

Board Office Use: Legislative File Info.	
File ID Number	15-1768
Introduction Date	9-24-15
Enactment Number	15-1505
Enactment Date	7/24/15



**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)

9/24/15

Subject Individual Service Agreement - Master Memorandum of Understanding - Bay Area Community Resources (contractor) - 177/Espanza Elementary School (site)

Action Requested Approval of the Individual Service Agreement to the Master Memorandum of Understanding (MMOU) between District and Bay Area Community Resources, for services to be provided primarily to 177/Espanza Elementary School.

Background

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

The attached Individual Service Agreement is the contracting of services at the negotiated price, stated in the referenced Master MOU, approved by the Board of Education on June 24, 2015 (Enactment number 15-1160).

Discussion

One paragraph summary of the scope of work.

Approval by the Board of Education of an Individual Service Agreement to the Master Memorandum of Understanding (MMOU) between the District and Bay Area Community Resources, San Rafael, CA, for the latter to provide its Menu Option A-Lead Agency Unit for Elementary School Arts, Recreation, Leadership and Family Literary activities, as described in the Program Plan, incorporated herein by reference as though fully set forth, for Espanza Academy's comprehensive After School Program, for the period of July 1, 2015 through August 19, 2016, in the amount of \$77,855.00, pursuant to the terms and conditions as specified in the MMOU.

Recommendation

Approval by the Board of Education of an Individual Service Agreement to the Master Memorandum of Understanding (MMOU) between the District and Bay Area Community Resources for the latter to provide Arts, Recreation, Leadership and Family Literary activities for the After School Program at Espanza Academy 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 \$77,855.00.

Attachments

- Individual Service Agreement
- Program Schedule and Budget
- Certificate of Insurance
- Menu of Service
- Copy of Master Memorandum of Understanding

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OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

INDIVIDUAL SERVICE AGREEMENT (ISA) 2015-2016

MASTER MOU INFORMATION

VENDOR NAME	Bay Area Community Resources		
VENDOR #	I001628	ENACTMENT #	15-1160
SITE / DEPT NAME	Esperanza Academy	SITE #	177
OUSD STAFF CONTACT - EMAILS ABOUT THIS CONTRACT SHOULD BE SENT TO:		renee.mcmeam@ousd.k12.ca.us	

ORDER MENU OF SERVICES (EXHIBIT A OF MASTER MOU) – SELECT DESIRED SERVICE

SERVICE AND UNIT OF SERVICE (SEE EXHIBIT A OF MASTER MOU FOR A FULL DESCRIPTION OF SCOPE OF WORK AND MENU OF SERVICES)	GRADE LEVEL(S) SERVED	RATE PER UNIT	DESIRED UNITS	AMOUNT (DESIRED UNITS TIMES RATE PER UNIT)
A-Lead Agency Unit for Elementary School	K-5	\$ 96,576	.80	\$ 77,855
		\$		\$
		\$		\$
TOTAL AMOUNT				\$ 77,855

IF FEE DOES NOT EQUAL RATE PER UNIT MULTIPLIED BY DESIRED UNITS, EXPLAIN REASON FOR ALTERED RATE:

1a. and 1d. School opting to utilize own teachers to provide academic services and to fund School Safety Officer, reducing the academic programming charges to the cost above.

BUDGET INFORMATION

REQUISITION NUMBER	R0161212	START DATE	07/01/2015	END DATE	08/19/2016
RESOURCE #	RESOURCE NAME	ORG KEY		AMOUNT	
6010	ASES	177553401		\$ 77,855	
				\$	
				\$	

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

VENDOR	NAME	Martin Weinstein	TITLE	CEO
SIGNATURE			DATE	6/25/15
OUSD SITE ADMINISTRATOR	NAME	Kathleen Arnold	TITLE	Principal
SIGNATURE			DATE	6-22-15

APPROVAL

IF USING FUNDS REVIEWED BY STATE AND FEDERAL PROGRAMS OR Quality Community School Development
SPSA ACTION ITEM NUMBER: _____ OR, _____ SPSA MODIFICATION DOCUMENTATION ATTACHED

RESOURCE MANAGER, if using funds managed by:

☐ State and Federal ☐ Quality Community School Development ☒ After School Programs

SIGNATURE	Gulha Ma	DATE	6-25-15
SIGNATURE		DATE	
NETWORK / EXECUTIVE OFFICER or DEPUTY CHIEF			
SIGNATURE	Scott Sp	DATE	6/26/15
PRESIDENT AND THE SECRETARY OF THE BOARD OF EDUCATION			
SIGNATURE		DATE	9/25/15
SIGNATURE		DATE	9/25/15

AFTER SCHOOL BUDGET PLANNING SPREADSHEET

ELEMENTARY & MIDDLE SCHOOLS 01.2015

Site Name: Esperanza Academy		ASES	OFCY Match Funds	Program Fees (if applicable)	Other School Site Funds	Other Lead Agency Funds
Site #: 177		Resource 6010, Program 1553				
Average # of students to be served daily (ADA):	[1]	OUSD [2]	Lead Agency	Lead Agency	Lead Agency	Lead Agency
TOTAL GRANT AWARD		\$111,375	\$67,000			\$5,417

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

OUSD Indirect (5%) [3]		\$5,304				
OUSD ASPO admin, evaluation, and training/technical assistance costs [4]		\$6,939				
Custodial Staffing and Supplies at 3.25% [5]		\$3,222				

TOTAL SITE ALLOCATION [6]	[7]	\$95,910				
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CERTIFICATED PERSONNEL

1120	Quality Support Coach/Academic Liaison REQUIRED [8]	\$2,500			\$0	
1120	Teachers (\$23.16 x 4 hrs/wk (1 hr x 4 days) x 34 wks = \$3,150) x 3 teachers = \$9448.28 [9]	\$9,448			\$0	
	Certificated Teacher Extended Contracts- ELL supports [10]				\$0	
	Total certificated [11]	\$11,948			\$0	

CLASSIFIED PERSONNEL

2205	Site Coordinator (list here, if district employee) [12]	\$0	\$0		\$0	\$0
2220	SSO (optional) [13]	\$2,700			\$0	
	[14]					
	[15]	\$0				
	Total classified [16]	\$2,700	\$0		\$0	\$0

BENEFITS

3000's	Employee Benefits for Certificated Teachers on Extended Contract (benefits at 24%) [17]	\$2,868 [18]				
3000's	Employee Benefits for Classified Staff on Extra Time/Overtime (benefits at 20%)	\$540 [19]				
3000's	Employee Benefits for Salaried Employees (benefits at 40%) [20]	\$0 [21]				
3000's	Lead Agency benefits (rate: 25%) [22]		\$0			
	Total benefits [23]	\$3,408	\$0		\$0	\$0

BOOKS AND SUPPLIES

4310	Supplies: Student Incentives- \$275, Program Supplies/ Materials- \$1,700, Teacher & Staff Appreciation- \$250, Special Events- \$400 (OUSD only, except for Summer Supplemental) [24]	\$0	\$2,625		\$0	\$0
4310	Curriculum (OUSD only) [25]	\$0			\$0	\$0
5829	Field Trips [26]	\$0			\$0	\$0
4420	Equipment (OUSD only) [27]	\$0			\$0	\$0
	Professional Development/ Trainings (Summer Institute, CPS, Classroom Mgmnt, Lesson Planning, etc.) [28]		\$150			
	Travel [29]		\$150			
	Telephone [30]		\$998			
	District professional development on district PD days (Bridging the Bay conference, Youth Work Methods trainings) [31]		\$500			
	BACR Community Games (seasonal sports)		\$275			
	Total books and supplies [32]	\$0	\$500	\$4,198	\$0	\$0

CONTRACTED SERVICES

5825	Program Coordinator (Claudia Ortiz-Silva) (salary \$43,000 + \$10,750 = \$53,750 ASES @ \$32,411; OFCY@ \$21,339) [33]		\$0	\$33,007	\$20,743		
5825	Program Assistant (Miguel Gil): \$14.10/hr x 20 hrs/wk x 36wks = \$10,152 x (25% Fringe) \$2,538 = \$12,690 [34]		\$0	\$0	\$12,690		
5825	Academic Instructor/Enrichment Facilitator (Evelyn Herrera): \$14.10/hr x 19.5hrs/wk x 36 wks = \$9,898 X (25% Fringe) \$2,475 = \$12,373			\$0	\$12,373		
	Academic Instructor/Enrichment Facilitator: (TBD), \$13.50/hr x 19.5hrs/wk x 36 wks = \$9,477 X (25% Fringe) \$2,369 = \$11,846 [35]			\$11,846			
	Academic Instructor/Enrichment Facilitator: (Stephanie Diaz), \$13.50/hr x 19.5hrs/wk x 36 wks = \$9,477 X (25% Fringe) \$2,369 = \$11,846 [36]			\$11,846			
	Assistant After School Instructor (Elizama Rodriguez): \$13.50/hr x 19.5hrs/wk x 36 wks = \$9,477 X (25% Fringe) \$2,369 = \$11,846 [37]			\$11,846			
	PD and Additional Short Days (3 Staff x \$13.50 x 30 hours (48 hours short days and 10 hours PD) = \$1,215 x 2 Staff x \$14.10 x 30 hours = \$846= \$2,061 x (25% Fringe) \$515 = \$2,576			\$2,576			
5825	Subcontractors (please list each specific subcontracting agency) [38]			\$0			
	TBD			\$3,327			
5825	BACR Program Manager (Professional Development, Training, Coaching, Staff Observations, general feedback for program quality): \$8,286.00 + fringe = \$2071.50 Total =\$10,357.00				\$10,357		
5825							
5825							
5825							
5825							
	Total services [39]		\$0	\$74,448	\$56,163	\$0	\$0

IN-KIND DIRECT SERVICES

	BACR East Bay Director [40]					\$0	\$2,160
	BACR Administrative Assistant					\$0	\$1,217
	BACR Resource Development Coordinator \$840.00						\$840
	Trainings (CPS, Class room Management, Lesson Planning, BACR in-house trainings)						\$1,200
	Total value of in-kind direct services					\$0	\$5,417

LEAD AGENCY ADMINISTRATIVE COSTS

	Lead Agency admin (4% max of total contracted \$) [41]			\$2,907.05	\$6,639		\$0
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SUBTOTALS

	Subtotals DIRECT SERVICE [42]	[43]	\$19,721	\$74,948	\$60,361	\$0	\$0	\$5,417
	Subtotals Admin/Indirect [44]	15	\$13,799	\$2,907	\$6,639			\$0

TOTALS

	Total budgeted per column [45]		\$33,520	\$77,855	\$67,000	\$0	\$0	\$5,417
	Total BUDGETED [46]	100 [47]	\$111,375	\$67,000	\$0	\$0	\$0	\$5,417
	BALANCE remaining to allocate [48]		\$0	\$0				\$0
	TOTAL GRANT AWARD/ALLOCATION TO SITE [49]		\$111,375					

ASES MATCH REQUIREMENT:

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

Total Match amount required for this grant:	37,125
Facilities count toward 25% of this match requirement:	9,281
Remaining match amount required:	27,844
Match should be met by combined OFCY funds, other site funds, private dollars, and in-kind resources. This total equals:	#REF!
Total Match amount left to meet:	#REF!

Required Signatures for Budget Approval:

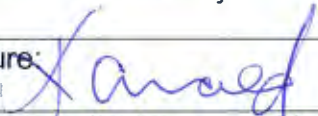

Principal:	
Lead Agency:	

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

1

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

SECTION 1: School Site Information

School Site: Esperanza Academy	Lead Agency: Bay Area Community Resources
Principal Signature: 	Lead Agency Signature: 
After School Site Coordinator Name (if known at this time): Claudia Ortiz-Silva	Date: 4.13.15

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.

- Opportunities for students to participate in performing arts
- School Culture
- Academic Intervention

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)
- ☒ Balanced Literacy and Literacy Across the Curriculum
- ☒ Accelerating Students through Targeted Approaches
- ☒ School Culture (including Meaningful Student Engagement)
- ☒ Health and
- ☒ Building Capacity and Leadership

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.

School Programs
2015-2015

1. Strengthen our focus on increasing proficiency skill levels in Literacy, Reading and Science through a strong partnership with

State 3 – 4 primary goals of the After School Program and intended impacts for participating students. Describe how these after school goals align with the school's Major Improvement Goals and Strategies identified in its SPSA plan.

1. Strengthen our focus on increasing proficiency skill levels in Literacy, Reading and Science through a strong partnership with the school day. Our Academic Liaisons (AL) will continue to provide support through observations and professional development. We will continue to work closely with school day to design skill-building activities that support literacy.
2. Continue to develop a strong system of communication and alignment with school day. There will be Principal/Coordinator weekly standing meetings to ensure strong alignment. AL will strengthen regular communication with school day faculty regarding student progress, and general student updates.
3. Continue our focus on Literacy, Reading and Science through intentional, well-organized activities.
4. We have participated in OUSD lead Professional Learning Communities (PLC). We attend trainings and dedicate a significant portion of our program activities to these areas. These PLC experiences will improve our team building activities and we will seek more resources to support our development in these areas.

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?	The Esperanza University program supports high school graduation by providing activities that strengthen academic skills. Positive school climate of which is also supported through family engagement, and strong partnership with school day staff and faculty. Enrichment activities provide opportunities for leadership and self-reflection, which are essential in planning for the future of our	All students will participate in structured guided practice in both homework and academic skill building activities on a weekly basis. Students will also participate in an array of enrichment activities, which will provide leadership opportunities, and critical thinking skills that will be use to reinforced through daily reflection. Students will have a skill they	We will measure the student's growth by the tracking the participating students in their academic goals set by the regular core day teachers. The program will ensure to assist students to reach academic goals set by core day teachers in reading. Feedback from school day staff/faculty will be share to track behavior progress.

	<p>students.</p> <p>Classes that will reinforce the school day's learning using the district's guide of sight words according to each grade level.</p>	<p>can continue to perfect and practice in the after school from classroom/homework organization, improve homework habits, assist students to align to objective suggested by school day teacher or Youth line staff.</p>	<p>Attendance Reports from OUSD and City Span.</p> <p>Outcome of program measure by SA-YPQA Evaluations Results and Survey Data and feedback from the community.</p>
<p>Satisfactory School Day Attendance: How many more Oakland children are attending school 95% or more?</p>	<p>The program will recruit and target the students that are identified as chronically absent to be in the program.</p> <p>We will track students with poor program attendance and engage with families to find a plan to improve their attendance.</p> <p>Our program provides incentives for good attendance and intervenes when a student is showing a pattern of inconsistent attendance. Students with good attendance will be able to attend special event at the end of the month.</p> <p>Reiterate the importance to being able to stay in the after school program to be able to participate in our fun enrichment activities.</p> <p>We will continue to communicate closely with families and the school day to ensure at risk students are receiving a full circle of services from the day school core teachers and after school program coordinator.</p>	<p>All students and parents are aware of the importance of coming to school daily. Satisfactory attendance will be maintained and sustained through our reinforcement of good attendance behaviors. A mid-year parent meeting will also remind parents about attendance policies and support school day to communicate with families who need additional support in this area.</p> <p>There will be a unified vision and mission between the school day and the extended program on the expectation for attendance.</p> <p>We will offer an attractive program to have students compelled to come to the after school program.</p>	<p>School day will share attendance data with after school and this data will be compare to note any possible patterns of poor attendance behavior.</p> <p>We will work in collaboration with the COST Team to align the same goal of attendance improvement.</p> <p>Run Weekly Cityspan reports necessary to track excessive absences patterns.</p> <p>Develop an individual learning plan for struggling students in their attendance.</p>

<p>Job Skills/Career readiness: How many more students have meaningful internships and/or paying jobs?</p>	<p>Our program supports students to develop their ability to work within a diverse environment, appreciate differences and collaborate successfully with others. These are skills we believe are necessary to be successful in any job/career. We will explore the possibility of bringing guest speakers to discuss different types of jobs/careers as well as to help students think about their futures. Community mapping activities will also help students explore their surroundings to prepare for their future and think about what resources already surround them.</p>	<p>Students will focus on short and long-term goal setting, visioning and working collaboratively to solve problems and conflicts. We will also support leadership skills, to become active and aware of the community social issues. They will have the opportunity to learn the job skills lesson. Students will take enrichment classes that teach them specific skills and provide them with information that are needed for specific careers such as communication, presentations, projections, writing, and comprehension.</p>	<p>Data will come from our daily "reflections" and the caring community reflected by the participating students. Student presentations in the after school program.</p> <ul style="list-style-type: none"> • Peer to peer evaluations • PQA Evaluations • Journals • Program Scheduling
<p>Health and Well-being: How many more Oakland children have access to, and use, the health services they need?</p>	<p>Activities such as gardening, cooking/nutrition, dance, arts and crafts, team sports/ structured recreation classes focus on student's health and wellness, but other enrichment activities also incorporate a wellness theme. Students enjoy these engaging hands-on activities while discussing health/wellness.</p>	<p>We are working closely with school day to continue to provide as much healthy food as possible, healthy cooking demonstrations, workshops for parents on nutrition and plenty of opportunities for physical activity. We will continue to run health and wellness activities that have been successful in the past. This will be in collaboration with our school café staff from the district Food Services Department.</p>	<p>We are going to implement a Height and Weight Program to show the students their height and weight grown from the first week they started the program and compare it to the end of the program with a post card graph to show the students the value of their health & growth.</p>

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.

Bay Area Community Resources (BACR) is a 501(c) (3) non-profit agency, founded in 1976, that delivers youth and family services in seven Bay Area counties. The BACR philosophy about after school programs extends far beyond keeping children safe. We believe in providing a nurturing and enjoyable environment where students can improve their academic and life skills. We believe in integrating the principles and practices of youth development into all activities. Just as important, we see the schools, students, and parents as our customers, and we believe it is our responsibility to understand and meet their needs.

This approach to after school programs is consistent with the BACR mission of serving youth and families, fostering volunteerism, and building community. As a large diverse community agency, BACR has the organizational capacity and infrastructure to maintain high quality programming while expanding our services.

We offer AmeriCorps and VISTA national service, youth leadership, mental health counseling, alcohol/drug and tobacco services, and healthy communities. Our ASPs are designed and staffed to be accessible to and effective for children and youth. The children and youth who are struggling due to poverty, academic and social-emotional challenges, and other life circumstances. Further, we use all activities to promote the development of communication, problem solving, peaceful conflict resolution, leadership, and other pro-social skills. We collaborate with other community organizations that help to round out the array of needed services identified by the schools, young people, and families and, in this way, we ensure access and equity of opportunity for the communities we serve.

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

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

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

** CDE allows programs to close for a maximum of 3 of these days during the school year for professional development. Families must be notified of these program closure dates in advance, and the lead agency must maintain documentation of professional*

development activities offered on these dates, including training agenda and staff sign in sheets.

Required # of Program Days your program will operate during School Year 2015-2016 (programs are required to operate between 177 – 180 days of the school year)	180 days required*
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Projected Daily Attendance during School Year 2015-2016	80
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Programs are allowed up to three days of program closure during the school year to offer staff professional development. Please list the three days (if any) your program plans to close this year for PD.	0
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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	48
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Describe funding plan to operate program on minimum days, including additional school resources (if any), to support full program implementation on all minimum days: We will budget accordingly for staff to be present and provide services during all minimum days.

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
1	All program participants in 1 st – 5 th Grade	<input checked="" type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervention <input type="checkbox"/> Other	Balanced literacy and overall academic success will be supported through homework assistance.	Structured guided practice. Most 1 st - 5 th grade students will review, understand, complete and turn in their homework on its due date.	Homework will be the first activity of the day after snack. It will begin with general grounding goal setting and end with a reflection. Every student's homework progress of completion will be logged to monitor completion daily. The parents/guardian's shall be notified daily as the students are picked up if the homework has been completed on day-to-day bases. Homework tracking will and can be shared with the student's teacher and other school staff necessary to	Students will come to the program with written homework agendas. Students are aware of the content and language objective. Students will receive support in struggling areas and will demonstrate growth according to the Monitor board in the hallways. Students will understand their homework and the majority of program participants will complete their homework on a daily basis. Homework reports will also be provided by the after school staff to communicate student progress to teachers and parents. Use homework Log.

					<p>provide to full service circle to all students.</p> <p>Every student will be able to get help from an adult staff or volunteer and receive support from other peers.</p> <p>All students will collaborate with each other to ensure they are prepared with homework assignments.</p> <p>Students will make connection with each other.</p>	
2	All program participants in 1 st – 5 th Grade	<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input checked="" type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervention <input type="checkbox"/> Other	After School Program Learning Time	Students will be engaged in activities that focus on developing their common core skills and computer technology skills.	<p>Students will Participate in the following but not limited: Reading MyOn chrome notebooks projected on scheduling.</p> <p>AP Quiz computer program after reading books.</p> <p>AP Quiz will allow tracking the student's literacy comprehension of each book, this also tracks the amount of words read per story.</p> <p>This tracking is to support the goal of Word Read set by the regular core day teacher according to the student's grade level.</p> <p>The students will have creative writing time.</p> <p>Public speaking; presentation in front of peers and other adults in assemblies.</p>	<p>Students will have extended learning time in a small group working on math or literacy skill building.</p> <p>Collaboration with the liaison on aligning lessons with the OUSD pacing guide.</p> <p>Create meaningful opportunities for students to express themselves creatively through common core strategies.</p> <p>Targeted curriculum based on student's needs.</p>

3	All program participants in 1 st – 5 th Grade	<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input checked="" type="checkbox"/> Academic Intervention <input type="checkbox"/> Other	After School Program Learning Time	All students in 1 st - 5 th will have additional time after school in computer lab to increase their Math and Reading skills.	The students will participate in the schools computer intervention programs such as MyOn, AP and other online Math Programs.	<p>Students will be reading words tracked by AP to meet their goals. ASP staff will have information on how to assist the students log-in computer programs and have an understanding for each students reading goal.</p> <p>Mini lesson plans will be aligned to develop activities and identify strategies to support each individual academic progress.</p>
4	Focal 50 program participants in 1 st – 5 th Grade	<input type="checkbox"/> Homework Support <input checked="" type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervention <input type="checkbox"/> Other	After School Program Learning Time	Aligned with Common Core State Standards	Collaboration of tenured teachers along with our ASP staff to implement academically engaging, culturally relevant and mindful student support for all 1st- 5th grade students. In the areas of literacy, math science and health wellness.	<p>Include pre and post skill evaluation assessment as needed.</p> <p>Evidence based upon best practices.</p> <p>Aligned with school day initiatives and areas of emphasis.</p> <p>Complimentary to regular school day site leadership.</p>
5	All program participants in 3 rd – 5 th Grade	<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervention <input checked="" type="checkbox"/> Other	After School Program Learning Time	Open computer access time after school program to 1 st – 5 th grade students.	Create Mindful Life practices for the students to do research on higher education navigating technology - Mindfulness/ peer support programs developing program where older students mentor younger students.	The students in 3 rd – 5 th Grade will prepare and present informational after school assemblies to peer/mentor younger students on Bullying Prevention, Cultures and Social Justices and Educational background of current leaders. Increasing self-awareness and identity, building social problem solving skills and focus on the future change. Building self-esteem building.

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
Physical Education Community Games/ Sports/ Nutrition	<input checked="" type="checkbox"/> Student Identified <input type="checkbox"/> School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	These activities will support general health and wellness and in creating a positive school climate. Improving Attendance & Building Capacity and Leadership.	Students will engage in community games. Students will play various sports and participate in physical games. Youth will engage in team activities.	<input type="checkbox"/> College/Career Readiness <input checked="" type="checkbox"/> Social & Emotional Learning <input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input checked="" type="checkbox"/> Health and Wellness <input type="checkbox"/> Other (specify)	All participants will indicate that they had an opportunity to practice moderate to vigorous physical activity and/ or recreational sports at least once per week. Students will connect with each other through mindful games at least 2x a week. Outcome is that students will show growth in their social emotional skills and teamwork. Student will demonstrate leadership in leading game activities.
Leadership Club 4-5 th Grade Mentor Program	<input checked="" type="checkbox"/> Student Identified <input type="checkbox"/> School Identified	The Leadership Program will Build capacity in Leadership.	Targeted population will be students in the 4 th and 5 th	<input checked="" type="checkbox"/> College/Career Readiness <input checked="" type="checkbox"/> Social & Emotional Learning <input checked="" type="checkbox"/> Leadership	Students will demonstrate Leadership through community game while leading the activities as a team. Students will

	<input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	School Culture and Engagement, Reflection and Mindfulness. Students will also learn strategies to provide academic peer mentors.	Grade. 1x hour a week.	<input type="checkbox"/> Academic (specify) <input type="checkbox"/> Health and Wellness <input type="checkbox"/> Other (specify)	demonstrate more ways to connect with students during intervention in academic and social. 2 nd Step will be part of the curriculum used.
Gardening and Nutrition, Enrichment Program	<input checked="" type="checkbox"/> Student Identified <input type="checkbox"/> School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	The students will get the required number of minutes of PE, promote physical activities outside of class. The student will have cooking classes on how to prepare new healthy snacks, understand the process of gardening season of harvest and compost. They will have the opportunity to have hands on experiences in our school garden.	The Health and Wellness will practice Mindfulness Eating during snack, and choice.	<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)	Students will demonstrate growth in Nutrition Choices; The student will create a Healthy School Environment, have a better understanding of the importance of Physical and Health Education.
	<input type="checkbox"/> Student Identified <input type="checkbox"/> School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other			<input type="checkbox"/> College/Career Readiness <input 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)	

	(specify)				
	<input type="checkbox"/> Student Identified <input type="checkbox"/> School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)			<input type="checkbox"/> College/Career Readiness <input 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)	

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
Open House 1	Family engagement and positive school climate will be supported through these events.	Parents/families will attend open houses and orientation nights in order to learn more about the structure, policies, procedures and general information about the after school program. This is also an opportunity for clarifying questions about the student's progress in their after schoolwork and expectations.	Approximately 90% parents/ families will attend open houses and orientations. This will be measured through sign-in sheets.	Biweekly meetings between the site coordinator and the school site principal, weekly Blog of academic and Enrichment activities for the week will be presented to the day core staff and teachers to create awareness of activities taking place in the after school program. Outreach coordinator and other stakeholders, quarterly newsletters, parent surveys and feedback from school community.

Lights On After School 1	Parent/Family Engagement and Positive School Climate will be supported through these efforts.	At our Lights On Open House, parents and community members gather in the cafeteria to receive updates from the Program Coordinator, then are led by the students through an engaging event of staff and parents. Parents will have the opportunity to meet and talk with ASP staff and provide suggestions and feedback.	At least 50% of our parents/families will attend the showcase event of Lights On Open House this will be measured through sign-in sheets.	Biweekly meetings between the site coordinator and the school site principal, weekly Blog of academic and Enrichment activities for the week will be presented to the day core staff and teachers to create awareness of activities taking place in the after school program.
Winter Celebration and Showcases 2	Parent/family engagement and positive school climate will be supported through these efforts.	Parents/families will attend showcases and celebrations where their students will perform and/or present what they have learned from dance choreography, signing, and short sketch performances or plays. Parents will understand more about what their student is learning in after school. Celebrations may also include a service/volunteer project for parents as well.	At least 60% of the parents/families will attend every large event/showcase. This will be measured through sign-in sheets.	Monthly meetings with principal, outreach coordinator and other stakeholders, quarterly newsletters, parent surveys and feedback from school community. Parents Engagement and voice to help in the preparation of the event.
Day of the Children/ Dia de Los Niño's	Family engagement and positive school climate will be supported through these events.	Parents/families will attend this celebration/ open houses and orientation nights in order to learn more about the structure, policies, procedures and general information about the after school program. This is also an opportunity for families to engage with their children in game activities.	Approximately 60% of the parents/ families will attend open houses and orientations. This will be measured through sign-in sheets.	Monthly meetings with principal, outreach coordinator and other stakeholders, quarterly newsletters, parent surveys and feedback from school community. Increase the amount of opportunities families have to engage on school campus

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.	ASP and school day staff will implement a chronic absenteeism plan for after school families struggling with attendance. Accept referrals and recommendations made by school principal, academic liaison, teachers' counselors and other school staff. Identify barriers and solutions for the families to ensure their student will be in school and in program daily
b) Inform parents about the importance of attendance and encourage parents to help each other get their students to class.	ASP staff will hold an orientation and mid-year meeting to remind parents about the importance of good attendance, review attendance policies and help parents understand why attendance is so important.
c) Track students with poor program attendance and reach out to find out why and how attendance could be improved.	ASP will help communicate with families of students who have been identified as at risk of being chronically absent.
d) Celebrate good attendance and/or offer meaningful incentives to attract and reward students for attending our program.	ASP staff will continue to acknowledge good attendance with certificates and recognition during special events.

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.)

The after school program will work with together to ensure that our practices are aligned with the school through collaborative meetings and intervention sessions for students who are faced with issues of trauma and any academic challenges. In part, we will work closely with parents to involve them in this process by meeting with them consistently, to discuss an action plan, challenges, and progress that have been made.

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.):

The after school program will provide leadership opportunities for students of color that will empower them to work hard and take ownership in the work they do. Leadership opportunities include a leadership club where students can develop newsletters, mentorship programs, and co-facilitate activities around topics of race and gender. In addition, students will be recognized for their efforts through awards and ceremonies.

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.

<p>The after school Site Coordinator or Director will actively participate in which of the following school group(s), in order to increase alignment between after school and school day efforts?</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> COST team (Coordination of Services Team) <input type="checkbox"/> SST (Student Study Team) <input type="checkbox"/> SSC (School Site Council) <input type="checkbox"/> ELT (Educational Leadership Team) <input type="checkbox"/> PTA <input type="checkbox"/> Attendance Team/Workgroup <input type="checkbox"/> SPSA Site Planning team <input checked="" type="checkbox"/> School Culture/Climate Committee <input type="checkbox"/> Other (specify)
<p>List key community partners whom you will actively collaborate with to accomplish the goals of your program.</p>	<p>OUSD, School Site Staff will be major stakeholders. ASP staff will hold an orientation and mid-year meeting to remind parents about the importance of good attendance, review attendance policies and help parents understand</p>

	why attendance is so important.
List all subcontractors who will be paid to deliver after school services.	Rainbow Chefs Todays Future Sound HipHop Chess Federation
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.	ASP will collaborate with school staff to ensure at risk students will be enrolled and receive full community circle services. ASP staff will continue to publically acknowledge good attendance with certificates and recognition during special events.

2015-16 After School Enrollment Policy for Esperanza 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.	Students from socio-economically disadvantaged families/backgrounds. Identified as Focal 50 students or at Risk Academically.	N/A
Students in need of being engaged in learning (including students who have already learned regular school day content and need additional academic enrichment).	Scholastic Reading Inventory (SRI) scores and end of year district/ school benchmarks. Referrals and recommendations made by teachers, counselors and other school staff.	N/A
Students with siblings already enrolled in after school program based on above priorities.	Referrals and recommendations made by teachers and other school staff. Parents will also provide this information.	N/A
Students from socio-economically disadvantaged families/backgrounds.	Referrals and recommendations made by teachers, outreach coordinator and other school staff.	N/A

Which grade levels will you serve in this program? 1st – 5th

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
May 11, 2015	Schedule a Parent Orientation with parents of current students in ASP.	Program Coordinator
May 18 – 21, 2015	Flyer and announce Parent Orientation to recruit new families.	Program Coordinator
May 27, 2015	Outreach to parents, teachers, and community.	Program Coordinator, Principal
June 1, 2015	Hold Parent Orientation, distribute, and collect application packets.	Program Coordinator, ASP Staff
June 1, 2015	Give ASP overview as well as important updates like ASP attendance and pick up policies.	Program Coordinator
June 8-9, 2015	Review applications	Program Coordinator
June 10, 2015	Send program acceptance, denial, or waitlist notices.	Program Coordinator

Important dates to include in your timeline:

- May – 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 identify families expressing interest in the after school programs during their registration process, they will keep the after school registration packets in the main office to register students, and will tell all families registering about the after school program. The after school program coordinator will give the school promotional material for families and will have information along with pictures of the program from previous years.

- May – 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.

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
KA	J.P.	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.
KA	J.P.	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.
KA	J.P.	Site Administrator will meet regularly with Site Coordinator to ensure program is meeting identified goals.
KA	S.P.	Site will share student outcome data to better refine program (Attendance data, test scores, Report Cards, IEP's, etc).
KA	J.P.	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.
KA	J.P.	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.
KA	J.P.	Site will invite Site Coordinator to participate on SSC, COST, SST, and/or SPSA planning teams to ensure coordination of services.
KA	J.P.	Site will coordinate the use of facilities and site level resources in support of program goals.
KA	J.P.	Site will provide Site Coordinator with office space that includes access to internet and phone.
KA	J.P.	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
Academic Intervention	2-4hours/ 32-34 weeks
Academic Intervention	2-4hours/ 32-34 weeks

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 ASP staff will be involved in two practice emergency drills to familiarize them with the school's overall crisis response and given the emergency protocol.

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

☒ Yes ☐ No

Facility Keys

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

☒ Yes ☐ No

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

SSO Staffing: (check one)

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

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

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

Principal Signature: _____

Lead Agency Signature: _____

Professional Development and Staff Wellness

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

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

Coordinator Summer Institute- All Site Coordinators will participate in 4 days of training that will expand their knowledge on Youth Development, Curriculum Development, Grant Compliance, Policies and Procedures, Self-Care, and Program Quality (SA-YPQA). During Summer Institute Coordinators will have the opportunity to review their program schedule and program plan, create their year plan, plan for parent events, and learn from a variety of experts in the after school field. In addition to Summer Institute, coordinators will have the opportunity to participate in BACR led and outside trainings throughout the school year. These training opportunities may include CPR/First Aid trainings, Bridging the Bay, and Region IV trainings.

Team Cluster Meetings- All Site Coordinators will participate in Team Cluster Meetings led by their Program Manager monthly. During these meetings, the Program Manager will communicate updates from the district, the agency, as well as provide the team with professional development surrounding leadership, program development and youth development. Furthermore, the Program Manager will provide space for the Site Coordinators to receive feedback and workshop site based concerns and program quality.

Coordinator Supervision- All site coordinators will meet at least two times a month to discuss site progress, individual coordinator goals, staff development and other site based subjects with their supervisor. This is opportunity for 1 on 1 support.

Line Staff Summer Institute and Year Long PD opportunities- All Group Leaders will participate in a 5-day day institute that will expand their knowledge on youth development, classroom/behavior management strategies, project based lesson plans, cooperative games, emergency procedures, mandated reporting, and policies and procedures.

Site Specific Staff Meetings- All Site Coordinators will have the opportunity to plan and lead their own staff meetings with their line staff. At these meetings, Site Coordinators will provide their line staff with lesson planning time, review site safety plans, plan events for students and parents, and review important site information.

Line Staff Supervision- There will be time for line staff to consult with their coordinator, academic liaison and/or assigned grade teacher for consultation on student progress and lesson plan development. Staff will also be evaluated 3 times a year and undergo peer observation opportunities within site teams.

Program managers, coordinators and academic liaisons will conduct classroom observations for each of their group leaders to provide support and feedback on a regular basis. They will use this information to provide specific trainings and workshops.

The academic liaison will work with the coordinator to assist in the development of the academic component of the program. They

will support the staff and coordinator in learning new skills around topics ranging from lesson planning, common core standards, classroom management etc. depending on the specific needs of the staff.

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

The ASP program staff program will join day school staff during the school year as they offer staff professional development in October, January and the last day of school.

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:

The school site will provide professional development in the areas of program plan development, emergency response procedures, reading and understanding school data.

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:

The ASP will engage in team building activities to strengthen our team, as well as trainings during BACR Summer Institute to assist with engaging in activities that promote self-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.

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:	N/A
Dates of Service:	N/A
Hours of Operation: (note that supplemental programs must operate at least 3 hours/session)	N/A
Description of Supplemental program activities: (describe goals of programming, target audience, planned activities, etc.)	
N/A	



Bay Area Community Resources After School Programs

Bay Area Community Resources (BACR) is a regional nonprofit agency founded in 1976 whose mission is to promote healthy development among youth and families, encourage service and volunteerism, and build communities. BACR has provided after-school academic support, enrichment, and physical activity programming in Bay Area communities for more than 30 years; this includes partnerships with 27 schools in the Oakland Unified School District (OUSD) after school programs since 2004. Our after school programs are designed and staffed to be safe, accessible, and effective for students (and families) who are struggling due to poverty, academic and social-emotional challenges, and other life circumstances—helping them overcome obstacles and become high achieving and joyful learners and by doing so, helping to reduce the achievement gap.

- ❖ BACR is the lead community agency— managing the entire program, providing staff, and delivering services—27 schools in Oakland, 13 in San Francisco, 5 in Alameda, 5 in San Rafael, 8 in Antioch, 15 in West Contra Costa County, and 12 in Mt. Diablo Unified in Contra Costa County..

OUR VALUES

- ❖ Provide children with a safe, nurturing and enjoyable environment after school.
- ❖ Integrate youth development practices into everything we do.
- ❖ Meet the needs of the schools, students, parents, and partner non-profits we serve.
- ❖ Empower youth by building confidence in their academic and social abilities
- ❖ Respect and embrace the sociocultural norms and history of the communities we serve in order improve the present, and sustain future generations.
- ❖ Give youth just, equal, and meaningful opportunities to learn, grow, and succeed.
- ❖ We like to have FUN! Take every opportunity to enjoy and celebrate our work.

PROGRAM MODEL

Academic Assistance

- ❖ **Homework support:** Students work in small groups with trained staff.
- ❖ **Academic enrichment:** Students get hands-on opportunities to master academic content, through robotics, chemistry lab, poetry slams, and creative writing workshops.
- ❖ **Academic interventions:** Students who need it get one-on-one review sessions with teachers or tutors and Supplemental Educational Services tutoring.
- ❖ **Test preparation and credit recovery:** High school students get help to graduate.

Enrichment

- ❖ Students explore their interests and build new skills. Visual and performing arts, community service, and student-led projects that promote pride, embody culturally-responsive activities, and integrate learning objectives in California Content Standards.
- ❖ Enrichment activities are tailored to each school site.

Recreation

- ❖ Students can exercise, relax, and build social skills through organized sports, cooperative games, and free time.

Showcases

- ❖ Young people get opportunities to showcase their work and share their achievements with peers and family.

EVIDENCE OF OUTCOMES

Recent Oakland elementary school surveys of youth showed positive outcomes:

Students

- ❖ I feel safe in this program. 89%
- ❖ There is an adult at this program who cares about me. 91%
- ❖ When I'm in this program, I feel good about myself. 87%
- ❖ In this program, I learn how to use my time to finish all my school work. 91%

Recent Oakland middle school surveys of youth showed positive outcomes:

Students

- ❖ In this program, there is an adult who wants me to do my best. 87%
- ❖ This program helps me to feel like a part of my school. 72%

Recent Oakland high school surveys of youth showed positive outcomes:

Students

- ❖ The adults in this program listen to what I have to say. 95%
- ❖ This program helps me learn ways to study (like reading directions). 90%
- ❖ Since coming to this program, I am better at setting goals for myself. 90%

ADVANTAGES FOR PARTNER SCHOOLS

- ❖ **Experience and Commitment.** Over 3 decades of leading after school programs.
- ❖ **Infrastructure.** A strong, well-funded organization and administrative structure.
- ❖ **Flexibility and Adaptability.** A program tailored to each school's after school goals.
- ❖ **High Quality Staff.** We select and support highly committed and professional staff.
- ❖ **Leveraged Resources.** We have the capacity to bring AmeriCorps Members into the program. BACR continuously seeks new funding and new opportunities to add value.

CONTACT US

Any location: Marty Weinstein, Executive Director, (415) 755-2321; mweinstein@bacr.org
 East Bay: Marisa Ramirez, (510) 559-3025; mr Ramirez@bacr.org
 San Francisco and Marin County: Don Blasky (415) 755-2311; dblasky@bacr.org
 Visit our website: www.bacr.org

SAM Search Results
List of records matching your search for :

Search Term : Bay* Area* Community* Resources*
Record Status: Active

ENTITY	BAY AREA COMMUNITY RESOURCES, INC.	Status:Active
DUNS: 102947132	+4:	CAGE Code: 3VGW8 DoDAAC:
Expiration Date: Jun 8, 2016	Has Active Exclusion?: No	Delinquent Federal Debt?: No
Address: 171 CARLOS DR		
City: SAN RAFAEL	State/Province: CALIFORNIA	
ZIP Code: 94903-2005	Country: UNITED STATES	



BAYAREA-10

RKANEN

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

7/23/2015

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 Vantreo Insurance Brokerage 100 Stony Point Rd, Suite 160 Santa Rosa, CA 95401	CONTACT NAME: Sindy Graham	
	PHONE (A/C, No, Ext): (707) 546-2300	FAX (A/C, No): (707) 546-2915
INSURED Bay Area Community Resources, Inc. 171 Carlos Drive San Rafael, CA 94903-2005	E-MAIL ADDRESS:	
	INSURER(S) AFFORDING COVERAGE	
	INSURER A: Philadelphia Indemnity Ins Co	NAIC # 18058
	INSURER B: California Insurance Company	38865
	INSURER C: Philadelphia Insurance Companies	
	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 SUBR INSD WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY					
	<input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR	<input checked="" type="checkbox"/>	PHPK1361041	07/01/2015	07/01/2016	EACH OCCURRENCE \$ 1,000,000
						DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000
						MED EXP (Any one person) \$ 5,000
						PERSONAL & ADV INJURY \$ 1,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:					GENERAL AGGREGATE \$ 2,000,000
	<input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input checked="" type="checkbox"/> LOC					PRODUCTS - COMP/OP AGG \$ 2,000,000
	OTHER:					Abuse Sublimit \$ 1,000,000
A	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY		PHPK1361041	07/01/2015	07/01/2016	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000
	<input type="checkbox"/> ANY AUTO					BODILY INJURY (Per person) \$
	<input type="checkbox"/> ALL OWNED AUTOS	<input type="checkbox"/> SCHEDULED AUTOS				BODILY INJURY (Per accident) \$
	<input type="checkbox"/> HIRED AUTOS	<input type="checkbox"/> NON-OWNED AUTOS				PROPERTY DAMAGE (Per accident) \$
						\$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> EXCESS LIAB	<input checked="" type="checkbox"/> OCCUR	PHUB506511	08/11/2015	07/01/2016	EACH OCCURRENCE \$ 5,000,000
	<input type="checkbox"/> CLAIMS-MADE					AGGREGATE \$ 5,000,000
	DED <input checked="" type="checkbox"/> RETENTION \$ 10,000					\$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY		732183680101	07/01/2015	07/01/2016	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)	<input type="checkbox"/> Y <input type="checkbox"/> N				E.L. EACH ACCIDENT \$ 1,000,000
	If yes, describe under DESCRIPTION OF OPERATIONS below	N/A				E.L. DISEASE - EA EMPLOYEE \$ 1,000,000
						E.L. DISEASE - POLICY LIMIT \$ 1,000,000
A	Professional Liab		PHPK1361041	07/01/2015	07/01/2016	Each Incident 1,000,000
C	D/O Liability		PHSD955266	07/01/2015	07/01/2016	Each Incident 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 form PI-GLD-HS 10/11

CERTIFICATE HOLDER

CANCELLATION

Oakland Unified School District
900 High Street
Oakland, CA 94601

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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Board Office Use: Legislative File Info.	
File ID Number	15-1154
Introduction Date	6/24/15
Enactment Number	15-1160
Enactment Date	6/24/15



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Memo

To Board of Education

From Antwan Wilson, Superintendent

Board Meeting Date June 24, 2015
(To be completed by Procurement)

Subject Master Memorandum of Understanding between Oakland Unified School District and Bay Area Community Resources

Action Requested Authorize the President and Secretary of the Board to enter into and execute a Memorandum of Understanding with Bay Area Community Resources, on behalf of the District to provide services to students. This establishes a one year relationship with Bay Area Community Resources, and a not-to-exceed amount of \$4,045,188.25. This amount is projected using historical cost data, known changes to the number of sites served and expected available grant funding allowable.

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

The Oakland Unified School District enters into contracts each year to provide professional services that support the District's academic mission. The Master MOU establishes all terms and conditions, a defined menu of services with negotiated rates, and allows for the gathering of necessary supporting documentation to further streamline the process of receiving necessary services, while keeping the integrity of checks and balances, as well as maintaining oversight by the Governing Board.

A Menu of Services was established that would allow a principal to "Order" from the Menu using the Individual Service Agreement (ISA). This is essential to promoting transparency of services, and the costs of those services, between like schools. Each Individual Service Agreement is submitted to the board for approval. In the event that this vendor receives more orders for service than anticipated, an amendment to this MOU will request a new not-to-exceed amount.

Discussion Vendor: Bay Area Community Resources

One paragraph summary of the scope of work.

Overview of Services: Bay Area Community Resources contracts with schools to be a lead agency to provide high quality after school programming consisting of academic enrichment and recreational physical activities, family literacy and targeted Equitable Access services to students that are high risk.

Not-To-Exceed Amount: \$4,045,188.25

Determination of the Not-to-Exceed Amount is based on historical data and projections for the coming school year, it is anticipated that Bay Area Community Resources will provide services to 28 school sites.

The District contracts with agencies to provide various activities and after school programs. Chosen by the number of sites served with District and the long standing relationship with the agencies, the Master Memorandum of Understanding establishes a relationship with Bay Area Community Resources, defining terms and conditions as well as setting a maximum not-to-exceed ceiling amount. This ceiling is derived from historical cost data, and known changes in sites to be served, as well as expected grant funding. In addition, the District has been working with agencies to provide a Menu of Service, which delivers a clear and measurable scope of work. Analogous to ordering from a common table menu, each product is described and the price is clearly quoted, establishing and promoting a more perfect competition where the consumer, here the principal, is informed of the services offered, and the price for those services. This allows the principal to easily compare services and prices, and plan for programmatic needs.

Fiscal Impact

There is no funding associated with the Master Memorandum of Understanding or the Amendment to the Master Memorandum of Understanding herewith. The Master Memorandum of Understanding establishes a relationship, as well as setting the terms and conditions with Bay Area Community Resources. The funding source for each Individual Service Agreement will be determined separately and individually. Funding for the Individual Service Agreement is verified through a review of the BDT budget process, and a review of State and Federal compliance funding when applicable.

Recommendation

Approval of the Master MOU between Bay Area Community Resources and the Oakland Unified School District authorizing the President and Secretary of the Board to enter into and execute the Master Memorandum of Understanding and Individual Service Agreement(s) with Bay Area Community Resources in an amount not-to-exceed \$4,045,188.25.

Attachments

- Master MOU
- Addendum:
 - After School Lead Agency MOU template for elementary and middle school
 - After School Lead Agency MOU template for high school

Board Office Use: Legislative File Info.	
File ID Number	15-1154
Introduction Date	6/24/15
Enactment Number	15-1160
Enactment Date	6/24/15



OAKLAND UNIFIED
SCHOOL DISTRICT

Community people. Thinking forward.

**MASTER MEMORANDUM OF
UNDERSTANDING BETWEEN
OAKLAND UNIFIED SCHOOL DISTRICT and
Bay Area Community Resources**

2015-2016

1. INTENT

- 1.1 **Intent of this Memorandum of Understanding.** This Memorandum of Understanding (hereinafter "MOU") establishes the Oakland Unified School District's (hereinafter "OUSD") intent to establish a relationship with Bay Area Community Resources (hereinafter "CONTRACTOR"), to provide services to OUSD as described and stated in full in the Individual Service Agreement(s).

Cumulative Amount of ISA(s) NOT TO EXCEED \$ 4,045,188.25

- 1.2 **This Master MOU shall include an Individual Services Agreement (hereinafter "ISA")** developed for each OUSD site CONTRACTOR is to provide services. It is understood that this Master MOU does not commit OUSD to pay for services provided by any CONTRACTOR, unless and until an authorized OUSD representative approves the service, and a Purchase Order is issued by OUSD's Procurement department and the ISA(s) are ratified by the Board of Education.

2. TERMS AND CONDITIONS

- 2.1 **Term of Agreement.** The term of this agreement shall be July 1, 2015 to August 19, 2016 and may be extended by written agreement of both parties. **ISA's are void upon termination or expiration of the Master MOU.**
- 2.2 **All terms and conditions apply jointly and severally** to all CONTRACTOR'S employees, agents, partners, subcontractors, and/or volunteers acting on behalf of, and by the direction of CONTRACTOR.
- 2.3 **Notice of Termination.** OUSD may, at any time, terminate this Agreement upon not less than thirty (30) days written notice to CONTRACTOR. OUSD shall compensate CONTRACTOR for services satisfactorily provided through the date of termination. In addition, OUSD may terminate this agreement for cause should CONTRACTOR fail to perform any part of this Agreement. In the event of termination for cause, OUSD may secure the required services from another contractor. If the cost to OUSD exceeds the cost of providing the services pursuant to this Agreement, CONTRACTOR shall pay the additional cost.
- 2.4 **Choice of Law.** This Agreement shall be performed in Oakland, CA, and is governed by the laws of the State of California.
- 2.5 **Licenses and Permits.** CONTRACTOR shall obtain and keep in force all licenses, permits, and certificates necessary for the performance of this Agreement.
- 2.6 **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
- 2.7 **Conflict of Interest.** CONTRACTOR shall abide by and be subject to all applicable OUSD policies, regulations, statutes or other laws regarding conflict of interest. CONTRACTOR shall not hire any officer or employee of OUSD to perform any service by this Agreement without first obtaining the prior written approval of OUSD. CONTRACTOR affirms to the best of his/her/its knowledge, there exists no actual or potential conflict of interest between CONTRACTOR's family, business or financial interest and the services provided under this Agreement, and in the event of change in either private interest or services under this Agreement, any question regarding possible conflict of interest which may arise as a result of such change will be brought to OUSD's attention in writing.

- 2.8 **Drug-Free / Smoke Free Policy.** No drugs, alcohol, and/or smoking are allowed at any time in any buildings and/or grounds on OUSD property. No students, staff, visitors, CONTRACTORS, or subcontractors are to use drugs on these sites.
- 2.9 **Anti-Discrimination.** Consistent with the policy of OUSD in connection with all work performed under Contracts, CONTRACTOR shall not engage in unlawful discrimination in employment on the basis of actual or perceived race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex or sexual orientation. CONTRACTOR agrees to comply with applicable Federal and California laws including, but not limited to, the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and OUSD policy. In addition, CONTRACTOR agrees to require like compliance by all its subcontractor(s).
- 2.9A **Local, Small Local and Small Local Resident Business Enterprise Program (L/SL/SLRBE).** OUSD requires a twenty percent (20%) minimum local participation requirement for all professional service contracts over the informal bidding threshold (Public Contract Code Section 20111). Contractors shall comply with the twenty percent (20%) local business participation requirement at a rate of ten percent (10%) local and 10% small local and/or small local resident business participation. Business entities must be certified by the City of Oakland in order to earn credit toward meeting the twenty percent participation requirement. A copy of the District's S/SL/SLRBE Policy can be obtained from the OUSD website: www.ousd.k12.ca.us
- 2.10 **Limitation of OUSD Liability.** Other than as provided in this Agreement, OUSD's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall OUSD be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
- 2.11 **CONTRACTOR costs or expenses.** OUSD shall not be liable to CONTRACTOR for any costs or expenses paid or incurred by CONTRACTOR in performing services for OUSD except as follows:
None, in an amount not to exceed \$ 0.00.
- 2.12 **Liability of CONTRACTOR to correct unsatisfactory work.** The granting of any payment by OUSD, or the receipt thereof by CONTRACTOR, shall in no way lessen the liability of CONTRACTOR to correct unsatisfactory work, although the unsatisfactory character of that work may not have been apparent or detected at the time a payment was made. Work, which does not conform to the requirements of this Agreement, may be rejected by District and in that case must be replaced by CONTRACTOR without delay.
- 2.13 **Waiver.** No delay or omission by either party in exercising any right under this Agreement shall operate as a waiver of that or any other right or prevent a similar subsequent act from constituting a violation of the Agreement.
- 2.14 **Submittal of Documents.** CONTRACTOR shall not commence the Work under this Contract until CONTRACTOR has submitted and OUSD has approved the certificate(s) and affidavit(s), and the endorsement(s) of insurance required as indicated below:
- a) Signed Agreement
 - b) Workers' Compensation Certification
 - c) Insurance Certificates and Endorsements
 - d) Fingerprinting/Criminal Background Investigation Certification (provided with invoice)
 - e) Tuberculosis Clearance – Test Showing Negative Results (provided with invoice)

- 2.15 **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
- 2.16 **Changing Legislation.** CONTRACTOR understands that changes in Federal, or state legislation or District policy may impact funding levels, grant requirements, and responsibilities of CONTRACTOR during an academic school year. This MOU may be amended during the 2015-16 fiscal year to reflect additional changes resulting from such legislation.

3. ADMINISTRATION OF MASTER MOU.

- 3.1 All notices provided for by this Master MOU shall be in writing. Notices shall be mailed or delivered by hand and shall be effective as of the date of receipt by addressee.

Contract Administrator	Michael Moore
Department	Procurement
Address	900 High Street
City, State, Zip	Oakland, CA 94601
Email	Michael.Moore@ousd.k12.ca.us

- 3.2 Notices to CONTRACTOR shall be addressed as indicated:

Name	Martin Weinstein
Title	CEO
Agency	Bay Area Community Resources
Address	171 Carlos Avenue
City, State, Zip	San Rafael, CA 94903
Phone	(415) 444-5580

4. AREAS OF AUTHORITY

- 4.1 **Oakland Unified School District.** The Oakland Unified School District is responsible for fiduciary and programmatic oversight for the expenditure of funds contracted to CONTRACTOR by OUSD for fiscal year 2015-2016.
- 4.2 **Independent Contractor.** This is not an employment contract. CONTRACTOR, is an independent contractor or business entity, and will be responsible for operations and management of its employees to sufficiently carry out the agreed upon Scope of Work. CONTRACTOR understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partner, or joint venture of OUSD, and are not entitled to benefits of any kind or nature normally provided or entitled to employees of OUSD, including, but not limited to, State Unemployment Compensation or Worker's Compensation. CONTRACTOR shall assume full responsibility for payment of all Federal, State, and local taxes or contributions necessary to do business in the State of California, including unemployment insurance, social security and income taxes with respect to CONTRACTOR's employees. In the performance of the work herein contemplated, CONTRACTOR is an independent contractor, with the sole authority for controlling and directing the performance of the details of the work, OUSD being interested only in the results obtained.
- 4.3 **Fiscal oversight and management.** CONTRACTOR shall be responsible for providing oversight, fiscal management, payroll services and technical assistance to its agents, employees or subcontractors. CONTRACTOR may be required to facilitate and collaborate with other service providers as necessary. CONTRACTOR 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. CONTRACTOR 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 may be required to undergo an annual audit and communicate findings to OUSD, as requested. CONTRACTOR will ensure that all contracted funds are expended as per grant guidelines.

- 4.4 **No Rights in Third Parties.** This agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
- 4.5 **Ownership of Documents.** All documents created by CONTRACTOR pursuant to this Agreement, including but not limited to reports, designs, schedules, and other materials prepared, or in the process of being prepared, for the services to be performed by CONTRACTOR, are and shall be at the time of creation and thereafter the property of the OUSD, with all intellectual property rights therein vested in the OUSD at the time of creation. The 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 CONTRACTOR or in the hands of any subcontractor upon completion or termination of the work shall be immediately delivered to the OUSD. If any materials are lost, damaged or destroyed before final delivery to the OUSD, CONTRACTOR shall replace them at its own expense and CONTRACTOR hereby assumes all risks of loss, damage or destruction of or to such materials. CONTRACTOR may retain a copy of all materials produced under this Agreement for its use in its general business activities.
- 4.6 **Copyright/Trademark/Patent/Ownership.** CONTRACTOR understands and agrees that all matters produced under this Agreement shall become the property of OUSD and cannot be used without OUSD's express written permission. OUSD shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark, and/or patent of said matter in the name of OUSD. CONTRACTOR consents to use of CONTRACTOR's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium. These matters include, without limitation, drawings, plans, specifications, studies, reports, memoranda, computation sheets, the contents of computer diskettes, artwork, copy, posters, billboards, photographs, videotapes, audiotapes, systems designs, software, reports, diagrams, surveys, source codes or any other original works of authorship, or other documents prepared by CONTRACTOR or its Sub-CONTRACTORS in connection with the Services performed under this Agreement. All works shall be works for hire as defined under Title 17 of the United States Code, and all copyrights in those works are the property of OUSD.
- 4.7 **Confidentiality.** The CONTRACTOR and all CONTRACTOR's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information and documents received. CONTRACTOR understands that student records are confidential and agrees to comply with all state and federal laws concerning the maintenance and disclosure of student records. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.
- 4.8 **Contractor Changes.** CONTRACTOR may, at any time, by written order, make changes within the scope of work and services described in this Agreement. If such change(s) cause an increase or decrease in the budgeted cost of, or the time required for performance of the agreed upon work, CONTRACTOR shall so advise the OUSD immediately via the Contracts Administrator with a revised ISA. The revised ISA 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 the OUSD prior to the time that CONTRACTOR performs work or services related to the proposed adjustment in compensation. Any and all pertinent changes shall be expressed in a written supplement to this Agreement prior to implementation of such changes.
- 4.9 **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.

4.10 CONTRACTOR Qualifications / Performance of Services.

- (a) **CONTRACTOR Qualifications.** CONTRACTOR is specially trained, experienced, competent and fully licensed to provide the Services required by this Agreement in conformity with the laws and regulations of the State of California, the United States of America, and all local laws, ordinances and regulations, as they may apply.
- (b) **Standard of Care.** CONTRACTOR represents that CONTRACTOR has the qualifications and ability to perform the Services in a professional manner, without the advice, control, or supervision of OUSD. CONTRACTOR's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California school Districts.

4.11 Employees or Subcontractors of CONTRACTOR. Consistent with invoicing requirements in Section 7, CONTRACTOR shall submit a list of employees or other persons who were working on the District's school sites for the period CONTRACTOR is invoicing. In the event that OUSD, in its sole discretion, at any time during the term of this Agreement, desires the removal of any CONTRACTOR related persons, employee, representative or agent from the OUSD school site and, or property, CONTRACTOR shall immediately upon receiving notice from OUSD of such desire, cause the removal of such person or persons.

4.12 OUSD's Evaluation of CONTRACTOR. and CONTRACTOR's Employees and/or Subcontractors. OUSD may evaluate the CONTRACTOR's work in any way that OUSD is entitled to do so pursuant to applicable law. The OUSD's evaluation may include, without limitation:

- (a) Requesting that OUSD employee(s) evaluate the CONTRACTOR and the CONTRACTOR's employees and subcontractors and each of their performance.
- (b) Announced and unannounced observance of CONTRACTOR, CONTRACTOR's employee(s), and/or subcontractor(s).

5. CONDUCT OF CONTRACTOR.

5.1 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>)

5.2 Maintain background check. CONTRACTOR certifies that all persons permitted to work on school sites or, may come in contact with children, have been cleared under California law and the Education Code.

5.3 Maintain clean, safe, and secure program environments for staff and students in conjunction with OUSD, and following OUSD guidelines. CONTRACTOR, as they view as necessary, will initiate and establish additional cleanliness, safety, and security policies and protocol sufficient to ensure staff, student and family member safety.

5.4 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.

5.5 Mandatory participation in technical assistance, training, orientation, monthly meetings and other support and resource development activities provided by the OUSD and collaborative partners in conducting program planning, implementation, and evaluation as necessary. These may include required regular meetings with the school principal or other identified designee to ensure collaboration with the school vision. Participation in meetings facilitated by OUSD to address program success, areas of concern and for general troubleshooting are also required.

5.6 Ensure compliance with funding guideline requirements and follow OUSD policies and procedures. This includes compliance with District staffing requirements and policies including No Child Left Behind and other legislative mandates.

5.7 Maintain six sets of essential collaborative relationships to ensure partnerships towards effective program implementation:

- a) Administration, faculty, and staff of OUSD
- b) OUSD central administration departments
- c) Parents/Guardians
- d) Youth
- e) Community organization and public agencies
- f) OUSD After School Program Office

6. SCOPE OF WORK.

- 6.1 The attached Menu of Service outlines the specific scope of work, and is described in full and incorporated into this Master MOU. Services are ordered specifically by site as detailed in the Individual Service Agreement. Only the services detailed in the menu may be ordered by an OUSD site.

7. INVOICING.

- 7.1 **Updated listing of employees and their respective ATI number.** CONTRACTOR agrees as a condition of payment for services provided, CONTRACTOR will provide a complete updated listing with monthly invoices of all employees, subcontracted agencies, and volunteers, and their respective ATI number as registered with the Dept of Justice/FBI, at the site for which CONTRACTOR is providing services and invoicing OUSD.
- 7.2 **Submission of invoices to OUSD.** CONTRACTOR must submit invoices to OUSD in a format acceptable to OUSD and on a timely and regular basis for services rendered. Invoices must contain the following information: a) the name of the project or school site; b) a daily list of tasks/services performed; the hours (or portion of an hour) worked for each task described; and d) and an itemization of any reimbursable expenses, including receipts. All invoices shall be accompanied by the following verification statement signed by the CONTRACTOR:

I personally reviewed this invoice dated_____.

I have ensured that the invoice is correct and that the services and costs were incurred in compliance with all agreements between me and/or my firm and the Oakland Unified School District.

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. CONTRACTOR must also submit invoices according to specific invoicing deadlines as outlined by OUSD to ensure timely processing. OUSD reserves the right to reject any invoice which does not meet the requirements in this Section 7.2.

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

8. INDEMNIFICATION

- 8.1 CONTRACTOR shall indemnify, hold harmless and defend the Oakland Unified School District, its Governing Board, State Trustee, Superintendent and each of its officers, officials, employees, volunteers and agents (hereinafter in this Section 8 collectively referred to as "the District") from any loss, liability, fines, 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 the District,

CONTRACTOR 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 agreement.

8.2 CONTRACTOR obligations under the preceding shall apply jointly and severally regardless of whether the District 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 the District.

8.3 If CONTRACTOR should subcontract all or any portion of the work or activities to be performed under this agreement, CONTRACTOR shall require each subcontractor to indemnify, hold harmless and defend the District, its officers, officials, employees, volunteers or agents in accordance with the terms of the preceding paragraph.

9. **INSURANCE**

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

- a) **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.
- b) **WORKERS COMPENSATION** insurance, as required by the California Labor Code, with not less than the statutory limits.
- c) **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 CONTRACTOR. If any District property is leased, rented or borrowed, it shall also be insured the same as real property.

9.2 The above policies of insurance shall be written on forms acceptable to the Risk Manager of the Oakland Unified School District and endorsed to name the Oakland Unified School District, its officers, employees, volunteers or agents, as additional insured. Said Additional Insured endorsement shall be provided to the Oakland Unified School District prior to this Master MOU becoming valid. If at any time said policies of insurance lapse or become canceled, this agreement 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 CONTRACTOR to OUSD.

☐ **ADDITIONAL ADDENDUM(S) ATTACHED**

(If this box is checked, additional terms and conditions apply.)

Yes No

- | | |
|--------------------------|--------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> ASES / 21st CCLC PROGRAM GRANTS (Elementary / Middle) |
| <input type="checkbox"/> | <input type="checkbox"/> 21st CCLC ASSET GRANT (High School) |
| <input type="checkbox"/> | <input type="checkbox"/> FIELD TRIPS ONLY |

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

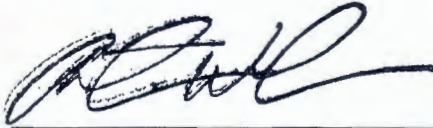
Martin Weinstein, CEO
CONTRACTOR BACR

Date: 6/3/15



President, Board of Education
Oakland Unified School District

Date: 6/25/15



Secretary, Board of Education
Oakland Unified School District

Date: 6/25/15

OUSD or the District verifies that
the Contractor does not appear on
the Excluded Parties List at
<https://www.sam.gov/>

Units of Service for Lead Agency: **Bay Area Community Resources 2015-2016**

Lead Agency Unit of Service for Elementary/Middle Schools

After School Services include:

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

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

After School program will serve up to 93 students (Elementary School) and 111 (Middle School). Services will be offered daily, Monday through Friday, from August – June. Program will begin immediately at the end of the regular school day and will stay open until 6pm daily.

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

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

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

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

Lead Agency Option A: Cost for Elementary School lead agency package: \$96,576

Lead Agency Option B: Cost for Middle School Lead Agency package: \$129,145

Lead Agency Unit of Service for High Schools

Description of Services:

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

Delivery of high quality after school programming consisting of academic, enrichment, recreational/physical activity, family literacy, and targeted Equitable Access services to students that are high risk and are hard to reach via general services. Services will be delivered by qualified, trained individuals and community providers with subject matter

expertise and youth development experience. Program set-up will ensure student safety.

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

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

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

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

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

Lead agency unit of service includes programmatic and operational costs.

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

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

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

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

served beyond the above base unit.

Other Specialized Services

Option E: Youth Leadership and Career Exploration

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

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

Option F: Specialized CAHSEE preparation

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

Cost: \$5,720

Option G: Specialized Title 1 Services

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

Cost: \$12,000

Option H: Day Time Academic Support

Additional academic services will be provided during the school day to the students. This may include computer instruction, tutoring, intervention or instruction of school wide curriculum.

Cost: \$12,000

Option I: Parent workshops

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

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

Option J: Farmers Market Services

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

Cost: \$5,500 to include all school community members.

Option K: Health and Wellness

Specialized health and wellness activities for students that include: Restorative Justice activities, Wellness champions, behavioral health, etc.

Cost: \$6,000

Option L: Physical Fitness

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

Cost: \$12,000 per activity for 10 months up to 20 students served daily per activity
Option M: Visual or Performing Arts Specialized services may included: Drama, Studio production, Drawing/ Painting/ Murals, Video/Photography, Spoken Word, Music, Hip Hop and Social Action, Dance and Cultural Dance, Drumming and cultural music, or other Visual and Performing Art programs as needed Cost: \$12,000 per activity for 10 months up to 20 students served daily per activity
Option N: Health & Nutrition Specialized health and nutrition activities for students to foster healthy eating and educate them on nutrition. Cost: \$10,000 per activity for 10 months up to 20 students served daily per activity
Option O: Full Service Community Schools Community School Manager will provide coordination of all aspects of Community School, including developing and maintaining partnerships with outside service providers, integrating various non-academic programs at the school site (e.g. after school, mental health, parent engagement), developing parent leadership and parent education opportunities, etc. Cost: \$60,000 for daily services for entire school year, serve entire school
BACR Mental Health Services
Mental Health Services Option P: Individual and group counseling and other mental health services, consultation with families and school personnel and limited crisis response. Approximately 25 clients served annually. Services provided by Graduate Intern for 1 ½ - 2 ½ days per week for 36 weeks. Clinical supervision provided. Cost: \$9,000 per year
Mental Health Services Option Q & R: Individual, group and family counseling, case management and other mental health services, consultation with school personnel and crisis response. Classroom education or other school-wide interventions as needed. Services provided by Master's level Mental Health Staff. Clinical supervision is provided. Option Q: \$14,000 for one day per week for entire school year; 20 students served over the course of the year. Option R: \$70,000 for daily services for entire school year; 80 - 100 students served over the course of the year.
BACR Summer Programming
Option S: Small Summer Programming Services: Variety of services to decrease the summer learning loss of youth by providing a safe, enriching, and dynamic summer program that involves the whole family and community. Services customized to meet school and community needs, and may include: STEM activities, Physical Fitness, Enrichment activities, and/or Fieldtrips. Cost: \$20,000 for a 4 to 6 week summer program (approximately 3-6 hours/day) for up

to 40-60 students.

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

Cost: \$30,000 for a 4 to 6 week summer program (approximately 3-6 hours/day) for up to 60-180 students.

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

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

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

Cost: \$17,237

Option V: Equitable Access Services: Services customized to meet school needs, and may include: services to enhance student access to after school program; special support services for English learners and other high need students; translation services; and services to promote conflict resolution and positive program climate.

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

Cost: \$21,545

Option W: 21st Century Supplemental Program (Saturday and Intersession): Supplemental Saturday and Intersession project will offer services to approximately 60 – 120 1st – 8th grade students during the months of September and May. Program offerings will build and enhance students' academic skills, increase students' participation in and knowledge of health and wellness behaviors/activities, and/or provide organized sports and community games.

Cost: \$8,000

Factors that would reduce the above costs to ASES/21st Century Additional Services:

- 2a. School opting to provide a portion of family literacy services with own staffing and resources.
- 2b. School opting to provide a portion of Equitable Access services with own staffing and resources.
- 2c. School providing own supplies to support family literacy or equitable access services.
- 2d. School partnering with other providers to provide a portion of family literacy or equitable access services.

Bay Area Community Resources Anticipated Contract Amounts 2015-2016

<u>School</u>	<u>Funding Source</u>	<u>Amount</u>
Alliance	ASES	91,993
Alliance	SIG Funding	10,000
Bridges Academy	ASES	85,886
Bunche	21 St Century- Core	58,865
Bunche	21 St Century- Equitable Access	21,545
Bunche	21 St Century- Family Literacy	17,237
Bunche	21st Century - 2014-15 Carryover	15,000
Elmhurst Community Prep	ASES	122,454
Elmhurst Community Prep	21 St Century -Base	129,145
Elmhurst Community Prep	21 St Century -Equitable Access	21,545
Elmhurst Community Prep	21 St Century- Family Literacy	17,237
Emerson	ASES	93,855
Esperanza Elementary	ASES	80,000
Glenview Elementary	ASES	93,855
Global Family	ASES	90,000
Global Family	Measure G	11,000
Grass Valley	ASES	93,855
Grass Valley	General Purpose	12,000
Greenleaf Elementary	ASES	79,455
Hoover Elementary	ASES	82,000
Hoover Elementary	21 St Century- Base	61,067
Howard Elementary	ASES	93,855
Korematsu	ASES	82,803
Lafayette Elementary	ASES	73,703
Lafayette Elementary	21 St Century- Base	94,067
Lafayette Elementary	21 St Century -Summer Supplemental 2016	19,760
Madison Middle	ASES	97,429
Madison Middle	21 St Century- Equitable Access	11,905.00
Madison Middle	21 St Century- Base	104,711.00
Madison Middle	21 St Century- Family Literacy	17,237.00
Madison Middle	21 St Century -Summer Supplemental 2016	29,000.00
Madison Middle	21 St Century- Supplemental - Saturdays	8,254.00
Markham Elementary	ASES	85,635
Martin Luther King Jr	ASES	80,776.00
Martin Luther King Jr	21 St Century- Base	96,576
Martin Luther King Jr	21 St Century- Summer Supplemental 2016	9,880
Martin Luther King Jr	unknown (for full service community schools)	25,000
Melrose	ASES	126,174
Melrose	21 St Century -Supplemental 2015	29,640
Oakland Tech	21 St Century- Core	200,956
Oakland Tech	21 St Century- Equitable Access	21,545
Oakland Tech	21 St Century- Family Literacy	17,237
Oakland Tech	21st Century - 2014-15 Carryover	10,000
Place @ Prescott	ASES	80,857

Bay Area Community Resources Anticipated Contract Amounts 2015-2016		
School	Funding Source	Amount
Place @ Prescott	21 St Century- Base	54,683
Place @ Prescott	21 St Century- Summer Supplemental 2016	9,880
Reach	ASES	93,855
Rudsdale	21 St Century- Core	88,074
Rudsdale	21 St Century- Equitable Access	21,545
Rudsdale	21 St Century- Family Literacy	17,237
Rusdale	21st Century - 2014-15 Carryover	15,000
Sankofa Elementary	ASES	124,795
Sankofa Elementary	21 St Century- Base	96,955.00
Sankofa Elementary	21 St Century- Supplemental - Saturdays	9,624.00
Street Academy	21 St Century- Core	80,903.00
Street Academy	21 St Century- Equitable Access	21,545.00
Street Academy	21 St Century- Family Literacy	17,237.00
Street Academy	21st Century - 2013-14 Carryover	25,000.00
Urban Promise Academy	ASES	112,468
Urban Promise Academy	21 St Century -Supplemental 2015	19,760.00
Health and Wellness Project	Bechtel Student Health	4,000.00
	Total Above Anticipated Amount Contracted	3,517,555.00
	Additional Contracts 15% of Anticipated Amount	527633.25
	Total BACR Contract 2014-2015	4,045,188.25

ADDENDUM

Legislative File ID #15-1154

Master Memorandum of Understanding Bay Area Community Resources

The following documents are included with Master Memorandum of Understanding:

- After School Lead Agency MOU template for elementary and middle school After School Education and Safety (ASES) and 21st Century Community Learning Centers (21st CCLC) programs
- After School Lead Agency MOU template for high school 21st Century High School After School Safety and Enrichment for Teens (ASSETs) programs

Inclusion of the Elementary/Middle and High School Memorandum of Understanding ensures that this Master Contract agency is held to all the ASES, 21st CCLC, and 21st CCLC ASSETs grant-specific policies and requirements that the Oakland Unified School District has established for all its after school lead agency partners. These additional policies and procedures augment the policies and procedures described in this Master Contract.

Bay Area Community Resources After School Programs

Bay Area Community Resources (BACR) is a non-profit community agency that has served youth and families since 1976. We have delivered after school programs for over 20 years. Our programs promote successful youth development by providing opportunities for young people to acquire new skills, learn, share their talents, and make a mark in their community.

We have two management roles at elementary, middle or high schools:

1. BACR is the lead community agency— managing the entire program, providing staff, and delivering services—24 schools in Oakland, 13 in San Francisco, 5 in Alameda, 5 in San Rafael, 2 in San Leandro Unified, 15 in West Contra Costa County, and 12 in Mt. Diablo Unified in Contra Costa County..
2. BACR is the fiscal sponsor— managing human resources, payroll and fringe benefits

OUR VALUES

- ❖ Give children a safe, nurturing and enjoyable environment after school.
- ❖ Integrate youth development practices into everything we do.
- ❖ Schools, students, parents and partner non-profits are our customers. Meet their needs.
- ❖ Youth are valuable. Support them in realizing their power.
- ❖ Respect our ancestors, improve the present, and sustain future generations.
- ❖ Give youth just, equal and meaningful opportunities to learn, grow and succeed.
- ❖ We like to have FUN! Take every opportunity to enjoy and celebrate our work.

PROGRAM MODEL

Academic Assistance

- ❖ **Homework support:** Students work in small groups with trained staff.
- ❖ **Academic enrichment:** Students get hands-on opportunities to master academic content, through robotics, chemistry lab, poetry slams, and creative writing workshops.
- ❖ **Academic interventions:** Students who need it get one-on-one review sessions with teachers or tutors and Supplemental Educational Services tutoring.
- ❖ **Test preparation and credit recovery:** High school students get help to graduate.

Enrichment

- ❖ Students explore their interests and build new skills. Visual and performing arts, community service, and student-led projects that promote pride, embody culturally-responsive activities, and integrate learning objectives in California Content Standards.
- ❖ Enrichment activities are tailored to each school site.

Recreation

- ❖ Students can exercise, relax, and build social skills through organized sports, cooperative games, and free time.

Showcases

- ❖ Young people get opportunities to showcase their work and share their achievements with peers and family.

EVIDENCE OF OUTCOMES

A research study showed academic improvement for our after school participants:

- ❖ CAT6 reading scores increased more than peers not in the program, and the difference was statistically significant.. Students initially in the lowest quartile rose 8.7 percentile points.
- ❖ In CST English Language Arts, students showed a statistically significant increase in scores. 48% of students who were Below or Far Below Basic increased 7.5 points.

Recent Oakland elementary school surveys showed positive outcomes:

Students

Program Runs Effectively

- ❖ There is an adult who wants me to do my best. 96%
- ❖ I feel safe when I am here. 81%

Benefits from Participating

- ❖ Learn to get along with other kids better 83%
- ❖ Learn to get along with adults at school 84%
- ❖ Get help with my homework 92%
- ❖ Learn good study skills 80%
- ❖ Get more exercise 82%

Parents

Program Runs Effectively

- ❖ The after school program is a safe place for my child. 97%
- ❖ I am satisfied with the after school program. 97%

Benefits from Child Participating

- ❖ I can go to work or school. 49%
- ❖ I worry less about my child when she/he is in the after school program. 47%
- ❖ I am more connected to my child's school. 43%

ADVANTAGES FOR PARTNER SCHOOLS

- ❖ **Experience and Commitment.** Over 2 decades of leading after school programs.
- ❖ **Infrastructure.** A strong, well-funded organization and administrative structure.
- ❖ **Flexibility and Adaptability.** A program tailored to each school's after school goals.
- ❖ **High Quality Staff.** We select and support highly committed and professional staff.
- ❖ **Leveraged Resources.** We have the capacity to bring AmeriCorps Members into the program. BACR continuously seeks new funding and new opportunities to add value.

BACR AS A FISCAL SPONSOR

For districts who want to operate their own after school programs but need help with the human resources function, BACR can enroll staff and manage payroll and fringe benefits.

- ❖ Competitive fees compared with foundations and other non-profit sponsors.
- ❖ Tailored to each district's needs.

CONTACT US

Any location: Marty Weinstein, Executive Director, (415) 755-2321; mweinstein@bacr.org

East Bay: Marisa Ramirez, (510) 559-3025; mr Ramirez@bacr.org

San Francisco and Marin County: Don Blasky (415) 755-2311; dblasky@bacr.org

Visit our website: www.bacr.org

SAM Search Results
List of records matching your search for :

Search Term : Bay* Area* Community* Resources*
Record Status: Active

ENTITY	BAY AREA COMMUNITY RESOURCES, INC.	Status:Active
DUNS: 102947132	+4:	CAGE Code: 3VGW8 DoDAAC:
Expiration Date: Apr 8, 2016	Has Active Exclusion?: No	Delinquent Federal Debt?: No
Address: 171 CARLOS DR		
City: SAN RAFAEL	State/Province: CALIFORNIA	
ZIP Code: 94903-2005	Country: UNITED STATES	



CERTIFICATE OF LIABILITY INSURANCE

BAYAR-3

OP ID: SG

DATE (MM/DD/YYYY)

07/08/2014

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

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

PRODUCER Farallone Pacific Insurance Services, License # 0F84441 859 Diablo Avenue Novato, CA 94947 Peter C. Schmale, ext 121	Phone: 415-493-2500 Fax: 415-493-2505	CONTACT NAME: Sindy Graham PHONE (A/C, No, Ext): 415-493-2166 FAX (A/C, No): 415-493-2505 E-MAIL ADDRESS: sgraham@fp-ins.com
	INSURER(S) AFFORDING COVERAGE INSURER A: Philadelphia Indemnity Ins Co. NAIC # 32760 INSURER B: State Compensation Ins. Fund INSURER C: INSURER D: INSURER E: INSURER F:	

INSURED Bay Area Community Resources,
Inc.
171 Carlos Drive
San Rafael, CA 94903-2005

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 INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR Abuse Sublimit <input checked="" type="checkbox"/> 1,000,000 GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input checked="" type="checkbox"/> LOC	X		PHPK1197717	07/01/2014	07/01/2015	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 20,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS			PHPK1197717	07/01/2014	07/01/2015	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
	UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ 10,000			PHUB465255	07/01/2014	07/01/2015	EACH OCCURRENCE \$ 5,000,000 AGGREGATE \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below Y/N <input checked="" type="checkbox"/> N/A			9065014-2014	07/01/2014	07/01/2015	<input checked="" type="checkbox"/> WC STATUTORY LIMITS E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
A	Professional Liability			PHPK1197717	07/01/2014	07/01/2015	Each \$ 1,000,000 Aggregate 2,000,000

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

Oakland Unified School District is named as an Additional Insured, per the attached endorsement

CERTIFICATE HOLDER

Oakland Unified School
District
900 High Street
Oakland, CA 94601

CANCELLATION

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

Sindy Graham

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