

| Board Office Use: Legislative File Info. | |
|--|-------------------|
| File ID Number | 15-1496 |
| Introduction Date | 8/26/15 |
| Enactment Number | 15-1355 |
| Enactment Date | 8/26/15 <i>ed</i> |



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Memo

To Board of Education

From Antwan Wilson, Superintendent

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

Subject Memorandum of Understanding - Eagle Village Community Center Youth and Family Services (contractor) - 144/Parker Elementary School (site)

Action Requested Approval of a Memorandum of Understanding (MOU) between District and Eagle Village Community Center Youth and Family Services, for services to be provided primarily to 144/Parker Elementary School.

Background

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

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

Discussion

One paragraph summary of the scope of work.

Approval by the Board of Education of a Memorandum of Understanding between the District and Eagle Village Community Center Youth and Family Services, Oakland, CA, for the latter to provide services as lead agency to provide program coordination, math intervention, homework support, student supervision and a variety of enrichment services for Parker Elementary School's comprehensive After School Program in the capacity of the After School Education and Safety (ASES) Grant 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 Eagle Village Community Center Youth and Family Services for the latter to provide Arts, Recreation, Leadership and Family Literary activities in its capacity as a Comprehensive After School Program Lead Agency at Parker Elementary School 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 | Eagle Village Community Center Youth and F | | | Agency's Contact Person | Valorie Hutson |
| Street Address | P.O. Box 10408 | | | Title | Founder/Executive Director |
| City | Oakland | | | Telephone | 510/938-6906 |
| State | CA | Zip Code | 94610 | Email | valoriehutson@yahoo.com |
| OUSD Vendor Number | 1005008 | | | | |
| 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 |
|------------------------|------------|--------------------|------------|-----------------------|-------|

Budget Information

| Resource # | Resource Name | Org Key # | Object Code | Amount | Req. # |
|------------|---------------|------------|-------------|--------------|----------|
| 6010 | ASES | 1441553401 | 5825 | \$ 93,779.00 | R0160508 |
| | | | 5825 | \$ | |
| | | | 5825 | \$ | |
| | | | 5825 | \$ | |

OUSD Contract Originator Information

| | | | |
|----------------------|-------------------|-------------------|-------------------------|
| Name of OUSD Contact | Koy Hill | Email | Koy.Hill@ousd.k12.ca.us |
| Telephone | 510/879-1440 | Fax | 510/879-1449 |
| Site/Dept. Name | 144/Parker School | Enrollment Grades | K through 7th |

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 | <i>[Signature]</i> | | 6/19/15 |
| 2. Oakland After School Programs Office | <i>[Signature]</i> | | 6/25/15 |
| 3. Network Officer or Deputy Chief | <i>[Signature]</i> | | 7/2/15 |
| 4. Cabinet (CAO, CCO, CFO, CSO, Asst Sup) | <i>[Signature]</i> | | 8/3/15 |
| 5. Board of Education or Superintendent | <i>[Signature]</i> | | |
| Procurement | Date Received | | |

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

Eagle Village Community Center Youth and Family Services

1. **Intent.** This Memorandum of Understanding ("MOU") establishes the Oakland Unified School District's ("OUSD") intent to contract with Eagle Village Community Center Youth and Family Services ("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 144/Parker School 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 Parker School 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 Parker School, 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 Parker School and objectives to ensure the success of students as articulated in the Site Plan. AGENCY will work in partnership with the school principal to ensure that the program components are aligned with and complement OUSD standards and school site curriculum.

5.2. **Oversight.** AGENCY will provide oversight, fiscal management, payroll services, technical assistance, and facilitation of collaboration with other service providers. Agency must ensure compliance with 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 K through 7th grade students at Parker School, to serve sufficient number of students and run services for a sufficient number of days to earn the full core grant allocation of funding.

5.4. **Program Requirements**

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

5.4.2. **Program Days.** The program shall be offered a minimum of 177 - 180 days during the 2015 – 2016 school year. AGENCY will close the 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 Parker School. AGENCY acknowledges and agrees to provide programming consistent with grant guidelines including, but not limited to:

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

- **Enrichment.** The enrichment element must offer an array of additional services, programs and activities that reinforce and complement the school's academic program. Enrichment may include but is not limited to arts, youth development, leadership, recreation, sports, music, career awareness, college interest, service learning and other youth development activities based upon student needs and interests. All programs must offer both enrichment and recreation/physical fitness activities as core components of the after school program and summer program.
 - **Family Literacy Services.** In all programs receiving 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 Parker School
- OUSD After School Programs Office
- OUSD central administration departments
- Parents/Guardians
- Youth
- Community organizations and public agencies

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

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

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

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

6.1.1. a full description of the trip and scheduled activities

6.1.2. student/adult participant health information

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

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

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

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

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

6.6. Supervision

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

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

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

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

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

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

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

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

- Facility
- Program

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

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

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

6.12.3. Swimming Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

7. Financial Records. AGENCY agrees and understands that OUSD is responsible for fiduciary and programmatic oversight for the expenditure of the 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 "AVII" in Best Insurance Rating Guide, the following policies of insurance:

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

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

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

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

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].

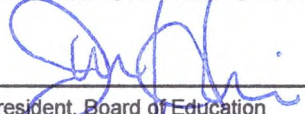
15. Incorporation of Recitals and Exhibits. The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

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.

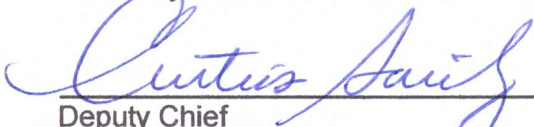
17. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion: The District certifies to the best of its knowledge and belief, that it and its principals: Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered 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
Date 8/27/15


Secretary, Board of Education
Date 8/27/15


Deputy Chief
Community Schools and Student Services Dept.
Date 7/31/15

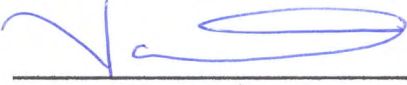

Principal
Date 6/18/15

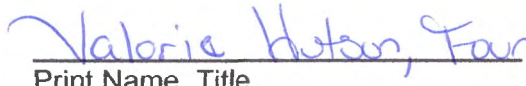

Network Superintendent
Date 7/2/15

MOU template approved by Legal May, 2015


Chief Academic Officer
Date 8/3/15

AGENCY


Agency Director Signature
Date 6/18/15


Print Name, Title
Valeria Hutson, Founder/Executive Director

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

(Template distributed separately)

INSERT HERE

2015-16 Elementary/Middle School After School Program Budget

AFTER SCHOOL BUDGET PLANNING SPREADSHEET

ELEMENTARY & MIDDLE SCHOOLS 01 2015

| Site Name: | Site #: | Average # of students to be served daily (ADA): | % | ASES Resource 6010, Program 1553 | OFCY Match Funds | Program Fees (if applicable) | Other Lead Agency Funds | Other Lead Agency Funds |
|--------------------------|---------|---|---|--|------------------------|------------------------------------|-------------------------------|-------------------------------|
| Parker Elementary School | 114 | 83 | | OUSSD | Lead Agency | Lead Agency | Lead Agency | Lead Agency |
| TOTAL GRANT AWARD | | | | \$112,500 | \$67,000 | \$0 | \$0 | \$0 |

CENTRAL COSTS: INDIRECT, ADMIN, EVAL, PD, CUSTODIAL, SUPPLIES

| | |
|---|---------|
| OUSSD Indirect (5%) | \$5,357 |
| OUSSD ASPO admin, evaluation, and training/technical assistance costs | \$7,009 |
| Custodial Staffing and Supplies at 3.25% | \$3,254 |

| | | | | | | | |
|-----------------------|----------|----------|--|--|--|--|--|
| TOTAL SITE ALLOCATION | \$96,879 | \$67,000 | | | | | |
|-----------------------|----------|----------|--|--|--|--|--|

CERTIFICATED PERSONNEL

| | | | | | | | |
|------|---|---------|--|--|--|--|-----|
| 1120 | Quality Support Coach/Academic Liaison REQUIRED | \$2,500 | | | | | \$0 |
| 1120 | Certificated Teacher Extended Contracts- math or ELA academic intervention or Common Core academic enrichment | \$0 | | | | | \$0 |
| | Certificated Teacher Extended Contracts- ELL supports | | | | | | \$0 |
| | Total certificated | \$2,500 | | | | | \$0 |

CLASSIFIED PERSONNEL

| | | | | | | | | |
|------|--|-----|----------|----------|--|--|-----|-----|
| 2205 | Site Coordinator (list here, if district employee) | \$0 | \$0 | | | | \$0 | \$0 |
| 2220 | SSO (optional) | \$0 | | | | | \$0 | |
| | Family Liaison | | \$5,000 | \$3,000 | | | | |
| | ASP Program Director | | \$5,000 | \$5,863 | | | | |
| | Founder/Executive Director | \$0 | \$5,000 | \$5,000 | | | | |
| | Total classified | \$0 | \$15,000 | \$13,863 | | | \$0 | \$0 |

BENEFITS

| | | | | | | | | |
|--------|--|-------|---------|---------|--|--|-----|-----|
| 3000's | Employee Benefits for Certificated Teachers on Extended Contract (benefits at 24%) | \$600 | | | | | | |
| 3000's | Employee Benefits for Classified Staff on Extra Time/Overtime (benefits at 20%) | \$0 | | | | | | |
| 3000's | Employee Benefits for Salaried Employees (benefits at 40%) | \$0 | | | | | | |
| 3000's | Lead Agency benefits (rate: 25%) | | \$3,750 | \$3,250 | | | | |
| | Total benefits | \$600 | \$3,750 | \$3,250 | | | \$0 | \$0 |

BOOKS AND SUPPLIES

| | | | | | | | | |
|------|--|-----|---------|---------|--|-----|-----|-----|
| 4310 | Supplies (OUSSD only, except for Summer Supplemental) | \$0 | | | | | \$0 | \$0 |
| 4310 | Curriculum (OUSSD only) | \$0 | | | | | \$0 | \$0 |
| 5829 | Field Trips | \$0 | | | | | \$0 | \$0 |
| 4420 | Equipment (OUSSD only) | \$0 | | | | | \$0 | \$0 |
| | Building Intentional Communities curriculum (required for 21st Century middle school sites- allocate at same level as 2014-15) | | | | | | | |
| | Bus tickets for students | | | | | | | |
| | District professional development on district PD days (Bridging the Bay conference, Youth Work Methods trainings) | | \$500 | | | | | |
| | Agency provided Professional Development | | \$1,160 | \$1,000 | | | | |
| | Science Learning Community curriculum and materials (required for 21st Century sites) | | | | | | | |
| | Total books and supplies | \$0 | \$1,660 | \$1,000 | | \$0 | \$0 | \$0 |

CONTRACTED SERVICES

| | | | | | | | | |
|------|---|-----|----------|----------|--|--|--|--|
| 5825 | Site Coordinator (list here if CBO staff) | \$0 | \$24,543 | \$17,457 | | | | |
| 5825 | Program Assistant | \$0 | \$0 | \$0 | | | | |
| 5825 | Academic Instructors | | \$38,890 | \$21,750 | | | | |
| 5825 | Destiny Arts | | \$3,000 | \$3,000 | | | | |
| 5825 | Prescott Circus | | \$4,000 | \$4,000 | | | | |

2015-16 Elementary/Middle School After School Program Budget

ELEMENTARY & MIDDLE SCHOOLS

| Site Name: | | | ASES | OFCY Match Funds | Program Fees (if applicable) | Other Lead Agency Funds | |
|---|--|-----|----------------------------|------------------|------------------------------|-------------------------|-------------|
| Site #: | 114 | | Resource 6010 Program 1553 | | | | |
| Average # of students to be served daily (ADA): | 83 | % | USD | Lead Agency | Lead Agency | Lead Agency | Lead Agency |
| 5825 | STEM Instructor(s) (required for 21st Century programs) | | | | | | |
| 5825 | Restorative Justice Lead Facilitator (required for 21st Century sites that have a school-day RJ coordinator) | | \$0 | | | | |
| 5825 | Stipends to Parents for Parent Safety Patrols (optional) | | | | | | |
| 5825 | Mental Health consultant (optional) | | \$0 | | | | |
| 5825 | | | | | | | |
| 5825 | | | | | | | |
| 5825 | | | | | | | |
| 5825 | | | | | | | |
| | Total services | | \$0 | \$70,433 | \$46,207 | \$0 | \$0 |
| IN-KIND DIRECT SERVICES | | | | | | | |
| | 1st Tee - \$5000 | | | | | \$0 | \$0 |
| | Good News Club - \$5000 | | | | | \$0 | |
| | Boy Scouts - \$5000 | | | | | | |
| | Girl Scouts - \$5000 | | | | | | |
| | Urban Youth On Point - \$5000 | | | | | | |
| | | | | | | | |
| | Total value of in-kind direct services - \$25,000 | | | | | \$0 | \$0 |
| LEAD AGENCY ADMINISTRATIVE COSTS | | | | | | | |
| | Lead Agency admin (4% max of total contracted \$) | | \$2,936.42 | \$2,680 | | | \$0 |
| SUBTOTALS | | | | | | | |
| | Subtotals DIRECT SERVICE | 85 | \$4,782 | \$90,843 | \$64,320 | \$0 | \$0 |
| | Subtotals Admin/Indirect | 15 | \$13,939 | \$2,936 | \$2,680 | \$0 | \$0 |
| S | | | | | | | |
| | Total budgeted per column | | \$18,721 | \$93,779 | \$67,000 | \$0 | \$0 |
| | Total BUDGETED | 100 | \$112,500 | \$67,000 | \$0 | \$0 | \$0 |
| | BALANCE remaining to allocate | | \$0 | \$0 | | | |
| | TOTAL GRANT AWARD/ALLOCATION TO SITE | | \$112,500 | \$67,000 | | | |

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: 0

Total Match amount left to meet: 28,125

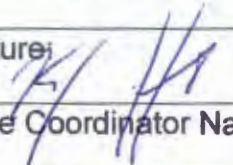
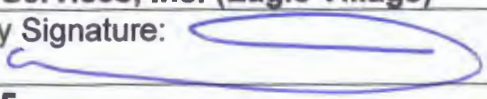
Required Signatures for Budget Approval:

| | |
|--------------|--|
| Principal: | |
| Lead Agency: | |

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

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

SECTION 1: School Site Information

| | |
|---|---|
| School Site: Parker Elementary School | Lead Agency: Eagle Village Community Center Youth and Family Services, Inc. (Eagle Village) |
| Principal Signature:  | Lead Agency Signature:  |
| After School Site Coordinator Name: Marco Diaz | Date: 4/25/15 |

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.

Eagle Village will work with Parker Elementary in the Major Improvement Priority Area of Extended Learning Time.

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.

- Promoting academic achievement and self-confidence through a broad range of activities
- Frequent assessments and multiple opportunities for students to meet assessment benchmark
- Use of data to drive instruction and to set goals
- Ensuring physical and emotional safety
- Collaborative evaluations

SECTION 3: OUSD Strategic Questions

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

| Strategic Questions/Desired Outcomes <i>As a result of our ASP efforts...</i> | Strategic Activities <i>What after school strategic activities will support the desired outcomes?</i> | Outcomes of Strategic Activities <i>What short-term outcomes will you expect from your efforts by the end of the school year?</i> | Data used to assess the strategic activities <i>What data will be collected to measure these outcomes?</i> |
|---|---|---|---|
| High School Graduation: How many more Oakland children are graduating from high school? | <ul style="list-style-type: none"> • Homework Centers • Project-based, state standard aligned clubs | <ul style="list-style-type: none"> • Increased homework submission • Better grades • Decreased truancy • Increased confidence in students' abilities | <ul style="list-style-type: none"> • Grades • Attendance records • Student surveys • Youth Program Quality Assessment |
| Satisfactory School Day Attendance: How many more Oakland children are attending school 95% or more? | <ul style="list-style-type: none"> • Homework Centers • Recreational/Physical Activities • Enrichment Activities | <p>By providing meaningful, fun, and interesting hands-on activities that enhance the regular school day's lessons, it will:</p> <ul style="list-style-type: none"> • Engage the student • Increase confidence in students' abilities • Allow access to qualified and caring instructors | <p>School day attendance records for all ASP participants will be tracked and monitored closely through the District's AERIES system.</p> |

| | | | |
|--|--|--|--|
| Job Skills/Career readiness: How many more students have meaningful internships and/or paying jobs? | | | |
| Health and Well-being: How many more Oakland children have access to, and use, the health services they need? | | | |

SECTION 4: Program Model and Lead Agency Selection

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.

Eagle Village Community Center Youth and Family Services, Inc. (Eagle Village): Formerly known as Westlake Eagle Village Community Center (WEVCC) received its official nonprofit incorporation from the State of California Secretary of State and is now operating as Eagle Village Community Center Youth and Family Services, Inc. (Eagle Village), an independent incorporated 501(c) (3) nonprofit organization. For over ten years, Eagle Village has worked to "create a safe place to support the development of the 'whole child', both in and out of the classroom, through academic, cultural, recreational, mental health and family services". Eagle Village has evolved into a comprehensive community center that provides well-rounded services to Parker Elementary students and their families. Eagle Village's Founder/Executive Director has been committed to Eagle Village's mission and goals since its inception, and she continues to work hard to ensure that young people, such as Parker students, are given access to services and programs that may not otherwise be available to them.

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) | 177 |
| Projected Daily Attendance during School Year 2015-2016 | 83 |
| 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. | Oct 2 nd , Jan 4 th , April 15 th |

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 | 16 |
| <p>Describe funding plan to operate program on minimum days, including additional school resources (if any), to support full program implementation on all minimum days:</p> <p>For minimum days, Eagle Village will use the following funding sources to account for the extra program time:</p> <ol style="list-style-type: none"> 1. ASES grant 2. OFCY grant 3. Parent Fees 4. Private grant funds | |

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 |
|---|---|--|---|---|----------------------------------|--------------------------|
| Homework Center: This activity enhances student learning in the classroom by providing opportunities for additional learning and assistance with homework. | Students in need of academic support and intervention to improve or sustain academic performance. | <input checked="" type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervention <input type="checkbox"/> Other | To ensure the alignment of after school programming is linked to school goals, specific students' achievement needs, and instructional strategies, including enrichment activities that will continue to develop students academically. | Strategically structure time for students to study, learn, and practice which includes motivating enrichment activities (e.g. technology, science, and the arts), then we will be better able to support all students academically. | 4 hrs/week; 36 weeks | Increased grades and GPA |
| Academic Centers: This club focuses on academic enrichment activities that expand on students' learning in ways differing from the methods used during the school day. This interactive and project-based club will primarily focus on literacy but will also include math. | Students in need of academic support and intervention to improve or sustain academic performance. | <input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input checked="" type="checkbox"/> Academic Intervention <input type="checkbox"/> Other | To ensure the alignment of after school programming is linked to school goals, specific students' achievement needs, and instructional strategies, including enrichment activities that will continue to develop students academically. | Strategically structure time for students to study, learn, and practice which includes motivating enrichment activities (e.g. technology, science, and the arts), then we will be better able to support all students academically. | 5.5hrs/week; 36 weeks | Increased grades and GPA |

| | | | | | | |
|--|---|--|---|---|------------------------|--------------------------|
| Computer Project Club: This club will allow students to gain basic computer and software skills, researching skills, and project development skills through fun, age appropriate activities which will then culminate into a larger project of interest identified by the student. | Students in need of academic support and intervention to improve or sustain academic performance. | <input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input checked="" type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervention <input type="checkbox"/> Other | To ensure the alignment of after school programming is linked to school goals, specific students' achievement needs, and instructional strategies, including enrichment activities that will continue to develop students academically. | Strategically structure time for students to study, learn, and practice which includes motivating enrichment activities (e.g. technology, science, and the arts), then we will be better able to support all students academically. | 1 hr/week; 36 weeks | Increased grades and GPA |
|--|---|--|---|---|------------------------|--------------------------|

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 supported by activity | Target Population and Frequency (hrs/week; number of weeks offered) | Targeted Skills | Measurable Outcome |
|---|--|---|--|---|--------------------------|
| Arts & Crafts Club: The focus of this club is to encourage students to express themselves and to be creative in a relaxed environment where they'll get to experience and enjoy all aspects of arts and crafts, such as painting, drawing, and collaging. | <input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input checked="" type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify) | Strategically structure time for students to study, learn, and practice which includes motivating enrichment activities (e.g. technology, science, and the arts), then we will be better able to support all students academically. | Students in need of academic support and intervention to improve or sustain academic performance. 5.5hrs/week; 36 weeks | <input type="checkbox"/> College/Career Readiness <input checked="" type="checkbox"/> Social & Emotional Learning <input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input checked="" type="checkbox"/> Health and Wellness <input checked="" type="checkbox"/> Other: <u>Art Appreciation</u> | Increased grades and GPA |

| | | | | | |
|---|--|---|--|---|--------------------------|
| Gardening Club: This club will focus on the basics of ecoliteracy where students will gain a better understanding of the natural world, their effects on the environment as well as gain a sense of connectedness to the ecosystem that includes them, their community, and the world at large. This is a hands-on club which entails designing, creating, and maintaining a garden. | <input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input checked="" type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify) | Strategically structure time for students to study, learn, and practice which includes motivating enrichment activities (e.g. technology, science, and the arts), then we will be better able to support all students academically. | Students in need of academic support and intervention to improve or sustain academic performance. 5.5hrs/week; 36 weeks | <input type="checkbox"/> College/Career Readiness <input checked="" type="checkbox"/> Social & Emotional Learning <input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input type="checkbox"/> Health and Wellness <input checked="" type="checkbox"/> Other: <u>Environmental science</u> | Increased grades and GPA |
| Golf Club: This club not only teaches the fundamentals of golf but its curriculum also includes life skills lessons; the goal is to prepare young people for success in high school, college, and life. | <input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input checked="" type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify) | Strategically structure time for students to study, learn, and practice which includes motivating enrichment activities (e.g. technology, science, and the arts), then we will be better able to support all students academically. | Students in need of academic support and intervention to improve or sustain academic performance. 3.5hrs/week; 36 weeks | <input checked="" type="checkbox"/> College/Career Readiness <input checked="" type="checkbox"/> Social & Emotional Learning <input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input checked="" type="checkbox"/> Health and Wellness <input type="checkbox"/> Other (specify) | Increased grades and GPA |
| Cross Country Club: This club will impart specific coaching which will allow students to see dramatic improvements in their running strength and endurance as well as encourage students to live a healthier lifestyle. Additionally, in training for cross country running, students will gain improved discipline and develop stronger mental skills which can be applied not only to running but also life in general. | <input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input checked="" type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify) | Strategically structure time for students to study, learn, and practice which includes motivating enrichment activities (e.g. technology, science, and the arts), then we will be better able to support all students academically. | Students in need of academic support and intervention to improve or sustain academic performance. 3.5hrs/week; 36 weeks | <input checked="" type="checkbox"/> College/Career Readiness <input checked="" type="checkbox"/> Social & Emotional Learning <input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input checked="" type="checkbox"/> Health and Wellness <input type="checkbox"/> Other (specify) | Increased grades and GPA |

| | | | | | |
|--|--|---|--|--|--------------------------|
| Circus Club: Students work with professional artists to develop physical circus skills such as juggling, acrobatics, improvisation, balancing, unicycling, stilting, hip hop dance, hambone body percussion, and clowning. An emphasis on cultural connections within the program's curriculum and structure is valued and included. Students also learn about performance art, including creative expression, stage presence, production, and theatre vocabulary. | <input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input checked="" type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify) | Strategically structure time for students to study, learn, and practice which includes motivating enrichment activities (e.g. technology, science, and the arts), then we will be better able to support all students academically. | Students in need of academic support and intervention to improve or sustain academic performance. 2hrs/week; 36 weeks | <input type="checkbox"/> College/Career Readiness <input checked="" type="checkbox"/> Social & Emotional Learning <input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input checked="" type="checkbox"/> Health and Wellness <input checked="" type="checkbox"/> Other: <u>Performance Art and Cultural Appreciation</u> | Increased grades and GPA |
| Dance Club: Students will learn a dance style that blends Modern dance and Hip-Hop. Students will be instructed in choreography, dance fundamentals and historical figures who have paved the way in dance. Additionally, violence prevention is built into this curriculum. | <input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input checked="" type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify) | Strategically structure time for students to study, learn, and practice which includes motivating enrichment activities (e.g. technology, science, and the arts), then we will be better able to support all students academically. | Students in need of academic support and intervention to improve or sustain academic performance. 1hr/week; 36 weeks | <input type="checkbox"/> College/Career Readiness <input checked="" type="checkbox"/> Social & Emotional Learning <input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input checked="" type="checkbox"/> Health and Wellness <input checked="" type="checkbox"/> Other: <u>Performance Art</u> | Increased grades and GPA |
| Flag Football Club: This club is designed to teach the basics of football, teamwork, communication, and good sportsmanship as well as encourage a healthier life style. | <input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input checked="" type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify) | Strategically structure time for students to study, learn, and practice which includes motivating enrichment activities (e.g. technology, science, and the arts), then we will be better able to support all students academically. | Students in need of academic support and intervention to improve or sustain academic performance. 2hrs/week; 36 weeks | <input type="checkbox"/> College/Career Readiness <input checked="" type="checkbox"/> Social & Emotional Learning <input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input checked="" type="checkbox"/> Health and Wellness <input type="checkbox"/> Other (specify) | Increased grades and GPA |

| | | | | | |
|--|--|---|---|---|--------------------------|
| Boy Scouts Club: This club's curriculum helps youth develop academic skills, self-confidence, ethics, leadership skills, and citizenship skills that influence their adult lives. The outcome from participating in this club includes: trying new things, providing service to others, building self-confidence, and reinforce ethical standards. This club goes beyond teaching basic skills and promoting teamwork, it also encourages youth to achieve a deeper appreciation for service to others in their community. | <input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input checked="" type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify) | Strategically structure time for students to study, learn, and practice which includes motivating enrichment activities (e.g. technology, science, and the arts), then we will be better able to support all students academically. | Students in need of academic support and intervention to improve or sustain academic performance. 1hr/week; 36 weeks | <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) | Increased grades and GPA |
| Girl Scouts Club: Growing up in today's world is not easy. Girl's lives are saturated with stressors, negative influences, and outside pressures more often and at younger ages than ever before. This club's curriculum relates to improving self-esteem, relationships with peers and adults, positive decision-making, and finding their place in the world. | <input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input checked="" type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify) | Strategically structure time for students to study, learn, and practice which includes motivating enrichment activities (e.g. technology, science, and the arts), then we will be better able to support all students academically. | Students in need of academic support and intervention to improve or sustain academic performance. 1hr/week; 36 weeks | <input type="checkbox"/> College/Career Readiness <input checked="" type="checkbox"/> Social & Emotional Learning <input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input checked="" type="checkbox"/> Health and Wellness <input type="checkbox"/> Other (specify) | Increased grades and GPA |
| Urban Youth on Point Club: This club is designed to mentor youth on the principles of being a productive member of community. Students work | <input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input checked="" type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify) | Strategically structure time for students to study, learn, and practice which includes motivating enrichment activities (e.g. technology, science, | Students in need of academic support and intervention to improve or sustain academic performance. 1hr/week; 36 weeks | <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 | Increased grades and GPA |

| | | | | | |
|--|--|---|--|---|--------------------------|
| in small groups to identify areas of the community that they see as a problem, work collectively to come up with solutions, and play team building games to build trust with one another. | | and the arts), then we will be better able to support all students academically. | | <input type="checkbox"/> Other (specify) | |
| Good News Club: This club promotes character building through various discussions and activities. | <input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input checked="" type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify) | Strategically structure time for students to study, learn, and practice which includes motivating enrichment activities (e.g. technology, science, and the arts), then we will be better able to support all students academically. | Students in need of academic support and intervention to improve or sustain academic performance. 2.5hrs/week; 36 weeks | <input type="checkbox"/> College/Career Readiness <input checked="" type="checkbox"/> Social & Emotional Learning <input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input type="checkbox"/> Health and Wellness <input type="checkbox"/> Other (specify) | Increased grades and GPA |
| Service Learning Project Club: This club is designed to promote service learning with the students. As a group, students will identify a problem in the community they would like to solve. They will plan together how to solve that problem and what steps need to be taken. The number of projects completed during the year depends on how small or large the issue they identified. | <input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input checked="" type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify) | Strategically structure time for students to study, learn, and practice which includes motivating enrichment activities (e.g. technology, science, and the arts), then we will be better able to support all students academically. | Students in need of academic support and intervention to improve or sustain academic performance. 1hr/week; 36 weeks | <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) | Increased grades and GPA |
| Be the Change Leadership Club: This club's curriculum is designed to equip students with strong leadership skills such as self-awareness, empathy, trustworthiness, | <input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input checked="" type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify) | Strategically structure time for students to study, learn, and practice which includes motivating enrichment activities (e.g. technology, science, | Students in need of academic support and intervention to improve or sustain academic performance. 1hr/week; 36 weeks | <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 | Increased grades and GPA |

| | | | | | |
|---|--|---|---|--|--------------------------|
| and community engagement. They will "Be the Change" they'd like to see at school and in their communities. | | and the arts), then we will be better able to support all students academically. | | <input type="checkbox"/> Other (specify) | |
| Create Your Own Board Game Club: In this fun club, students will design their own board game. The curriculum will not only incorporate both math and literacy, but it will also teach students to identify the problem, brainstorm solutions, explore possibilities, select a solution, build a model, and refine the design. | <input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input checked="" type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify) | Strategically structure time for students to study, learn, and practice which includes motivating enrichment activities (e.g. technology, science, and the arts), then we will be better able to support all students academically. | Students in need of academic support and intervention to improve or sustain academic performance. 1hr/week; 36 weeks | <input type="checkbox"/> College/Career Readiness <input type="checkbox"/> Social & Emotional Learning <input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Academic: <u>Math, Literacy, and Problem Solving</u> <input type="checkbox"/> Health and Wellness <input type="checkbox"/> Other (specify) | Increased grades and GPA |

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 |
|---|--|---|--|--|
| Parent-and-Child Together Activity and Family Celebration 4 times/year | To facilitate and celebrate students' academic success | Family Nights: Guardians of targeted students will attend family events to gain a better understanding of what their child is learning in school/after school as well as promote parent involvement. The goal of Family Nights is for parents to learn how to assist their child(ren) with raising their achievement levels. | Increase parent attendance and participation by 10% annually | The Coordinator will collaborate with school day staff as well as the PTA to support the parents, school, and community. |

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. | |
| b) Inform parents about the importance of attendance and encourage parents to help each other get their students to class. | <ol style="list-style-type: none"> 1. Consistently utilize the ABI attendance system to monitor student attendance, 2. Create an Attendance Committee including the COST coordinator, attendance clerk, counselor, and the principal, 3. Meet on biweekly basis to review student attendance data and strategized on individualized intervention, including home visits and parent conferences |
| c) Track students with poor program attendance and reach out to find out why and how attendance could be improved. | |
| d) Celebrate good attendance and/or offer meaningful incentives to attract and reward students for attending our program. | Offer meaningful incentives such as achievement awards, parties, raffles, and mini showcases to students who attend program at least 90% of the time. |

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.)

Parker Elementary School and Eagle Village will work closely, meeting regularly during the planning phase and then as needed to ensure that the After School Program (ASP) is aligned with Parker's effort to transform its school culture and climate. It's our belief that in providing a safe and caring environment with multiple and meaningful opportunities to be authentically engaged, Parker students will increase their attendance and academic achievement rates as well as build their confidence. Eagle Village's role is to provide services for students and families that will give them a stronger support system to succeed. The ASP provides a wide variety of clubs that range from academics to recreation to enrichment; all of which provides meaningful opportunities to be authentically engaged.

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.):

Eagle Village supports OUSD's goal of reducing the disproportionate suspension rates of African American students. Special efforts the ASP has made towards this goal are as follows:

- Provide clubs that promote self-expression for social-emotional well-being (i.e. dance, and art)
- Provide clubs that foster positive mentor relationships through activities that interest our students most, i.e. sports
- Have recognition ceremonies for students who attend school/program at least 90% of the time

Eagle Village tries to provide a staff that reflects the student population and therefore, have employed black professionals who serve as positive role models and mentors to our student population.

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

- ☒ COST team (Coordination of Services Team)
☐ SST (Student Study Team)
☒ SSC (School Site Council)

| | |
|--|--|
| between after school and school day efforts? | <input type="checkbox"/> ELT (Educational Leadership Team) <input checked="" type="checkbox"/> PTA <input type="checkbox"/> Attendance Team/Workgroup <input checked="" type="checkbox"/> SPSA Site Planning team <input checked="" type="checkbox"/> School Culture/Climate Committee <input type="checkbox"/> Other (specify) |
| List key community partners whom you will actively collaborate with to accomplish the goals of your program. | <ul style="list-style-type: none"> • 1st Tee • Boy Scouts • Destiny Arts • Girl Scouts • Good News Club • Oakland Unified School District (OUSD) • Oakland Fund for Children and Youth (OFCY) • Parker Elementary School • Prescott Clowns • Urban Youth on Point |
| List all subcontractors who will be paid to deliver after school services. | <ul style="list-style-type: none"> • Destiny Arts • Prescott Clowns |
| 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. | Parent Liaison |

2015-16 After School Enrollment Policy for Parker Elementary 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. | <ul style="list-style-type: none"> • CST • Benchmarks • Grades/GPA • Teacher or counselor referral • Parent/Caregiver feedback • Student self-selection | |
| Students in need of being engaged in learning (including students who have already learned regular school day content and need additional academic enrichment). | <ul style="list-style-type: none"> • CST • Benchmarks • Grades/GPA • Teacher or counselor referral • Parent/Caregiver feedback • Student self-selection | |
| Students from socio-economically disadvantaged families/backgrounds. | <ul style="list-style-type: none"> • Other data and risk factors identified by site • Parent/Caregiver feedback • Teacher or counselor referral | |
| Students at risk of chronic absenteeism (attendance between 90% - 95% attendance). | <ul style="list-style-type: none"> • Attendance data • Grades/GPA • Parent/Caregiver feedback • Teacher or counselor referral | |
| Students with siblings already enrolled in after school program based on above priorities. | <ul style="list-style-type: none"> • Parent/Caregiver feedback • Teacher or counselor referral | |

Which grade levels will you serve in this program? Kindergarten - 7th Grade

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 |
|----------------------------|---|---|
| November 2014 – March 2015 | Begin program planning for next year's after school program. During this planning, site prioritizes target populations for after school enrollment, based on school needs, program capacity, and district guidelines. | Executive Director Program Director Site Coordinator School Principal |
| April 2015 | Defines enrollment priorities and enrollment process in a site-specific "Enrollment Policy" that is reviewed and approved by the ASPO; site shares After School Enrollment Policy with parents and school faculty. | Executive Director Program Director Site Coordinator School Principal |
| April – May 2015 | Meet to identify 50%-75% of participants for next school year, based on enrollment policy and student data (leaving at least 25% of slots for incoming students who meet enrollment priorities). | Executive Director Program Director Site Coordinator School Principal Quality Support Coach |
| May – June 2015 | Conduct spring recruitment and enrollment of priority | Program Director |

| | | |
|----------------------------|--|---|
| | students identified; family are notified about next year's program participation by last day of school. | Site Coordinator School Staff |
| August 2015 | Meet to identify students to fill remaining slots based on enrollment policy and new data (i.e. test scores released in summer). | Executive Director Program Director Site Coordinator School Principal Quality Support Coach |
| August – September 2015 | After school program begins on 1 st day of school, with enrollment at a minimum of 75% capacity. Conduct new year recruitment on Student Registration Day and enroll to fill remaining slots to ensure full program enrollment by end of September. | Program Director Site Coordinator School Staff |
| September 2015 – June 2016 | Create waitlist and fill openings throughout the year based on criteria established in enrollment policy. | Program Director Site Coordinator |

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:

The school will help with recruitment by:

- Supplying data (GPA and attendance records) to help identify target populations
- Elicit feedback from school day staff regarding referrals to the after school program
- Inform current and incoming parents about the services provided by the after school program
- Hand out flyers about the after school program and how to enroll their child
- Make announcements at Family Nights and PTA meetings
- Supply a bulletin board so Eagle Village can post important information about the program and how to enroll

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 |
|--------------------|----------------------|---|
| KH | VH | 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. |
| KH | VH | 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. |
| KH | VH | Site Administrator will meet regularly with Site Coordinator to ensure program is meeting identified goals. |
| KH | VH | Site will share student outcome data to better refine program (Attendance data, test scores, Report Cards, IEP's, etc). |
| KH | VH | 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. |
| KH | VH | 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. |
| KH | VH | Site will invite Site Coordinator to participate on SSC, COST, SST, and/or SPSA planning teams to ensure coordination of services. |
| KH | VH | Site will coordinate the use of facilities and site level resources in support of program goals. |
| KH | VH | Site will provide Site Coordinator with office space that includes access to internet and phone. |
| KH | VH | 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: **TBD**

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 |
|--|---|
| Not Applicable | |
| | |
| | |

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.

The school site will provide the following information which will then be shared at the 2015-2016 After-School Program Staff Orientation.

- Emergency Site Plan with escape routes
- Emergency Site Plan with assigned meeting area
- Emergency Procedures for various situations
- Communication Protocols

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

☒ Yes ☐ No

Facility Keys

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

☒ Yes ☐ No

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

SSO Staffing: (check one)

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

AES and 21st CCLC After School Programs
2015-2016

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?

- Curriculum and lesson plan development and classroom management
- How to implement reflection exercises into each lesson
- TBD based on the needs of the ASP staff
- YPQA Training

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

Professional Development opportunities provided by the school site are yet to be determined based on the needs of the staff.

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

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

Staff Wellness

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

Eagle Village makes a point to check-in with staff members at the start of program each day to ensure staff wellness.

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.

Parker's After School Program is not receiving Equitable Access funding and therefore this section is not applicable.

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:

Parker's After School Program is not receiving Supplemental Programming funding and therefore this section is not applicable.

Dates of Service:

Parker's After School Program is not receiving Supplemental Programming funding and therefore this section is not applicable.

Hours of Operation: (note that supplemental programs must operate at least 3 hours/session)

Parker's After School Program is not receiving Supplemental Programming funding and therefore this section is not applicable.

Description of Supplemental program activities: (describe goals of programming, target audience, planned activities, etc.)

Parker's After School Program is not receiving Supplemental Programming funding and therefore this section is not applicable.

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

510/938-6906

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 | valoriehutson@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

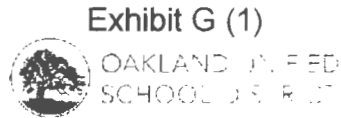
**Exhibit F****OAKLAND UNIFIED
SCHOOL DISTRICT***Empowering All to Learn, Thriving Together***INVOICING AND STAFF QUALIFICATIONS FORM
2015-2016****Basic Directions****Complete the chart below for each subcontractor and attach with Lead Agency monthly invoices.**

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

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. Inspiring 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, 2016 |

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)

6/23/2015

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 HAYES INSURANCE AGENCY 3550 SAN PABLO DAM RD., STE. C EL SOBRANTE, CA 94803 | CONTACT NAME: DANA GUYETTE | |
| | PHONE (A/C, No, Ext): (800) 869-8643 | FAX (A/C, No): (510) 222-6162 |
| | E-MAIL ADDRESS: DGUYETTE@HAYESBROKERS.COM | |
| | INSURER(S) AFFORDING COVERAGE | NAICS# |
| INSURED HUTSON, VALORIE EAGLE VILLAGE COMMUNITY CENTER YOUTH & F PO BOX 10408 OAKLAND, CA 94610 510-938-6906 | INSURER A: UNITED STATES LIABILITY INS. | |
| | INSURER B: WESTERN WORLD INS. GROUP | |
| | INSURER C: STATE COMPENSATION INS. FUND | |
| | INSURER D: | |
| | INSURER E: | |
| | INSURER F: | |

COVERAGES

CERTIFICATE NUMBER:

REVISION NUMBER:

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

| INSR LTR | TYPE OF INSURANCE | ADDL INSD | SUBR VVD | POLICY NUMBER | POLICY EFF (MM/DD/YYYY) | POLICY EXP (MM/DD/YYYY) | LIMITS |
|----------|--|-----------|----------|---------------|-------------------------|-------------------------|---|
| B | <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY | Y | | NPP1395637 | 11-10-14 | 11-10-15 | EACH OCCURRENCE \$ 2,000,000 |
| | <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR | | | | | | DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 50,000 |
| | | | | | | | MED EXP (Any one person) \$ 5,000 |
| | GEN'L AGGREGATE LIMIT APPLIES PER: | | | | | | PERSONAL & ADV INJURY \$ 2,000,000 |
| | <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC | | | | | | GENERAL AGGREGATE \$ 2,000,000 |
| | OTHER: | | | | | | PRODUCTS - COMP/OP AGG \$ 2,000,000 |
| | AUTOMOBILE LIABILITY | | | | | | COMBINED SINGLE LIMIT (Ea accident) \$ |
| | <input type="checkbox"/> ANY AUTO | | | | | | BODILY INJURY (Per person) \$ |
| | <input type="checkbox"/> ALL OWNED AUTOS | | | | | | BODILY INJURY (Per accident) \$ |
| | <input type="checkbox"/> HIRED AUTOS | | | | | | PROPERTY DAMAGE (Per accident) \$ |
| | <input type="checkbox"/> SCHEDULED AUTOS | | | | | | \$ |
| | <input type="checkbox"/> NON-OWNED AUTOS | | | | | | |
| | UMBRELLA LIAB | | | | | | EACH OCCURRENCE \$ |
| | EXCESS LIAB | | | | | | AGGREGATE \$ |
| | DED | | | | | | \$ |
| | RETENTIONS \$ | | | | | | |
| C | WORKERS COMPENSATION AND EMPLOYERS' LIABILITY | N/A | Y | 9096981-14-2 | 04-23-15 | 04-23-16 | <input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER |
| | E.L. EACH ACCIDENT \$ 1,000,000 | | | | | | |
| | E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 | | | | | | |
| | E.L. DISEASE - POLICY LIMIT \$ 1,000,000 | | | | | | |
| | ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) | | | | | | |
| | If yes, describe under DESCRIPTION OF OPERATIONS below | | | | | | |
| A | DIRECTORS AND OFFICERS | | | ND01561158 | 01-27-15 | 01-27-16 | 1,000,000 |

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

OAKLAND UNIFIED SCHOOL DISTRICT IS NAMED AS AN ADDITIONAL INSURED PER THE ATTACHED ENDORSEMENT.

CERTIFICATE HOLDER

CANCELLATION

OAKLAND UNIFIED SCHOOL DISTRICT
ATTENTION: RISK MANAGEMENT
900 HIGH ST.
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

© 1988-2013 ACORD CORPORATION. All rights reserved.

Exhibit I

Statement of Qualifications

INSERT HERE



Eagle Village Community Center Youth and Family Services, Inc. (Eagle Village)

Statement of Qualification and Agency Description

Since 2001, Eagle Village has operated the After School Program, Mental Health Services Program, and Family Resource Center at Westlake Middle School in Oakland, CA with the sole purpose of addressing issues of poverty, low academic performance and violence. This is actualized through its mission of providing a safe academic environment that supports the development of the whole child, both in and out of the classroom, through academic, cultural, recreational, mental health and family services.

In 2009, Eagle Village established itself as an independent 501(c)(3), non-profit organization in order to provide Westlake families one-stop access to a wide array of public and community services on campus. Eagle Village is receiving growing recognition as a model of success in the Oakland Unified School District (OUSD) for its early adoption of a Community School framework as well as its unique partnership with Westlake Middle School faculty and staff.

Beginning in the 2013-2014 academic year, Eagle Village has been providing after school education and enrichment support to Montera Middle School through its After School Program (ASP). The ASP will provide students with a safe, supervised space during out of school time where students engage in a variety of academic, enrichment, recreational, cultural, and athletic programs.

Additionally, beginning in the 2014-2015 academic year, Eagle Village provided after school education and enrichment support to Parker Elementary School through its After School Program (ASP). Similar to Westlake and Montera, the ASP provided students with a safe, supervised space during out of school time where students engage in a variety of academic, enrichment, recreational, cultural, and athletic programs.

SAM Search Results
List of records matching your search for :

Search Term : Eagle* Village* Community* Center* Youth* and* Family* Services*
Record Status: Active

No Search Results