerships*

- ☒ X Balanced Literacy and Literacy Across the Curriculum
- ☒ X Science, Technology, Engineering, and Mathematics (STEM)
- ☒ X Transitions and Pathways Pre-K to 12
- ☒ X College, Career and Workforce
- ☒ X Accelerating Students through Targeted Approaches
- ☒ X Extended Learning Time
- ☒ X School Culture (including Meaningful Student Engagement)

- ☒ Health and Wellness
- ☒ Interrupting Chronic Absence (Attendance)
- ☒ Building Capacity and Leadership
- ☒ Family and Student Engagement
- ☒ Strategic Operational Practices

LCAP Strategic Priorities

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

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

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

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

The overall HG after school programmatic goal is to provide young people with opportunities that support their physical, intellectual, psychological, emotional, social growth and development, and directly align and support the school in meeting its educational and enrichment goals for students.

90% of AS students who attend programming 85% of the time will increase the number of books read and understood by the 4th week of May, 2015.

90% of students who attend AS programming 85% of the time will experience knowledge increases in the areas of pre-identified math concepts and life sciences.

90% of students who attend AS programming 85% of the time will experience student leadership opportunities through the use of HG engagement and interaction exercises that promote voice, choice, and peer leadership.

90% of AS students and their families who attend programming 85% of the time will experience increased opportunities to participate in the creation and maintenance of a campus climate that is inclusive of all programming sharing the campus.

25% of parents will participate in the HG Community Schools Assessment process through surveys, engagement groups and/or monthly family events and support transition into a full service Community School that fully aligns the regular day and the after school programs and services.

SECTION 3: OUSD Strategic Questions

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

Strategic Questions/Desired Outcomes	Strategic Activities	Outcomes of Strategic Activities	Data used to assess the strategic activities
<i>As a result of our ASP efforts...</i>	<i>What after school strategic activities will support the desired outcomes?</i>	<i>What short-term outcomes will you expect from your efforts by the end of the school year?</i>	<i>What data will be collected to measure these outcomes?</i>
High School Graduation: How many more Oakland children are graduating from high school?			
Satisfactory School Day Attendance: How many more Oakland children are attending school 95% or more?	HG's enrollment process acts as an attendance case management system helping HG and site based leadership identify barriers that may be standing in the way of regular attendance by AS students. HG attendance case	HG AS programming will consistently serve 85 to 90 students every day. 85% of students enrolled in HG programming will attend daily missing no more that one day per two weeks.	Citi span reports will be used to collect data on student attendance in the after school program and will be compared to daytime attendance for indications that a family may need some support in getting their student to

	<p>management process is comprised of investigations to compare daytime and after school attendance, and dissemination of parent letters expressing our concern about the student's chronic absence. HG shares relevant information about students who are both absent during the daytime as well as after school with daytime staff in order to help parents improve attendance. Once we have established contact and have an understanding of why the student is absent a determination is made around dropping the student if absents persist. As a standard part of HG's enrollment management system on designated days of the week staff regularly reviews attendance with the team pointing out chronic absences or students who are in danger of being dropped. Discussion around what the next steps should be take place among the team. HG's focus is on encouraging regular attendance at school.</p> <p>Though programming that is focused on interaction creating an environment where students have a since of belonging, support in</p>	<p>95% of student experiencing chronic absence will be contacted and offered assistance in removing some of the barriers standing in the way of daily attendance in the after school program.</p> <p>100% of students/families who attend the After School Program at least 85% will receive parent communication and parent support regarding attendance concerns and mentoring when deemed appropriate.</p>	<p>school daily.</p> <p>Daily attendance kept by AS teachers point out red flags in attendance before reports are ran as each day attendance concerns are on the staff check in agenda. Investigations are triggered after 2 consecutive absences in one week's time.</p> <p>Snack count further assist us in aligning attendance and monitoring of chronic absence during large group check in.</p> <p>HG site coordinator works with the daytime attendance clerk to run attendance for us once per week on a Monday for the previous week.</p> <p>Monthly student attendance awards for 95% or more daily attendance is given to encourage daily attendance. However it is our goal to provide such a robust program that all participants get this recognition.</p>
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	managing feelings, and positive interactions with HG adults we hope to increase the motivation of students to be at school daily in order to participate in this special after school climate.		
Job Skills/Career readiness: How many more students have meaningful internships and/or paying jobs?	<p>Job skills/career readiness is reflected in youth selected jobs and roles that are vital to day to day S.T.E.M.S. programming. All students are encouraged to sign up for a different job until they have successfully done each one. All jobs support the creation of a S.T.E.M.S culture and climate.</p> <p>HG has an extensive Work Force Development Program. (WFD) HG works with exiting 5th graders to get them to return to work as youth workers. We also work with Madison Park, American Indian Charter, Bret Heart Middle School, Castelmont, McClymonds, and Berkeley High School students providing them with extensive training in youth development. WFD are trained how to work with students k-5.</p> <p>WFD students are trained how to implement HG safe, supportive, engagement, and interaction strategies when working with students. Upon the satisfactory completion of the mandatory training hours students are placed at the after school site closest to their high school and they begin</p>	<p>90% of students who attend 90% of the time will have meaningful experiences with job skills and careers in the S.T.E.M.S areas.</p> <p>90% of students attending WFD 80% of the time will express interest in S.T.E.M.S careers in youth development.</p>	<p>External satisfaction surveys.</p> <p>Internal satisfaction surveys will be the data collected to measure students engagement with programming.</p> <p>Contentious enrollment in WFD programming by students will provide data of satisfaction and efficacy.</p>

	<p>supporting site staff.</p> <p>Once students complete their mandatory training hours they are eligible to receive a monetary stipend and participate in end of the year celebration with their families.</p>		
<p>Health and Well-being: How many more Oakland children have access to, and use, the health services they need?</p>	<p>HG hopes to impact the number of students having access to and using health services they need in the areas of social, emotional, and physical health. HG's approach to supporting this through the after school program is to continue to work closely with after school parents identifying what additional services they desire to be available at the school.</p> <p>Through our annual community schools surveys we find out what services the majority of after school families want including social, emotional, and physical supports and try to bring them to the school at some point during the year. This includes close collaboration with Sobrante Park Time Banking annual Health Fair in which New Highland parents get health and wellness information, screenings, and</p>	<p>Higher Ground participation in at least 80% of COST meetings.</p> <p>80% of families will receive information on health services and partners providing services on the site and/or in the community.</p> <p>80% of students who have been identified as needing additional health services will be referred to OUSD Health Services, health service provider(s) in the community, and/or the</p> <p>100% who attend 75% or more will receive individualized plans to address diagnosed and undiagnosed behavior that stand in the way of optimal participation.</p>	<p>Data from HG Community Schools Surveys tell us what sort of support programs parents in the after school program want. We attempt to bring identified services to the parents at some point during the school year.</p> <p>HG Restorative Justice(RJ) questionnaires from teachers who work with students who have AS behavior plans gives us data about the carryover behavior management programming in the daytime.</p> <p>Once children are identified they get a snap shot as well as an individualized behavior plan that guide our social/emotional work with AS students.</p>

	<p>referrals.</p> <p>HG's after school program has a specific behavioral health and well being program for students that address their social emotional and physical health. The Strong Behavior Project and Eat 2 Live Initiatives teach students through structured lessons, physical fitness, strong behavior interventions, and incentive based programming.</p> <p>The strong behavior project works to identify, manage, and reduce behaviors that stand in the way of optimal functioning within the after school program. Parts of the model are being used for all students and identify strengths, challenges, and islands of competency. These three areas make up the after school snap shot used to address social emotional development. Specific programming, interventions, and experiences are tied to these snap shots.</p> <p>HG's Eat 2 Live (E2L) initiative works with students and their families to learn about chronic disease and how to incorporate preventive habits into their day to day</p>		<p>RJ progress reports generated by HG staff and filled out by classroom teachers inform AS staff of use of skills learned in AS during the day. This information and strategies are shared with the daytime teachers.</p> <p>Progress reports inform after school staff of progress we are making with students in the after school program around identified behaviors. This information and strategies is shared with the daytime teacher upon request.</p>
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	<p>experiences. E2L teaches students and their parents about the three chronic diseases that impact the Black and Brown communities in Oakland. Staff is also trained on this knowledge and within our garden and nutrition activities we teach about the fruits and vegetable that will combat these diseases. We also have annual hikes for the students and their families through East bay's regional parks especially MLK shore line. We also engage in 30 min of physical activity each day. 15 min organized exercise and the remainder general recreation, cooperative games, and competitive sports practice. HOM partnerships also expose our students to healthier diets.</p> <p>HG's will cultivate partnerships with service providers to on site and in community that provide services to meet students' physical and mental health needs; refer families to available health services; and participation in a yearly Health Fair that provides free health screenings and testing for children and families.</p>		
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SECTION 4: Program Model and Lead Agency Selection

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

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

Description and Rationale for Selection of Lead Agency

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

Higher Ground will support the community school effort at MPA by supporting the growth and development of the children and families by offering extended intellectual growth opportunities through increased academic programming, exposure through enrichment activities and field trips, additional opportunities for families to engage with and support the school community while also creating opportunities for the personal growth of the children and families and increased social, emotional learning opportunities.

Higher Ground's mission is to provide a safe and nurturing space where students are given both the tools and access necessary to be successful in the academic arena while exposing them and their families to varied cultural, artistic and health and wellness experiences and opportunities that build resiliency and develop happy, well-rounded and successful people which aligns with Madison Park's desired student outcomes.

Also, the HG Site Manager/Coordinator role has been redefined to support the planning and coordination necessary for the success of any community school model. The Management team is also available to support specific projects as well as lend the Higher Ground GOS and systems management tools, policies and procedures necessary to manage a high functioning community school. Community school programming can be coordinated through the HG's after school program and due to the extensive knowledge the organization possesses around this sort of programming, we have created systems that promote a sustainable model that places the lead agency at the center of coordination and collaborative management. HG will work along site school administration, teachers, parents, district representatives, and students to determine the services and collaborative decision making structures that will make up the foundation of the community school planning collaborative. Our goal is to help in the creation and training of a planning team, implementation, team, and school wide infrastructure that supports the implementation of programming through existing school structures. Higher Ground can coordinate the SSC, ELAC, PTO, and after school community schools governance members into a cohesive decision making unit by the end of 2015/2016 school year. Our goal is to be the trail blazer that offers the district a sustainable family service center model that is the community school.

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

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

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

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

Required # of Program Days your program will operate during School Year 2015-2016 (programs are required to operate between 177 – 180 days of the school year)	180 days required*
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Projected Daily Attendance during School Year 2015-2016	83
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Programs are allowed up to three days of program closure during the school year to offer staff professional development. Please list the three days (if any) your program plans to close this year for PD.

1/4/16; 6/8/16; 6/9/16. In addition, HG will conduct professional development days on non-school days/ holidays on : 10/16/15 & 3/25/16

We will also be conducting Saturday(s) professional development on 9/5/15, 9/12/15, 9/19/15, 9/26/15

Minimum Days

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

Projected Number of Minimum Days for School Year 2015-2016	45
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Programs are allowed up to three days of program closure during the school year to offer staff professional development. Please list the three days (if any) your program plans to close this year for PD.	TBD
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Minimum Days

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Projected Number of Minimum Days for School Year 2015-2016	45
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Describe funding plan to operate program on minimum days, including additional school resources (if any), to support full program implementation on all minimum days:

Specialized staff scheduling; HG has created a minimum day schedule on all minimum days that occur and are scheduled; HG provides sub support and initiates a staff stagger schedule.

Program Schedule

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

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

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

SECTION 6: Academics

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

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

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

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

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

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

Description of program/activity	Target Population	Academic Support (choose one)	SPSA goal(s) or school need supported by activity	Instructional Strategies	Frequency (hrs/week; # of weeks)	Measurable Outcomes
Reading-The ASP will provide extended time in text through Reading Workshops that consist of read aloud and silent reading components. There will also be small and large discussion groups that read common text, discuss the passages and write summaries or creative writing passages inspired by the text. The use of literature reviews is one of HG primary strategies for assuring students are grasping what they read and giving an opinion based on information they gathered.	All AS participants	<input type="checkbox"/> Homework Support <input checked="" type="checkbox"/> Tutoring <input checked="" type="checkbox"/> Skill Building <input checked="" type="checkbox"/> Academic Intervention <input type="checkbox"/> Other	Implement balanced literacy reading programs and intervention aligned to school literacy goals.	K-1: Oral reading 2 nd : Oral reading & context clues 3 rd : Fluency 4 th / 5 th : Comprehension A variety of strategies will be used to increase the time students spend with text. They can include but are not limited to: whole language and phonics instruction, literature circles and reviews, read aloud, and journaling in prep for literature reviews are all strategies.	1 hour a week /37 weeks (180 days)	Increased exposure to literacy

				These same strategies will be used with ELL students, as well.		
Group work in Mathematics- All 3 rd graders learning multiplication tables.- Minute Math, Si Swun strategies, and Math facts timed assessments. Problem of the day that encourages students to work together in a group to solve problems.	All AS participants	<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input checked="" type="checkbox"/> Academic Intervention <input type="checkbox"/> Other	Group work in Mathematics	K-1: number recognition 2 nd - 5 th : Order of Operations	1 hour a week /37 weeks (180 days)	95% of 3 rd graders who regularly attend 90% of the time will master times tables 1 through 12 multiplication tables and solve problems as a group using problem of the day methodology.
Science	All AS participants	<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervention <input checked="" type="checkbox"/> Other	Exposure to STEMS	TBD	1 hour a week /37 weeks (180 days)	Increased exposure to STEMS and scientific principles
Technology 1 hr of typing per week in after school program as a part of academic time. Typing challenge 35 words per min by end of the year. Technology enrichment class for students 3 rd through 5 th .	All AS participants	<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervention <input checked="" type="checkbox"/> Other	Create school-wide expectations for the use of <u>technology</u> in the classrooms.	Students can successfully navigate the new computer usage requirements for testing.	1 hour a week /37 weeks (180 days)	35 words per minute Will have basic computer knowledge which includes use of the keyboard, mouse, terminology Successful scores on computer program
Homework Support		<input checked="" type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring	Consistent instructional	Small and Large group instruction	1 hour a week /37	

		<input type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervention <input type="checkbox"/> Other	expectations across the site.		weeks (180 days)	
Academic Support- Common core state standards with focus placed on the 8 standards for mathematic practice. They focus on how students reason, communicate, and make connections.		<input checked="" type="checkbox"/> Homework Support <input checked="" type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervention <input type="checkbox"/> Other	Consistent instructional expectations across the site.	Direct and project based instruction with performance assessment in the areas of math facts challenges, minute math exercises, and academic games or activities that require the use of prior knowledge will be implemented. We will also introduce the Problem of the Day (POD) which focuses on design and engineering thematic concepts to solve problems.	1 hour a week /37 weeks (180 days)	

SECTION 7: ENRICHMENT & PHYSICAL ACTIVITY / RECREATION

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

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

Description of Program/ Activity	Rationale	SPSA goal(s) or school need	Target Population and Frequency (hrs/week; number	Targeted Skills	Measurable Outcome
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		supported by activity	of weeks offered)		
Visual and Performing Arts - Students participate in various art classes that can include: dance classes (African, Ballet Folkloric, Jazz, Hip-Hop); competitive cheer and dance groups, drama, creative writing and storytelling, choir, etc.	<input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input checked="" type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	Creating stronger social emotional programming that aligns with school culture and vision.	FBB;BB;B;P;ADV; ELL; K-5 1 hr/5x/37 weeks (180 days)	<input type="checkbox"/> College/Career Readiness <input checked="" type="checkbox"/> Social & Emotional Learning <input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input type="checkbox"/> Health and Wellness <input type="checkbox"/> Other (specify)	Students will be exposed to the arts
Health and Wellness - gardening, physical fitness, organized sports, environmental science.	<input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input checked="" type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	Creating stronger social emotional programming that aligns with school culture and vision.	FBB;BB;B;P;ADV; ELL; K-5 1 hr/5x/37 weeks (180 days)	<input type="checkbox"/> College/Career Readiness <input checked="" type="checkbox"/> Social & Emotional Learning <input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Academic (specify) - Science <input checked="" type="checkbox"/> Health and Wellness <input type="checkbox"/> Other (specify)	Students will be exposed to different lifestyle choices and experiences
Technology 101 – using technology for expression, navigating the web, research projects.	<input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input checked="" type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	Creating stronger social emotional programming that aligns with school culture and vision.	FBB;BB;B;P;ADV; ELL; K-5 1 hr/5x/37 weeks (180 days)	<input type="checkbox"/> College/Career Readiness <input type="checkbox"/> Social & Emotional Learning <input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Academic (specify) – critical thinking <input type="checkbox"/> Health and Wellness <input type="checkbox"/> Other (specify)	Students will learn how to use technology as an academic aid.
Community Service and Service Learning projects will be identified, researched and implemented by students to address needs in the school or greater community.	<input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input checked="" type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	Creating stronger social emotional programming that aligns with school culture and vision.	FBB;BB;B;P;ADV; ELL; K-5 1 hr/5x/37 weeks (180 days)	<input checked="" type="checkbox"/> College/Career Readiness <input checked="" type="checkbox"/> Social & Emotional Learning <input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input checked="" type="checkbox"/> Health and Wellness <input type="checkbox"/> Other (specify)	Students will learn how to identify issues, research solutions and implement plans to address them.
College and Career Readiness – program jobs, career research projects, college and university	<input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input checked="" type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	Creating stronger social emotional	FBB;BB;B;P;ADV; ELL; K-5 1 hr/5x/37 weeks (180 days)	<input checked="" type="checkbox"/> College/Career Readiness <input type="checkbox"/> Social & Emotional Learning <input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify)	Students will research different job and career

research projects.		programming that aligns with school culture and vision.		<input type="checkbox"/> Health and Wellness <input type="checkbox"/> Other (specify)	paths and learn what educational paths align.
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SECTION 8: FAMILY ENGAGEMENT / FAMILY LITERACY

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

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

Type of Activity and Frequency	SPSA goal(s) or school need supported by activity	Describe how this activity is connected to student achievement	Measurable Outcome	Alignment with school day family engagement / family literacy efforts or resources
SP Time Banking	Alignment and Expansion of support for parents and families.	Parents will donate their time and talents to the school for either class-specific or school-wide projects. They will then be acknowledged and rewarded for their investment in their school community.	Increased parent involvement in identified projects.	All parents will be signed up for the Bank and their time will be documented in the database and families will receive statements of their time and top investors will be acknowledged monthly.
Parent Governance	Alignment and Expansion of support for parents and families.	The HG Parent Governance process works to empower and educate parents regarding their rights and responsibilities to be an active participant in their child's school community, whether in their classroom, or site-based governance	At least 5 AS parents will attend at least one school wide committee meeting throughout the school year.	The parents/guardians will be more active participants in the school-supported groups and governing bodies.

		and advisory bodies.		
Monthly Family Engagement Activities	Alignment and Expansion of support for MPA parents and families.	Create meaningful monthly family events where parents can participate in activities with their children i.e., Family Math Night, Family Reading Night, Game Night, Reading with your child, etc.	25 % of ASP will participate in at least 1 Family night event	All events will align with and support school day school-day planned interventions. At least 4 activities will be co-planned with school day team members. Attendance at Lights on After School; Family Dinner; Family Service Days; Monthly Family Engagement Activities that include Literacy and Math Nights, After School Monthly Parent Committee Meetings; Student Showcases, workshops and classes offered at the site will increase level of parent engagement for all school-wide activities and promote volunteerism.

SECTION 9: Chronic Absence Action Plan

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

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

Below are several key strategies that after school programs can implement in partnership with the school day, in order to promote

positive attendance, and support students and families who are struggling with attendance. Select **at least two** of the following strategies below, and identify specific action steps that your program will implement for each strategy.

Strategies to Support Attendance	Action Steps
a) Recruit and address the needs of students who are at risk of chronic absenteeism.	<ul style="list-style-type: none"> • Identify students through regular CitySpan reports. • Cross reference daytime and after school attendance reports to determine severity of attendance issue. • Meet regularly with Administration and Attendance Team around decreasing absentee rates. • Documented communication with identified students and families via letter, phone and/or personal contact. • Investigate the reasons for chronic absence and when appropriate and work with the school to provide referrals to services that may help remove some of the barriers to regular attendance. • COST team review
b) Inform parents about the importance of attendance and encourage parents to help each other get their students to class.	<ul style="list-style-type: none"> • Attendance recognition with monthly honorable mention of student achieving 95% or better attendance during the daytime and after school. • Explaining the importance of regular attendance at every new and returning student orientation. • Highlighting the new enrollment forms that lay out attendance policy and early release agreements. • Monthly parent attendance appreciation shout out's on AS bulletin board, parent engagement board, and annual newsletters.

c) Track students with poor program attendance and reach out to find out why and how attendance could be improved.	PA checks in with the office to verify daily attendance. Students that miss more than 3 program days receive a phone call home and a letter reviewing the mandatory attendance policy. If the student does not return a parent conference is requested and the support process begins.
d) Celebrate good attendance and/or offer meaningful incentives to attract and reward students for attending our program.	Monthly incentives such as attendance recognition awards, parent and student shout out's on the bulletin boards, newsletters, and HG website.

SECTION 10: Transforming School Culture and Climate

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

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

☐ PBIS (Positive Behavioral Interventions and Support)

☒ Restorative Justice

☐ Social and Emotional Learning

☐ Bullying Prevention

☐ Other: (please specify) _____

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

Staff Retreat to discuss the process; ongoing staff trainings and professional development to ensure strategies are being actively practiced in the program. The RJ Coordinator will offer training and coaching to the ASP Team. The ASP Team will also participate in school-wide RJ trainings and support meetings. A special 5th grade cohort of students will start work with the RJ coach to help them successfully transition to the middle school campus in alignment with our AAMA work on the site.

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

We do not have disproportionate suspension rates for African American students so we will continue our current strategies supporting the African American students on our campus.

SECTION 11: Coordination with Other Service Providers

In the Full Service Community School model, the school becomes a hub of services where various types of service providers come together, work together, and coordinate their efforts to meet the holistic needs of students and families.

The after school Site Coordinator or Director will actively participate in which of the following school group(s), in order to increase alignment between after school and school day efforts?

- ☒ COST team (Coordination of Services Team)
- ☐ SST (Student Study Team)
- ☒ SSC (School Site Council)
- ☐ ELT (Educational Leadership Team)
- ☐ PTA
- ☐ Attendance Team/Workgroup
- ☐ SPSA Site Planning team
- ☐ School Culture/Climate Committee
- ☐ Other (specify)

List key community partners whom you will actively collaborate with to accomplish the goals of your program.

BACR, Fred Finch, Sobrante Park Time Banking, Ann Martin, Native American Health Clinic, and Alameda County PHD City of Oakland Parks & Recreation, East Bay Regional Parks, Alameda County, Public Health Department, East Oakland Sports Center, Partnership for Children and Youth, Lawrence Hall of Science, San Jose Tech Museum, Sobrante Park Time Banking, Allendale Elementary School, Brookfield Elementary School, Madison Park Elementary School, Pacific Gas & Electric, Galactic Transportation, AC Transit, BART,

	Community Reformed Church, Timebanking, Alameda County Public Health, and Black Cowboys Association,
List all subcontractors who will be paid to deliver after school services.	Sobranite Park Time Banking Revitalizing Our Youth (competitive performing arts karate), Divinity Voices (chorus), Urban Supplemental Service Providers (enrichment staffing of artist, dance teachers, substitutes, and service learning project leads), Samba Funk Global Inc.
Identify other service providers and support personnel at your school (ie. school psychologist, School Based Health Center staff, counselor, mental health therapist, school nurse, parent liaison, etc.) whom you will actively collaborate with to accomplish the goals of your program.	School Based Health Center staff, BACR – upper campus after school program, Fred Finch, Ann Martin

2015-16 After School Enrollment Policy for _____ School

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

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

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

Target Population(s)	Specific Data to Inform Selection of Program Participants	(High School Only) Indicate if participation is <i>Optional</i> or <i>Mandatory</i> for each target population
Students in need of academic support and intervention to improve or sustain academic performance	CST, Benchmark, CELDT, Grades, GPA, Principal, Teacher or Counselor referral/recommendation, Parent/Caregiver, academic liaison, and classroom teacher feedback,	
Students in need of being engaged in learning (including students who have already learned regular school day content and need additional academic enrichment).		
English Language Learners		
Students from socio-economically disadvantaged families and backgrounds.		

Which grade levels will you serve in this program? K – 5th, and TK students that have siblings in the program

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

Additional Notes:

- Successful after school programs are heterogeneous and include several target populations.
- Sites cannot simply utilize a first come-first serve process for enrolling students; sites should establish priorities for participation.
- Programs are intended to help close the achievement gap by serving a variety of students with academic and other needs.

- In alignment with OUSD's strategic goal to reduce chronic absenteeism, programs should consider targeting students at risk of chronic absenteeism, as determined by individual attendance rates between 90 – 95% during the current school year. (Programs should collaborate with school site leadership to obtain student attendance data.)
- Program must enroll adequate numbers of students to meet CDE attendance targets.

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

Timeline	After School Enrollment Steps/Process	Individual(s) responsible
April 27 –May 1, 2015	Advertising begins with posters and banners announcing the <u>pre-enrollment</u> process beginning with applications being given to current students first and students on the waitlist. Applications are accepted and orientations start at the end of this first week with an emphasis on the priority enrollment process and getting the families to understand the program is not "first come, first served."	Extended Day Site Manager and Team
May 4, 2015	Advertising begins with posters and banners announcing the <u>regular enrollment</u> process for students not currently in the program or on the current wait list. The application collection and orientation for these applicants emphasizes the priority enrollment process and that the program is no longer "first come, first served."	Extended Day Site Manager and Team
May 2014	Applications for New Students will only be accepted starting May 20 th - May 31 st , 2013. Once all applications are received, the team and site administration review the applicants and align with the site's priorities for enrollment.	Extended Day Site Manager, Team, School Administration
May 29, 2015	Final acceptance letter go out with the Wait List standings are shared with the school community on June 1, 2013.	Extended Day Site Manager and Team
August 24-28 2015	Open enrollment begins for remaining slots and Acceptance Letters and Orientations will happen all week until program is fully enrolled.	Extended Day Site Manager and Team

Important dates to include in your timeline:

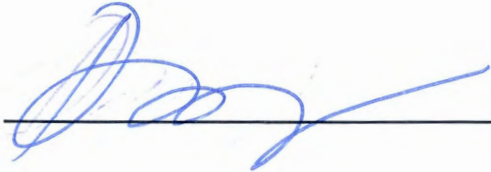
- April – June: Spring enrollment for 2015-16 programs.
- Families will be notified of 2015-16 after school enrollment before the last day of school, June 11, 2015.
- After school programs begin on 1st Day of school, with enrollment at a minimum 75% capacity.
- August – September: New school year enrollment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

School Support for Program Recruitment

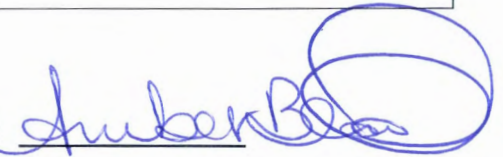
Describe how the school will support after school program recruitment efforts. Specify how school staff will help promote the after school program, refer students, and communicate with families about program opportunities:

Academic Liason, COST, alignment with daytime engagement and showcase events, teacher/ principal referrals, applications/flyers at main office,

Principal Signature: _____



Lead Agency Signature: _____



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

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

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

Principal Signature: _____

Lead Agency Signature: _____

Quality Support Coach (formerly called “Academic Liaison”)

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

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

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

Quality Support Coaching Planning

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

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

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

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

school. Please mark:

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

☐ Yes ☒ No

Teachers on Extended Contract for Direct Service

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

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

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

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

Principal Signature: _____

Lead Agency Signature: _____

After School Safety and Emergency Planning for 2015-16

After School Safety and Emergency Planning

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

☒ Yes ☐ No

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

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

After school program will receive training at the beginning of the year in relevant components of the safety plan with the rest of the school staff. The program will then hold full program-wide Lockdown & Fire drills during the afterschool program hours at least quarterly.

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

☒ Yes ☐ No

Facility Keys

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

☒ Yes ☐ No

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

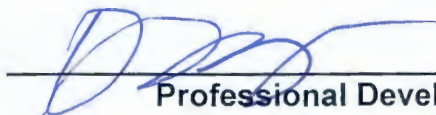
SSO Staffing: (check one)

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

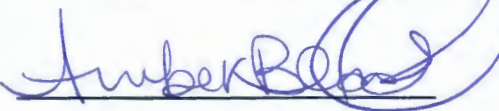
☐ Site will pay Extra time/Over time (ET/OT) to accommodate an after school SSO.

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

Principal Signature: _____



Lead Agency Signature: _____



Professional Development and Staff Wellness

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

a) What professional development, coaching, and training supports will be provided by the lead agency partner?

HG will close down program 1 to 2 days (to be determined later) to conduct professional development training as well as train on some of the OUSD PD Days if we are not joining the school for a specific PD.

b) What professional development opportunities will be provided by the school site?

Every Thursday leadership training is done around management and leadership skill building based on common management themes, 3 times per year the organization provides an organizational training on what has been determined to be the common needs of all programs associated with SAPQA and other agency-based assessments. Lastly ongoing in-service training is done at the site weekly and monthly on pre-identified topic specifics to the needs of the staff, organizational focus, or resulting from the HG supervision process.

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

Back to School Retreat; registration; Staff will participate in different ASPO and other OUSD learning communities.

I understand that professional development helps ensure program quality. My program is committed to providing/accessing professional development opportunities for after school staff, based on needs identified by program data. My program will adequately budget for staff time to participate in professional development over the course of the year (for key line staff, recommended at least 20 hours of PD/year). ☒ Yes ☐ No

Staff Wellness

e) Please describe ways your program will work to support staff wellness over the course of the year:

After School Program staff will be encouraged to participate in wellness opportunities offered by the district, our partner organizations, and outside providers. ASP staff will be invited to general staff community building events. All HG Staff will participate in a Wellness Training during our August Team Retreats. They will learn techniques to monitor and manage their wellness. The Team Leader will check in with the team at least monthly to ensure they are using the tools taught them.

Principal Signature: _____



Lead Agency Signature: _____



Addendum for 21st Century Community Learning Center Grantees Only

Equitable Access: (must be completed by all programs that receive 21st Century Equitable Access funding)

Some 21st Century programs receive extra Equitable Access funding. The intent of Equitable Access funding is to provide targeted supports for special populations of students who may face challenges and barriers to program participation. Examples of allowable use of Equitable Access funds include:

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

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

21st Century Supplemental Programming during 2015-16 School Year

Describe your planned programming on weekends, intercession breaks, and other non-school days during the 2015-16 school year. Your supplemental program plans must match your proposed supplemental program budget.

(Please do NOT include summer program plans here; there will be a separate summer planning template.)

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

Site Name: MPA - Sobrañe Park Elementary School		ASES		21CCCLC Core		21CCCLC Equitable Access		21CCCLC Family Literacy		21CCCLC Supplemental Programming (school year only)		OFCY Match Funds	Program Fees (if applicable)		Other Lead Agency Funds	
Site #: 154		Resource 6010, Program 1553		Resource 4214, Program _____		Resource 4124, Program _____		Resource 4124, Program _____		Resource 4124, Program _____						
Average # of students to be served daily (ADA): 77	%	OUSD	Lead Agency	%	OUSD	Lead Agency	%	OUSD	Lead Agency	%	OUSD	Lead Agency	Lead Agency	Lead Agency		Lead Agency
TOTAL GRANT AWARD		\$112,500			\$0			\$0			\$0		\$67,000		\$0	\$0
CENTRAL COSTS: INDIRECT, ADMIN, EVAL, PD, CUSTODIAL, SUPPLIES																
OUSD Indirect (5%)		\$5,357			\$0			\$0			\$0					
OUSD ASPO admin. evaluation, and training/technical assistance costs		\$7,009			\$0			\$0			\$0					
Custodial Staffing and Supplies at 3.25%		\$3,254			\$0			\$0			\$0					
TOTAL SITE ALLOCATION		\$96,879			0			0			0					
CERTIFICATED PERSONNEL																
1120 Quality Support Coach/Academic Liaison REQUIRED		\$2,500			\$0			\$0			\$0					\$0
1120 Certified Teacher Extended Contracts- math or ELA academic intervention or Common Core academic enrichment		\$0			\$0			\$0			\$0					\$0
Certificated Teacher Extended Contracts- ELL supports																\$0
Total certificated		\$2,500			\$0			\$0			\$0					\$0
CLASSIFIED PERSONNEL																
2205 Site Coordinator (list here, if district employee)		\$0	\$0													\$0
2220 SSO (optional)		\$0			\$0			\$0								\$0
		\$0			\$0											
Total classified		\$0	\$0		\$0	\$0		\$0	\$0		\$0	\$0			\$0	\$0
BENEFITS																
3000's Employee Benefits for Certificated Teachers on Extended Contract (benefits at 24%)		\$600			\$0			\$0			\$0					
3000's Employee Benefits for Classified Staff on Extra Time/Overtime (benefits at 20%)		\$0			\$0			\$0			\$0					
3000's Employee Benefits for Salaried Employees (benefits at 40%)		\$0														
3000's Lead Agency benefits (rate 25%)			\$0													
Total benefits		\$600	\$0		\$0	\$0		\$0	\$0		\$0	\$0			\$0	\$0
BOOKS AND SUPPLIES																
4310 Supplies (OUSD only, except for Summer Supplemental)		\$0													\$0	\$0
4310 Curriculum (OUSD only)		\$0													\$0	\$0
5829 Field Trips		\$0	\$17									\$1,305			\$0	\$0
4420 Equipment (OUSD only)		\$0													\$0	\$0
Building Intentional Communities curriculum (required for 21st Century middle school sites- allocate at same level as 2014-15)					\$0											
Bus tickets for students																
District professional development on district PD days (Bringing the Bay conference, Youth Work Methods trainings)			\$500													
Science Learning Community curriculum and materials (required for 21st Century sites)																
Total books and supplies		\$0	\$517		\$0			\$0	\$0		\$0	\$0	\$1,305	\$0	\$0	\$0
CONTRACTED SERVICES																
5825 amount is \$45,853 (22% benefits included). We are program services for 21st Century sites.		\$0	\$35,136										\$10,716			
5825 +20% benefits		\$0	\$5,978										\$19,114			
5825 benefits			\$6,959										\$118			
5825 HG Team Member - 22 hrs/wk for 41 weeks at \$19/hr + 15% benefits			\$11,921										\$5,109			
5825 HG Lead Team Member - 22 hrs/wk for 41 weeks at \$17/hr + 15% benefits			12666										\$5,428			
5825 STEM Instructors - required for 21st Century programs																

ELEMENTARY & MIDDLE SCHOOLS 01.2015

Site																			
Name: MPA - Sobrante Park Elementary School																			
Site #: 154																			
Average # of students to be served daily (ADA): 77	%			%			%			%			%						
5825 Restorative Justice Lead Facilitator (required for 21st Century sites that have a school-day RJ coordinator)			\$0																
5825 Family Liaison (recommended for 21st Century sites)																			
5825 Stipends to Parents for Parent Safety Patrols (optional)																			
5825 HG Program Director		\$0	\$5,000																
5825 \$17/hr + 18% benefits			\$12,666																
5825 \$30/hr																			
5825 HG Coach - 4 hrs/wk for 20 weeks @ \$15/hr																			
5825 Time Banking																			
Total services		\$0	\$90,326		\$0	\$0		\$0	\$0		\$0	\$0		\$0	\$0	\$59,063	\$0	\$0	\$0
IN-KIND DIRECT SERVICES																			
																		\$0	\$0
																		\$0	\$0
Total value of in-kind direct services																		\$0	\$0
LEAD AGENCY ADMINISTRATIVE COSTS																			
Lead Agency admin (4% max of total contracted \$)			\$2,936.42		\$0			\$0			\$0			\$0					\$0
SUBTOTALS																			
Subtotals DIRECT SERVICE	85	\$4,782	\$90,843	###	\$0	\$0	###	\$0	\$0	###	\$0	\$0	###	\$0	\$0	\$60,368	\$0	\$0	\$0
Subtotals Admin/Indirect		\$13,939	\$2,936	###	\$0	\$0	###	\$0	\$0	###	\$0	\$0	###	\$0	\$0	\$6,632	\$0		\$0
TOTALS																			
Total budgeted per column		\$18,721	\$93,779		\$0	\$0		\$0	\$0		\$0	\$0		\$0	\$0	\$67,000	\$0	\$0	\$0
Total BUDGETED	100	\$112,500	###	\$0	###	\$0	###	\$0	###	\$0	###	\$0	###	\$0	\$0	\$67,000	\$0	\$0	\$0
BALANCE remaining to allocate		\$0			\$0			\$0			0			0					
TOTAL GRANT AWARD/ALLOCATION TO SITE		\$112,500			\$0			\$0			0			\$0					

ASES MATCH REQUIREMENT:

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

Total Match amount required for this grant: 37,500

Facilities count toward 25% of this match requirement 9,375

Remaining match amount required: 28,125

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

Total Match amount left to meet: 28,125

Required Signatures for Budget Approval:

Principal		Date	4-16-15
Lead Agency		Date	4-16-15

Exhibit C
OAKLAND UNIFIED SCHOOL DISTRICT
ASES AND 21ST CENTURY AFTER SCHOOL PROGRAMS

PARENT PERMISSION AND STUDENT INFORMATION - ELEMENTARY AND MIDDLE SCHOOLS

I give my child permission to participate in the 2015-2016 _____ After School Program.

Name of School: _____

Student's Name

Grade

Date of Birth

Parent/Guardian Name (Please print)

Signature

Today's Date

Oakland

Home Address

City

Zip

Home Phone

Work Phone

Cell Phone

EMERGENCY CONTACT INFORMATION

In case of emergency please contact:

Name

Relationship

Phone: work/home/cell

Does your child have health coverage?

____ Yes

____ No

Name of Medical Insurance

Policy/ Insurance #

Primary Insured's Name

Medical History that may be of importance

Medication Student is taking

List any Allergies

510/658-6454

Name of Child's Doctor

Telephone

I authorize After School Program Staff to furnish and/or obtain emergency medical treatment which may be necessary for my child during the After School Program.

Parent/Guardian Name

Signature

Date

RELEASE OF LIABILITY

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

☒ Parent/Guardian Signature: _____ Date _____

STUDENT RELEASE/ PICK UP POLICY

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

☒ _____

Parent/Guardian/Caretaker Signature

Date

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

Name/Relationship

Phone Numbers: Home/Work/Cell

Name/Relationship

Phone Numbers: Home/Work/Cell

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

PERMISSION TO EVALUATE PROGRAMS AND TRACK STUDENT PROGRESS

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

☒ _____ Parent/Guardian Signature

PHOTO/VIDEO RELEASE

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

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

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



____ Parent/Guardian Signature

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

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

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

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

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

School Site: _____

Name of Program: _____

Name of Student: _____

Grade: _____

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

(please check reason)

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

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



Signature of Parent/Guardian

Date

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

FOR STUDENTS AGES ____ AND OLDER ONLY

School Site: _____

Name of Student: _____

Grade: _____

Date of Birth of Student: _____

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

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

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



Signature of Parent/Guardian

Date

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

School Site: _____

STUDENT INFORMATION

Student's Name _____ **Date of Birth** _____

Grade in 2015-16 _____ **Language spoken in the home** _____

PARENT/GUARDIAN INFORMATION

Parent/Guardian Name (First, Last) _____

Student's Home Address _____

Phone (home) _____

Parent/Guardian Cell # _____ **Parent/Guardian Work #** _____

EMERGENCY

In case of emergency, please contact:

Name: _____ **Relationship to student:** _____

Phone Number: _____

HEALTH

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

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

Medications needed during the school day: _____

Medications needed after school hours: _____

Special Instructions:

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

See your School Nurse/Health Services for more information.

Authorization to treat minor:

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

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

Date: _____ Parent or Guardian Signature: _____

Print Name: _____

Does your child have vision problems? _____

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

Is your child supposed to wear glasses? _____

Please return this form immediately to the after school program.

Thank you!

Exhibit D

Schedule of Field Trips, Off Site Events and Off Site Activities for After School Program

This form should be completed by the 1st day of each semester, and by the 1st day of the summer program (if applicable).

Contact Information:

Site Name		Lead Agency Name	
Name of Contact Person		Email	highergroundndc@yahoo.com
Telephone		Fax	

The following Field Trips, Off Site Events and Off Site Activities for the After School Program will occur during:

- ☐ Fall Semester- August 24, 2015 to January 29, 2016
☐ Spring Semester- February 1, 2016 to June 9, 2016
☐ Summer Program (Specify dates: _____ to _____)

Name of Field Trip, Off Site Event, and/or Off Site Activities	Date(s)	Time(s)

Site Coordinator Signature _____ Date _____

Lead Agency Director Signature _____ Date _____

Site Administrator Signature _____ Date _____

EAST BAY REGIONAL PARK DISTRICT

WAIVER AND RELEASE OF LIABILITY AND INDEMNITY AGREEMENT

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

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

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

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

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

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

Participant's Name _____
(Print)

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

Signature: _____ Date: _____
Participant Signature (if over 18) or Custodial Parent or Guardian Signature

EBRPD Waiver - Swim Use
Rev. 3/09

Exhibit F

OAKLAND UNIFIED
SCHOOL DISTRICT

Commitment to Learning, Safety, and Student Success

INVOICING AND STAFF QUALIFICATIONS FORM 2015-2016

Basic Directions

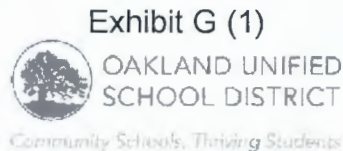
Complete the chart below for each subcontractor and attach with Lead Agency monthly invoices.

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

Agency Information

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

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



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

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

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

The tentative schedule for OUSD payments is anticipated as follows:

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

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

Exhibit G (2)

OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools. Thriving Students.

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

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

Paying OUSD Certificated Employees (Teachers)

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

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

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

Exhibit G (3)



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools. Thriving Students.

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

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

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

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

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

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

Exhibit H

Certificates of Insurance and Additional Insured Endorsement

INSERT HERE



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
3/12/2015

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 BayRisk Insurance Brokers Inc. 1920 Minturn Street P.O. Box 567 Alameda CA 94501-9667		CONTACT NAME: Kym Hayward PHONE (A/C No. Ext): (510) 523-3435 FAX (A/C No): (510) 523-1632 E-MAIL: kym@bayrisk.com ADDRESS: kym@bayrisk.com	
INSURED Higher Ground Neighborhood Development Corp. 6441 Herzog Street Oakland CA 94608-1221		INSURER(S) AFFORDING COVERAGE INSURER A: Travelers Indemnity Co of CT NAIC # 25682 INSURER B: United States Liability Ins Co INSURER C: INSURER D: INSURER E: INSURER F:	

COVERAGES CERTIFICATE NUMBER: 15/16 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 SUBR INSR WYD	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) \$ 100,000
	<input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR		X-660-0394L923-115	3/14/2015	3/14/2016	MED EXP (Any one person) \$ 10,000
						PERSONAL & ADV INJURY \$ 1,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:					GENERAL AGGREGATE \$ 2,000,000
	<input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC					PRODUCTS - COM/PROP AGG \$ 2,000,000
	AUTOMOBILE LIABILITY					COMBINED SINGLE LIMIT (Ea accident) \$
	ANY AUTO					BODILY INJURY (Per person) \$
	ALL OWNED AUTOS	<input type="checkbox"/> SCHEDULED AUTOS				BODILY INJURY (Per accident) \$
	HIRED AUTOS	<input type="checkbox"/> NON-OWNED AUTOS				PROPERTY DAMAGE (Per accident) \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB	<input checked="" type="checkbox"/> OCCUR				EACH OCCURRENCE \$ 2,000,000
	<input type="checkbox"/> EXCESS LIAB	<input type="checkbox"/> CLAIMS-MADE				AGGREGATE \$ 2,000,000
	<input type="checkbox"/> DED <input checked="" type="checkbox"/> RETENTION \$ 10,000		CUP3937T41915	3/14/2015	3/14/2016	
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY					WC STATU-TORY LIMITS <input type="checkbox"/> OTH-ER <input type="checkbox"/>
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)	<input type="checkbox"/> Y/N	N/A			E.L. EACH ACCIDENT \$
	If yes, describe under DESCRIPTION OF OPERATIONS below					E.L. DISEASE - EA EMPLOYEE \$
B	Directors & Officers		NDO1061019E	3/14/2015	3/14/2016	E.L. DISEASE - POLICY LIMIT \$
						\$1,000,000 Per Claim
						\$1,000,000 Aggregate

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)
The Oakland Unified School District, its Board Members, directors, officers, agents, and employees and volunteers are named as additional insured as respects to General Liability and is subject to the policy terms, conditions and exclusions per attached form GN 01 88 01 96. *Policy Cancellation Exception: 10 days for non-payment of premium.

CERTIFICATE HOLDER

CANCELLATION

Oakland Unified School District
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

Kym Hayward/KYM

POLICY NUMBER: X-660-0394L923-TCT-15

COMMERCIAL GENERAL LIABILITY

ISSUE DATE: 03-11-15

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

CHARITY FIRST — AMENDMENT OF COVERAGE — WHO IS AN INSURED

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Name Of Person Or Organization (Additional Insured):

Oakland Unified School District, its Board Members, directors, officers,
agents, employees, volunteers
900 High Street
Oakland, CA 94601

Designation Of Premises (Part Leased to You)

WHO IS AN INSURED (Section II) is amended to include as an insured:

- A. Your members and volunteers but only with respect to their liability for your activities or activities they perform on your behalf;
- B. Your trustees or members of the board of governors while acting within the scope of their duties as such on your behalf; and
- C. Person(s) or organization(s), whether or not shown in the Schedule above, but only with respect to their liability arising out of:
 1. Their financial control over you;
 2. Their requirements for certain performance placed upon you, as a non-profit organiza-

tion, in consideration for funding or financial contributions you receive from them;

3. The ownership, maintenance or use of that part of a premises leased to you; or
4. "Your work" for that Insured by or for you.

As respects Part C.3. above, this Insurance does not apply to:

- (a) Structural alterations, new construction or demolition operations performed by or on behalf of the person(s) or organization(s); or
- (b) Any "occurrence" which takes place after you cease to be a tenant in that premises.



P.O. BOX 8192, PLEASANTON, CA 94588

CERTIFICATE OF WORKERS' COMPENSATION INSURANCE

ISSUE DATE: 01-19-2015

GROUP:

POLICY NUMBER: 1955988-2015

CERTIFICATE 11: 11

CERTIFICATE EXPIRES: 01-19-2016

01-19-2015/01-19-2016

THIS CERTIFICATE SUPERSEDES AND CORRECTS

CERTIFICATE # 10 DATED 02-10-2014

OAKLAND UNIFIED SCHOOL DISTRICT
AND ITS BOARD MEMBERS
900 HIGH STREET
OAKLAND CA 94601-2716

NB

This is to certify that we have issued a valid Workers' Compensation insurance policy in a form approved by the California Insurance Commissioner to the employer named below for the policy period indicated.

This policy is not subject to cancellation by the Fund except upon 30 days advance written notice to the employer.

We will also give you 30 days advance notice should this policy be cancelled prior to its normal expiration.

This certificate of insurance is not an insurance policy and does not amend, extend or alter the coverage afforded by the policy listed herein. Notwithstanding any requirement, term or condition of any contract or other document with respect to which this certificate of insurance may be issued or to which it may pertain, the insurance afforded by the policy described herein is subject to all the terms, exclusions, and conditions of such policy.

A handwritten signature in black ink, appearing to read "Kurt R. LaF...".

Authorized Representative

A handwritten signature in black ink, appearing to read "Thomas S. ...".

President and CEO

EMPLOYER'S LIABILITY LIMIT INCLUDING DEFENSE COSTS: \$1,000,000 PER OCCURRENCE.
ENDORSEMENT #0016 ENTITLED ADDITIONAL INSURED EMPLOYER EFFECTIVE 2015-01-19 IS
ATTACHED TO AND FORMS A PART OF THIS POLICY. NAME OF ADDITIONAL INSURED:
OAKLAND UNIFIED SCHOOL DISTRICT

ENDORSEMENT #2066 ENTITLED CERTIFICATE HOLDERS' NOTICE EFFECTIVE 01-19-2015 IS
ATTACHED TO AND FORMS A PART OF THIS POLICY.

EMPLOYER

HIGHER GROUND NEIGHBORHOOD DEVELOPMENT CORP
CORP
6441 HERZOG ST
OAKLAND CA 94609

{DEC.C
N}

Exhibit I

Statement of Qualifications

INSERT HERE



HIGHER GROUND NEIGHBORHOOD DEVELOPMENT CORP.

6441 Herzog Street
Oakland, California 94608

(510)658-6454

www.highergroundndc.com

STATEMENT OF QUALIFICATIONS

School Year	Site	Summary of Programs and Services
2014-2015	<i>East Oakland Pride Elementary</i>	<ul style="list-style-type: none"> ✦ School Day Behavioral Health Program ✦ Developmental Recess
2008 - 2015	<i>Allendale Elementary School</i>	<ul style="list-style-type: none"> ✦ School Day Behavioral Health Program ✦ Developmental Recess ✦ Service Learning ✦ Comprehensive After School Program Coordination Implementation ✦ Community Schools Coordination
	<i>Brookfield Elementary School</i>	<ul style="list-style-type: none"> ✦ Comprehensive After School Program Coordination Implementation ✦ Community Schools Coordination ✦ Grade Level Collaborative Support – Physical Education Classes
	<i>New Highland Elementary School</i>	<ul style="list-style-type: none"> ✦ Comprehensive After School Program Coordination Implementation
	<i>Sobrante Park Elementary School</i>	<ul style="list-style-type: none"> ✦ Comprehensive After School Program Coordination Implementation ✦ Community Schools Coordination and new campus design team ✦ Grade Level Collaborative Support – Physical Education Classes
	<i>Rise Elementary School</i>	<ul style="list-style-type: none"> ✦ Comprehensive After School Program Coordination Implementation ✦ Community Schools Coordination
Fall 2010	<i>Marshall Elementary School</i>	<ul style="list-style-type: none"> ✦ Fiscal Agent
2007 - 2008	<i>Allendale Elementary School</i>	<ul style="list-style-type: none"> ✦ School Day Behavioral Health Program ✦ Developmental Recess ✦ Service Learning ✦ Comprehensive After School Program Coordination Implementation
	<i>Brookfield Elementary School</i>	<ul style="list-style-type: none"> ✦ School Day Behavioral Health Program ✦ Recess Support ✦ Grade Level Collaborative Support ✦ Comprehensive After School Program Coordination Implementation
	<i>New Highland Elementary School</i>	<ul style="list-style-type: none"> ✦ ELL Support Program ✦ Comprehensive After School Program Coordination Implementation
	<i>Sobrante Park Elementary School</i>	<ul style="list-style-type: none"> ✦ Grade Level Collaborative Support ✦ Comprehensive After School Program Coordination Implementation
2006 – 2007	<i>Allendale Elementary School</i>	<ul style="list-style-type: none"> ✦ School Day Behavioral Health Program ✦ Service Learning ✦ Comprehensive After School Program Coordination Implementation
	<i>Brookfield Elementary School</i>	<ul style="list-style-type: none"> ✦ Comprehensive After School Program Coordination Implementation
	<i>New Highland Elementary School</i>	<ul style="list-style-type: none"> ✦ Comprehensive After School Program Coordination Implementation
	<i>Sobrante Park Elementary School</i>	<ul style="list-style-type: none"> ✦ School Day Behavioral Health Program ✦ Grade Level Collaborative Support ✦ Comprehensive After School Program Coordination Implementation
2005 - 2006	<i>Cox Elementary School</i>	<ul style="list-style-type: none"> ✦ School Day Behavioral Health Program
	<i>Allendale Elementary School</i>	<ul style="list-style-type: none"> ✦ School Day Behavioral Health Program ✦ Comprehensive After School Program Coordination Implementation
	<i>Jefferson Elementary School</i>	<ul style="list-style-type: none"> ✦ After School SES Coordination
	<i>Sobrante Park Elementary School</i>	<ul style="list-style-type: none"> ✦ Comprehensive After School Program Coordination



HIGHER GROUND NEIGHBORHOOD DEVELOPMENT CORP.

6441 Herzog Street
Oakland, California 94608

(510)658-6454

www.highergroundndc.com

		Implementation
2004 - 2005	<i>E. Morris Cox Elementary School</i>	<ul style="list-style-type: none"> ✦ School Day Behavioral Health Program ✦ After-School Program
	<i>Sobranie Park Elementary School</i>	✦ Comprehensive After School Program Coordination Implementation
2003 - 2004	<i>E. Morris Cox Elementary School</i>	✦ School Day Behavioral Health Program
	<i>Fruitvale Elementary School</i>	✦ After School Behavioral Health Group
2003	<i>Oakland Unified School District</i>	OUSD granted HGNDP a license to operate a K-5 public elementary Charter school called Lotus Agriculture & Technology Academy
2002	<i>Higher Ground Neighborhood Development Corp. Established</i>	✦ Receipt of 501 (c) (3) from State of California

SAM Search Results
List of records matching your search for :

Search Term : Higher* Ground* Neighborhood* Development* Corporation*
Record Status: Active

No Search Results