

Board Office Use: Legislative File Info.	
File ID Number	15-1752
Introduction Date	9-24-15
Enactment Number	15-1502
Enactment Date	9/24/15



# 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) - 313/Emiliano Zapata Street Academy (site)

Action Requested Approval of the Individual Service Agreement to the Master Memorandum of Understanding (MOU) between District and Bay Area Community Resources, for services to be provided primarily to 313/Emiliano Zapata Street Academy.

## 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 (MOU) between the District and Bay Area Community Resources, San Rafael, CA, for the latter to provide their Menu Option C-Lead Agency Unit, Arts, Recreation, Leadership and Family Literary activities, as described in the Program Plan, incorporated herein by reference as though fully set forth, at Emiliano Zapata Street Academy for the period of July 1, 2015 through August 19, 2016, in an amount not to exceed \$119,655.00, pursuant to the terms and conditions as specified in the MOU.

## Recommendation

Approval by the Board of Education of an Individual Service Agreement to the Master Memorandum of Understanding (MOU) 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 Emiliano Zapata Street Academy for the period July 1, 2015 through August 19, 2016.

## Fiscal Impact

Funding Resource: 4124/21<sup>st</sup> Century High School After School Safety and Enrichment for Teens (ASSETs) Grant: \$80,903.00 for Core funding, \$21,529.00 for Equitable Access, and \$17,223.00 for Family Literacy funding, for a total amount not to exceed \$119,655.00.

## Attachments

- Individual Service Agreement
- Certificate of Insurance
- Program Schedule and Budget
- 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	Emiliano Zapata Street Academy	SITE #	313
OUSD STAFF CONTACT - EMAILS ABOUT THIS CONTRACT SHOULD BE SENT TO:		renee.mcneam@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)
C - Lead Agency Unit for Small High School	9 - 12	\$ 156,000	.77	\$ 119,655
		\$		\$
		\$		\$
<b>TOTAL AMOUNT</b>				<b>\$ 119,655</b>

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

1a. School opting to utilize own teachers to provide academic services, reducing the academic programming charges to the cost above.

R0161174  
R0161176

### BUDGET INFORMATION

REQUISITION NUMBER	R0161177	START DATE	07/01/2015	END DATE	08/19/2016
RESOURCE #	RESOURCE NAME	ORG KEY		AMOUNT	
4124	21st CCLC Core	3131862401		\$ 80,903	
4124	21st CCLC Equitable Access	3131863401		\$ 21,529	
4124	21st CCLC Family Literacy	3131864401		\$ 17,223	

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	Gina Hill	TITLE	Principal
SIGNATURE			DATE	6/19/2015

### 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		DATE	6-25-15
SIGNATURE		DATE	
NETWORK / EXECUTIVE OFFICER or DEPUTY CHIEF			
SIGNATURE		DATE	6/25/15
PRESIDENT AND THE SECRETARY OF THE BOARD OF EDUCATION			
SIGNATURE		DATE	9/25/15
SIGNATURE		DATE	9/25/15





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).

<b>PRODUCER</b> Vantreo Insurance Brokerage 100 Stony Point Rd, Suite 160 Santa Rosa, CA 95401	<b>CONTACT NAME:</b> <b>Sindy Graham</b>		
	<b>PHONE (A/C, No, Ext):</b> <b>(707) 546-2300</b>	<b>FAX (A/C, No):</b> <b>(707) 546-2915</b>	
<b>INSURED</b>  <b>Bay Area Community Resources, Inc.</b> <b>171 Carlos Drive</b> <b>San Rafael, CA 94903-2005</b>	<b>INSURER(S) AFFORDING COVERAGE</b>		<b>NAIC #</b>
	<b>INSURER A:</b> <b>Philadelphia Indemnity Ins Co</b>		<b>18058</b>
	<b>INSURER B:</b> <b>California Insurance Company</b>		<b>38865</b>
	<b>INSURER C:</b> <b>Philadelphia Insurance Companies</b>		
	<b>INSURER D:</b>		
	<b>INSURER E:</b>		
	<b>INSURER F:</b>		

## 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"/> <b>COMMERCIAL GENERAL LIABILITY</b>						
	<input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR	X		PHPK1361041	07/01/2015	07/01/2016	EACH OCCURRENCE \$ <b>1,000,000</b>
							DAMAGE TO RENTED PREMISES (Ea occurrence) \$ <b>100,000</b>
							MED EXP (Any one person) \$ <b>5,000</b>
							PERSONAL & ADV INJURY \$ <b>1,000,000</b>
							GENERAL AGGREGATE \$ <b>2,000,000</b>
							PRODUCTS - COMP/OP AGG \$ <b>2,000,000</b>
							<b>Abuse Sublimit</b> \$ <b>1,000,000</b>
							COMBINED SINGLE LIMIT (Ea accident) \$ <b>1,000,000</b>
A	<input checked="" type="checkbox"/> <b>AUTOMOBILE LIABILITY</b>						
	<input type="checkbox"/> ANY AUTO <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS <input type="checkbox"/> HIRED AUTOS			PHPK1361041	07/01/2015	07/01/2016	BODILY INJURY (Per person) \$
							BODILY INJURY (Per accident) \$
							PROPERTY DAMAGE (Per accident) \$
							\$
A	<input type="checkbox"/> <b>UMBRELLA LIAB</b> <input checked="" type="checkbox"/> <b>EXCESS LIAB</b>						
	<input type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS-MADE			PHUB506511	08/11/2015	07/01/2016	EACH OCCURRENCE \$ <b>5,000,000</b>
	DED <input checked="" type="checkbox"/> RETENTION \$ <b>10,000</b>						AGGREGATE \$ <b>5,000,000</b>
							\$
B	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b>						
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) <input type="checkbox"/> Y/N <input type="checkbox"/> N/A			732183680101	07/01/2015	07/01/2016	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. EACH ACCIDENT \$ <b>1,000,000</b>
							E.L. DISEASE - EA EMPLOYEE \$ <b>1,000,000</b>
							E.L. DISEASE - POLICY LIMIT \$ <b>1,000,000</b>
A	<b>Professional Liab</b>			PHPK1361041	07/01/2015	07/01/2016	<b>Each Incident</b> <b>1,000,000</b>
C	<b>D/O Liability</b>			PHSD955266	07/01/2015	07/01/2016	<b>Each Incident</b> <b>1,000,000</b>

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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**AFTER SCHOOL BUDGET PLANNING SPREADSHEET**

HIGH SCHOOLS 01.2015

Site Name: Street Academy	21CCLC Core	21CCLC Equitable Access	21CCLC Family Literacy	Program Fees (if applicable)	Other Lead Agency Funds
Site #: 313	Resource 4124 Program	Resource 4124 Program	Resource 4124 Program		
Average # of students to be served daily (ADA)	% OUSD Lead Agency	% OUSD Lead Agency	% OUSD Lead Agency	Lead Agency	Lead Agency
<b>TOTAL GRANT AWARD</b>	<b>\$97,548</b>	<b>\$25,000</b>	<b>\$20,000</b>	<b>\$0</b>	<b>\$0</b>
<b>CENTRAL COSTS: INDIRECT, ADMIN, EVAL, PROFESSIONAL DEVELOPMENT, CUSTODIAL</b>					
OUSD Indirect (8%)	\$4,645	\$1,190	\$952		
OUSD ASPD admin, evaluation, and training/technical assistance costs	\$6,078	\$1,558	\$1,246		
Custodial Staffing and Supplies at 3.25%	\$2,822	\$723	\$579		
<b>TOTAL SITE ALLOCATION</b>	<b>\$84,003</b>	<b>\$21,529</b>	<b>\$17,223</b>		
<b>CERTIFICATED PERSONNEL</b>					
1120 Academic Liaison (REQUIRED)	\$2,500	\$0	\$0		\$0
1120 Certificated Teacher-Extended Contracts	\$0	\$0	\$0		\$0
1120 Certificated Teacher - Credit Recovery - English I					
1120 Certificated Teacher - Credit Recovery - Algebra I					
Total certificated	\$2,500	\$0	\$0		\$0
<b>CLASSIFIED PERSONNEL</b>					
2200 Site Coordinator (ask here if district employee)					\$0
2200 S&C Work/Internship Readiness Coordinator (ask here if district employee)					\$0
Total classified	\$0	\$0	\$0	\$0	\$0
<b>BENEFITS</b>					
3000s Employee Benefits for Certificated Teachers on Extended Contract (benefits at 24%)	\$600	\$0	\$0		\$0
3000s Employee Benefits for Classified Staff on Extra Time/Overtime (benefits at 29%)	\$0	\$0	\$0		\$0
3000s Employee Benefits for Seasonal Employees (40%)	\$0	\$0	\$0		\$0
3000s Lead Agency benefits (rate 25 %)					\$0
Total benefits	\$600	\$0	\$0	\$0	\$0
<b>BOOKS AND SUPPLIES</b>					
4310 Supplies (OUSD only, except for Summer Supplemental)					\$0
4310 Curriculum (OUSD only)					\$0
5829 Field Trips	\$1,000				\$0
4420 Equipment (OUSD only)					\$0
Work Internship/College Readiness PLC curriculum					
Travel	\$150				
Communications	\$150				
Transportation for participants		\$500			
After School Basketball Uniforms		\$500			
After School Soccer League Fees and Uniforms		\$800			
Program Materials (ASP fees and promotion, Culinary Arts and Art)		\$736			
Special Events	\$632				
Family Engagement Night materials			\$576		
District professional development on district PD days (Bridging the Bay conference and Youth Work Methods trainings)	\$500				

2015 - 2016 High School After School Program Budget

HIGH SCHOOLS 01.2015											
Site		21CCLC Core		21CCLC Equitable Access		21CCLC Family Literacy		Program Fees (if applicable)		Other Lead Agency Funds	
Name: Street Academy		Resource #1214 Program		Resource #1214 Program		Resource #1214 Program		Lead Agency		Lead Agency	
Site #: 313		OUSD Lead Agency		OUSD Lead Agency		OUSD Lead Agency		Lead Agency		Lead Agency	
Average # of students to be served (ADN)											
Total books and supplies		\$0	\$2,432	\$0	\$2,536	\$0	\$576		\$0	\$0	
<b>CONTRACTED SERVICES</b>											
5825	Site Coordinator (list here if CBO staff) TBD X \$26.00 per/hr X 30 hrs/wk = \$780.00 X 42 wks = \$32,760 + 25% Fringe = \$8190 Total = \$40,950.00		\$30,950		\$0		\$10,000				
5825	Work/Internship Readiness Coordinator - Bukola Lawal \$20.00/hr x 25 hrs/wk = \$500.00 x 37 wks = \$18,500 + 25% Fringe \$4,625.00 Total = \$23,125.00		\$17,250		\$5,875						
5825	Youth Internship Stipends				\$3,500						
5825	Academic Instructors										
5825	Enrichment Facilitators										
5825	Subcontractors (List specific agency name for each subcontractor) CURY J Leadership, Culture and Mindfulness for 35 weeks \$13,000.00		\$13,000								
5825	Subcontractors - Rainbow Chefs - \$10,000.00		\$5,000		\$5,000						
	WE LEAD OURS Basketball League - \$1,600.00		\$1,600								
	Intentional Mindfulness and Restorative Justice for Students Families - \$8,000.00		\$5,000				\$3,000				
5825	BACR Resource Development Coordinator				\$840						
5825	BACR Program Manager John Fuentes (Professional Development Coach, Trainer and program quality assessor) \$7,500.00 + 25% Fringe = \$1,875.00 Total = \$9,375.00		\$3,125		\$3,125		\$3,125				
5825											
5825											
Total services		\$0	\$75,925	\$0	\$18,340	\$0	\$16,125	\$0	\$0	\$0	
<b>IN-KIND DIRECT SERVICES</b>											
	Score Coach Coaching Corps								\$0	\$0	
	Basketball Coach Coaching Corps								\$0		
	BACR East Bay Director									\$2,160	
	BACR Administrative Assistant									\$1,217	
	Trainings (CPS, Class room Management, Lesson Planning, BACR in-house trainings)									\$1,200	
Total value of in-kind direct services								\$0	\$0	\$4,577	
<b>LEAD AGENCY ADMINISTRATIVE COSTS</b>											
	Lead Agency admin (4% max of total contracted \$)		\$2,546.15		\$652.54		\$522.03				\$0
<b>SUBTOTALS</b>											
	Subtotals DIRECT SERVICE	\$5	\$4,559	\$78,357	\$374	\$20,876	\$5	\$299	\$16,701	\$0	\$4,577
	Subtotals Admin/Indirect	\$15	\$12,085	\$2,546	\$3,097	\$653	\$5	\$2,478	\$522	\$0	\$0
<b>TOTALS</b>											
	Total budgeted per column		\$16,645	\$80,903	\$3,471	\$21,529		\$2,777	\$17,223	\$0	\$4,577
	Total BUDGETED	100	\$97,548	100	\$25,000	100	\$20,000	\$0	\$0	\$4,577	
	BALANCE remaining to allocate		\$0		\$0		\$0				
	TOTAL GRANT AWARD/ALLOCATION TO SITE		\$97,548		\$25,000		\$20,000				

Required Signatures for Budget Approval:

Principal: \_\_\_\_\_

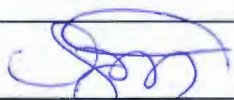
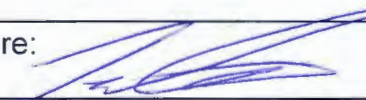
Lead Agency: \_\_\_\_\_



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

**21<sup>st</sup> Century ASSETS After School Program Plan**  
**High Schools**  
**2015 – 2016**

**SECTION 1: School Site Information**

School Site: Street Academy	Lead Agency: Bay Area Community Resources
Principal Signature: 	Lead Agency Signature: 
After School Site Coordinator Name (if known at this time): Erin Brown	Date: March 16, 2015

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

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

Physical Education and recreational activities  
Science, Technology, Engineering, and Mathematics (STEM)  
College, Career and Workforce  
Accelerating Students through Targeted Approaches  
Extended Learning Time  
School Culture (Poetry club, cultural clubs and ethnic studies, GSA)  
Health and Wellness  
Interrupting Chronic Absence (Attendance)  
Family and Student Engagement

### LCAP Strategic Priorities

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

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

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

**1. Students develop a love for learning.**

**Impact:** Students have opportunities to acquire new skills, engage in creative learning, share their talents, and leave a positive mark in their school-communities. There is an increase in student attendance during the school day as a result of students feeling more motivated. There is an increase in the number of students accessing higher learning opportunities (career or vocational pathways) beyond high school.

**2. Students are guided and supported in their efforts of realizing their goals, hopes and aspirations.**

**Impact:** Student engagement in the ASP is at 100%; every student participant, regardless of their academic, behavioral or environmental risk factors has a place in the ASP. Parents are valued for their knowledge and life experiences and there is parent participation frequently in the ASP environment.

**3. Students participating in ASP's gain access to individualized academic support and academic mentoring.**

**Impact:** Students have ownership of their education, and are successful in their academic development and academic achievement. School faculty supports ASP's academic alignment, credit recovery/ credit accumulation opportunities, career exploration and college.

**4. Students make healthy choices, understand their cultural history and honor and respect each other's diverse backgrounds and identities.**

**Impact:** The AS program is a positive environment where students can safely engage in their emotional and socio-cultural development.

**Students gain cross-cultural understanding and are equipped with skills to successfully navigate our diverse society.**



5. Students will have access to opportunities to participate in Academic and credit recovery programs.

Impact: Students will recover credits and assignments during after school hours to get additional academic support and one on one tutoring.

### SECTION 3: OUSD Strategic Questions

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

<b>Strategic Questions/Desired Outcomes</b>  <i>As a result of our ASP efforts...</i>	<b>Strategic Activities</b>  <i>What after school strategic activities will support the desired outcomes?</i>	<b>Outcomes of Strategic Activities</b>  <i>What short-term outcomes will you expect from your efforts by the end of the school year?</i>	<b>Data used to assess the strategic activities</b>  <i>What data will be collected to measure these outcomes?</i>
<b>High School Graduation:</b> How many more Oakland children are graduating from high school?	<p>ASP Coordinator will work closely with our CARE team to make referrals to the after school programs, and to match students with community partners and resources based on identified areas of need.</p> <p>The ASP will offer an independent study program for credit recovery to allow students concurrent enrollment into current grade level courses and courses in which they received partial or no credits.</p> <p>CAHSEE Prep classes will be offered to help Street</p>	<p>Students will be enrolled in programs and/ or registered with partnering CBO's. There will be regular follow up with the CARE team.</p> <p>Students complete independent study classes</p>	<p>Student progress reports and attendance records for the school day and after school.</p>



are graduating from high school?	<p>to make referrals to the after school programs, and to match students with community partners and resources based on identified areas of need.</p> <p>The ASP will offer an independent study program for credit recovery to allow students concurrent enrollment into current grade level courses and courses in which they received partial or no credits.</p> <p>CAHSEE Prep classes will be offered to help Street Academy meet the goal of a 100% passing rate for all 10th graders who take the CAHSEE.</p>	<p>registered with partnering CBO's. There will be regular follow up with the CARE team.</p> <p>Students complete independent study classes</p> <p>10th grade students participate in CAHSEE Prep classes 3 times per week.</p>	records for the school day and after school.
<b>Satisfactory School Day Attendance:</b> How many more Oakland children are attending school 95% or more?	Our parent Liaison will make weekly calls to parents for students who are chronically absent and will participate on the School Attendance Review Team	Students are attending school 95% of the time or more.	Attendance records for the school day and after school program.
<b>Job Skills/Career readiness:</b> How many more students have	Throughout the school year 20 students will participate in job readiness training	Students have internships, job training or service learning opportunities	Time sheets, work logs and journals

meaningful internships and/or paying jobs?	through TLS peer leadership with Niroga Yoga and the Youth Action Team. The after school program will partner with the school day to support "Work Experience Wednesdays", an effort to give all students an opportunity to gain work experience off campus.	based on skill level and interest	
<b>Health and Well-being:</b> How many more Oakland children have access to, and use, the health services they need?			

#### SECTION 4: Program Model and Lead Agency Selection

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

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

#### Description and Rationale for Selection of Lead Agency

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

As a lead agency, BACR brings a track record of experience in designing and providing youth development programs, including after school programs. BACR after-school programs promote the successful, holistic development of Oakland youth by providing opportunities for young people to acquire new skills, engage in creative learning, share their talents,



and leave a positive mark in their communities. We collaborate with fellow community-based organizations and schools to provide high-quality after-school experiences for youth throughout Oakland.

BACR's after-school programs are customized to individual school communities, managed by well-qualified and well-supported staff, leverage a variety of community assets, and continually strive to improve our service.

- Work with principals and teachers to craft programs that support each school's goals for student development and achievement.
- Provide a full-time, on-site coordinator at each school who is primarily responsible for the day-to-day operation of the program.
- Our site-based staff is supported by experienced coordinators and BACR administrative staff manages most paperwork. These agency-level supports assure that site-based staff are supervised and mentored by seasoned professionals and are required to spend less time on administrative tasks.
- BACR partners with tutors, academic intervention entities, community colleges, arts organizations, and other experts to provide a variety of activities for students, and leverage existing school-based academic support resources to provide a continuum of learning opportunities for students

#### **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)	<b>178</b>
Projected Daily Attendance during School Year 2015-2016	<b>54</b>



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.	November 30, 2015 March 7, 2016
<b>Minimum Days</b> High school programs are required to operate a minimum of 15 hours per week. Minimum days can have a significant impact on the after school staffing and budget if programs provide increased hours of service due to early dismissal times. 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	0
Describe funding plan to operate program on minimum days, including additional school resources (if any), to support full program implementation on all minimum days:	
<b>Program Schedule</b> <ol style="list-style-type: none"> <li>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.</li> <li>2. Submit a copy of the school bell schedule for the 2015-16 school year.</li> </ol> <p><b>Important Notes:</b> 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.)</p> <p>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)</p>	



## SECTION 6: Academics

Your site should plan to offer a range of academic supports and MUST include:

1) CAHSEE Prep 2) Credit Recovery 3) Tutoring

*Other possible supports may include computer lab, STEM Programs, Academic Intervention, and project-based learning. 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.*

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		
CAHSEE Prep	10 <sup>th</sup> grade students	<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervention <input type="checkbox"/> Credit Recovery x CAHSEE Prep <input type="checkbox"/> Other	CAHSEE passing rates are at %100 at 10 <sup>th</sup> grade or number of students passing is steadily increasing	Every week students receive one day each of math instruction, language arts instruction, and test taking practice	3 hours/ week; 12 weeks	10 <sup>th</sup> grade students pass the CAHSEE on the 1 <sup>st</sup> attempt		
APEX- independent study program that allows students to make up missing credits from previously failed classes	Students who are credit deficient	<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring x Skill Building <input type="checkbox"/> Academic Intervention x Credit Recovery <input type="checkbox"/> CAHSEE Prep <input type="checkbox"/> Other	Increase the number of students earning full credit	Students work independently and at their own pace on course work in facilitated sessions	3 hours/ week	Students are able to complete course work and earn credit using the online program		
Tutoring and homework help	Students needing additional support/ time to complete class assignments and homework	x Homework Support <input type="checkbox"/> Tutoring x Skill Building <input type="checkbox"/> Academic Intervention <input type="checkbox"/> Credit Recovery <input type="checkbox"/> CAHSEE Prep <input type="checkbox"/> Other	To increase the number of students earning full credit each term	Small group tutoring and homework help	2.5 hours/ week	Biweekly progress reports reflect students moving from non- passing to passing percentages in core classes. Increased homework completion rates		

LIBRE: Raza Club		<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervention <input type="checkbox"/> Credit Recovery <input type="checkbox"/> CAHSEE Prep X Other: Project based	<p>Increase cultural awareness and sensitivity for a more respectful and restorative school climate</p> <p>Provide students with work experience opportunities</p>	Ethnic studies through project based learning	2.5 hours/week; 36 weeks	class offers at least one field trip and one community service based project per quarter		
		<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervention <input type="checkbox"/> Credit Recovery <input type="checkbox"/> CAHSEE Prep <input type="checkbox"/> Other						

## SECTION 7: CAREER-RELATED ACADEMIC ENRICHMENT & PHYSICAL ACTIVITY / RECREATION

Career-related enrichment activities and physical activity/recreation are required components of the ASES and 21<sup>st</sup> Century grants. Enrichment activities should provide students with the opportunity to develop 21<sup>st</sup> Century Skills, explore career-related fields, and apply 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 Career Pathways, school goals for health and wellness, positive school climate, arts learning, and student engagement.

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		
Soccer- Practices are held 3 times per week and students participate in weekly games. Class includes regular exercise, conditioning for competition and drills. Students also attend weekly study hall with coach in addition to other academic	x Student Identified x School Identified x Parent Identified x Other (required physical activity)	Provide intervention to decrease the number of students choosing to self medicate with marijuana	Soccer will be open to all students. This class is eligible to fulfill graduation requirements for physical education and students needing P.E. credits will be encouraged	x Social & Emotional Learning x Leadership <input type="checkbox"/> Academic (specify) <input type="checkbox"/> Internships/Linked Learning <input type="checkbox"/> 21 <sup>st</sup> Century skills x Health and Wellness <input type="checkbox"/> Other (specify)	Class offers at least one field trip and one community service based project per quarter		



supports to monitor academic progress and eligibility		and other substances  Increase the number of students earning full credit	to participate. Soccer practices/ games will take place approximately 4 hours per week for a total of 24 weeks (12 weeks in the Fall and 12 weeks in the Spring)		Participants set personal S.M.A.R.T. goals for health/ fitness  Participants know how to check their own weight and blood pressure		
Basketball- Basketball practices are held 3 times per week and students participate in weekly games for Fall and Spring seasons. Class includes regular exercise, conditioning for competition and drills. Students also attend weekly study hall with coach in addition to other academic supports to monitor academic progress and eligibility.	x Student Identified x School Identified x Parent Identified x Other (required physical activity)	Provide intervention to decrease the number of students choosing to self medicate with marijuana and other substances  Increase the number of students earning full credit	Basketball will be open to all students. This class is eligible to fulfill graduation requirements for physical education and students needing P.E. credits will be encouraged to participate. Basketball practices/ games will take place approximately 4 hours per week for a total of 36 weeks.	x Social & Emotional Learning x Leadership <input type="checkbox"/> Academic (specify) <input type="checkbox"/> Internships/Linked Learning <input type="checkbox"/> 21 <sup>st</sup> Century skills x Health and Wellness <input type="checkbox"/> Other (specify)	Class offers at least one field trip and one community service based project per quarter  Participants set personal S.M.A.R.T. goals for health/ fitness  Participants know how to check their own weight and blood pressure		
Youth Action Team- Students develop job-related skills through a college and work readiness course. Class focus is a research project to analyze violence and explore possible solutions.	x Student Identified <input type="checkbox"/> School Identified <input type="checkbox"/> Parent Identified x Other (required career related enrichment)	Increase cultural awareness and sensitivity for a more respectful	Students with an interest in social issues and school climate will be the target group. Class will be offered 3.5 hours/ week for a	x Social & Emotional Learning x Leadership x Academic (project based learning, communication, research, presentation) x Internships/Linked Learning x 21 <sup>st</sup> Century skills	Class offers at least two field trips and two community service based projects per quarter.		

		and restorative school climate  Provide students with work experience opportunities	total of weeks 36 weeks	<input type="checkbox"/> Health and Wellness <input type="checkbox"/> Other (specify)	Students have a resume and portfolio.		
Culinary Art-  Students learn to prepare various dishes. Students learn the basics for food handling and food and kitchen safety	x Student Identified x School Identified x Parent Identified x Other (career related enrichment)	Provide students with work experience opportunities	Participants will self select based on interest. Class will be offered 2.5 hours/ week for a total of 24 weeks	x Social & Emotional Learning x Leadership <input type="checkbox"/> Academic (specify) x Internships/Linked Learning x 21 <sup>st</sup> Century skills x Health and Wellness <input type="checkbox"/> Other (specify)	Class offers at least one field trip and one community service based project per quarter		
Art- Visual arts	x Student Identified x School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	Increase cultural awareness and sensitivity for a more respectful and restorative school climate	Participants will self select based on interest. Class will be offered 2.5 hours/ week for a total of 24 weeks	x Social & Emotional Learning x Leadership <input type="checkbox"/> Academic (specify) <input type="checkbox"/> Internships/Linked Learning <input type="checkbox"/> 21 <sup>st</sup> Century skills <input type="checkbox"/> Health and Wellness <input type="checkbox"/> Other (specify)	class offers at least one field trip and one community service based project per quarter		
Yoga- Class teaches transformative skills for stress management and stress reduction, anger management and anger reduction. Offers leadership roles to students to deepen personal yoga practice as well as the practice in the overall school community.	<input type="checkbox"/> Student Identified x School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	Provide students with work experience opportunities  Provide intervention to decrease	Yoga will be open to all students. Participants will self select based on interest. Students with anger/ stress management concerns, and students needing to	x Social & Emotional Learning x Leadership <input type="checkbox"/> Academic (specify) x Internships/Linked Learning <input type="checkbox"/> 21 <sup>st</sup> Century skills x Health and Wellness <input type="checkbox"/> Other (specify)	class offers at least one field trip and one community service based project per quarter		



		<p>the number of students choosing to self medicate with marijuana and other substances</p> <p>Increase the number of students earning full credit</p>	complete community service hours and/ or fulfill physical education requirements will be referred. Class will be offered 2.5 hours/ week for a total of 36 weeks			
LIBRE: Ethnic Studies and Raza Club	<p>x Student Identified</p> <p>x School Identified</p> <p><input type="checkbox"/> Parent Identified</p> <p><input type="checkbox"/> Other (specify)</p>	<p>Increase cultural awareness and sensitivity for a more respectful and restorative school climate</p> <p>Increase the number of students earning full credit</p>	<p>The Raza Club will be open to all students. Participants may self select based on interest. Students who have an "in progress" in a social studies class will be referred. Class will be offered 2.5 hours per week for a total of 36 weeks.</p>	<p>x Social &amp; Emotional Learning</p> <p>x Leadership</p> <p>x Academic (ethnic studies)</p> <p><input type="checkbox"/> Internships/Linked Learning</p> <p><input type="checkbox"/> 21<sup>st</sup> Century skills</p> <p>x Health and Wellness</p> <p><input type="checkbox"/> Other (specify)</p>	class offers at least one field trip and one community service based project per quarter.	
<p>The First Tee: Golf</p> <p>Golf lessons and life skills curriculum</p>	<p><input type="checkbox"/> Student Identified</p> <p>x School Identified</p> <p><input type="checkbox"/> Parent Identified</p>	Increase the number of students	9th and 10th grade students will be targeted to participate in a two	<p>x Social &amp; Emotional Learning</p> <p>x Leadership</p> <p><input type="checkbox"/> Academic (specify)</p> <p><input type="checkbox"/> Internships/Linked Learning</p>	Students complete the Fall and Spring sessions by	

	<input type="checkbox"/> Other (required physical activity)	<p>earning full credit</p> <p>Provide intervention to decrease the number of students choosing to self medicate with marijuana and other substances</p>	<p>to three year program with The First Tee.</p> <p>Participants will attend 2 seven week sessions (Fall and Spring) and will participate for 2 hours/ week.</p>	<input type="checkbox"/> 21 <sup>st</sup> Century skills x Health and Wellness <input type="checkbox"/> Other (specify)	<p>attending at least 6 weeks of classes, and graduate from The First Tee's program.</p>		
CURYJ (drumming, community organizing, talking circles, ethnic studies, dance, art etc)	x Student Identified x School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	<p>Increase the number of students earning full credit</p> <p>Increase cultural awareness and sensitivity for a more respectful and restorative school climate</p>	<p>Class will be open to all students.</p> <p>Participants may self select based on interest.</p> <p>Students who have an "in progress" in a social studies class will be referred.</p> <p>Class will be offered 2.5 hours per week for a total of 36 weeks.</p>	x Social & Emotional Learning x Leadership <input type="checkbox"/> Academic (specify) <input type="checkbox"/> Internships/Linked Learning <input type="checkbox"/> 21 <sup>st</sup> Century skills x Health and Wellness <input type="checkbox"/> Other (specify)	<p>class offers at least one field trip and one community service based project per quarter</p>		
Capoiera- Martial arts	x Student Identified <input type="checkbox"/> School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	<p>Increase cultural awareness and sensitivity for a more</p>	<p>Class will be open to all students.</p> <p>Participants may self select based on interest. Class will be offered 2.5 hours</p>	x Social & Emotional Learning x Leadership <input type="checkbox"/> Academic (specify) <input type="checkbox"/> Internships/Linked Learning <input type="checkbox"/> 21 <sup>st</sup> Century skills Health and Wellness	<p>class offers at least one field trip and one community service based</p>		



		respectful and restorative school climate	per week for a total of 36 weeks.	<input type="checkbox"/> Other (specify)	project per quarter		
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### SECTION 8: FAMILY ENGAGEMENT / FAMILY LITERACY

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

Family literacy is a required component of all 21<sup>st</sup> 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 21<sup>st</sup> Century grantees who receive Family Literacy funding: ***The activities listed below must align to your 21<sup>st</sup> 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		
6 restorative justice trainings for families. 2 per term (1 community building & 1 harm circle) for incoming and returning families	Increase cultural awareness and sensitivity for a more restorative and respectful school climate.  Parents and other family members are circle keepers.	Fosters parent involvement to increase their ability to support their student's learning and development	Parents support restorative justice and conflict mediation	Build participation in SSC and increase parent volunteerism at the school.		

"Back to School" Social Justice Fair	Connect students and families to resources in the local community.	The Social Justice Resource Fair connects students to CBOs that support with community service, political action and internship opportunities.	90% of students attend the resource fair  Each organization completes intake forms for students	Street Academy has a full service community school model and the after school program will support this by partnering with CBOs that support both out of school time goals for student achievement as well as the school day goals	
Cultural Celebrations/ student recognition circles	Increase cultural awareness and sensitivity for a more respectful and restorative school climate	Students are the major contributors in this process for planning and presentation.	The ASP holds monthly cultural celebrations and students recognition circles	School day learning as well as goals for students achievement will inform this process	



**FAMILY LIAISON:**

*Describe the anticipated duties of the Family Liaison in your program. Also identify what supports your school site will provide the Family Liaison, including training and materials.*

The primary function of the Family Liaison will be to implement and maintain the structure and processes of the restorative justice model at Street Academy. This will include training in restorative justice circles, student re-entry process, and harm circles which will be facilitated by parent volunteers. The Family Liaison will work continuously with families to support the individualized student success plans. The Family Liaison will also support family volunteerism during extended day and during supplemental programming times.

**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.	In partnership with school day staff, AS coordinator will identify students who are below 80% attendance. Identified students will be placed into ASP's that meet their needs and interests. Contracts will be set up	

	between parents, students, AS, and school day to establish accountability.		
b) Inform parents about the importance of attendance and encourage parents to help each other get their students to class.	In partnership with school day staff, AS coordinator will identify students who are below 80% attendance. Identified students will be placed into ASP's that meet their needs and interests. Contracts will be set up between parents, students, AS, and school day to establish accountability.		
c) Track students with poor program attendance and reach out to find out why and how attendance could be improved.	Site coordinator and parent liaison will identify students' barriers to participation and attendance. Parent liaison will connect with families and will work to improve or remove barriers to participation.		
d) Celebrate good attendance and/or offer meaningful incentives to attract and reward students for attending our program.	Each ASP will offer an attendance based incentive. Students will be identified and rewarded for best and most improved attendance at the end of each month		
<b>SECTION 10: Transforming School Culture and Climate</b> 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?  <input type="checkbox"/> PBIS (Positive Behavioral Interventions and Support) <input checked="" type="checkbox"/> Restorative Justice <input checked="" type="checkbox"/> Social and Emotional Learning <input type="checkbox"/> Bullying Prevention <input checked="" type="checkbox"/> Other: (please specify) Transformative Life Skills			



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.)

1. Ongoing assessment of students behavior
2. AS alignment with school day practices for opening and closing circles
3. Partner with CBO's to provide professional development for ASP and day staff

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.):

- 1) Young men's mentoring group
- 2) Young women's mentoring group
- 3) Positive reinforcement and recognition of African American achievement through guest speakers
- 4) Using best practices of inclusion and high expectations for achievement for all students

### SECTION 11: Coordination with Other Service Providers

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

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

- ☒ X COST team (Coordination of Services Team)
- ☐ SST (Student Study Team)
- ☐ SSC (School Site Council)
- ☐ 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)		
List key community partners whom you will actively collaborate with to accomplish the goals of your program.	Poplar gym, California Youth Outreach, Bladium Sports Club, Talent Search, Youth Uprising, Bay Peace, American Indian Child Resource Center, Youth Bridge		
List all subcontractors who will be paid to deliver after school services.	Niroga Yoga, Rainbow Chefs, We Lead Ours		
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.	Seneca Center on-site therapist, school day CTM's (counselor-teacher-mentor), American Indian Child Resource Center staff, TUPE counselors		



**2015-16 After School Enrollment Policy for****School**

OUSD has established district-wide guidelines for Target Population and Enrollment in ASES and 21<sup>st</sup> 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 not on track for graduation	9 <sup>th</sup> grade enrollment list	Mandatory
Seniors	All school seniors in need of credit recovery, CAHSEE Prep and academic acceleration	Mandatory
Students new to Street Academy	New student enrollment list	Mandatory

**Which grade levels will you serve in this program?**

*Note: The ASES and 21<sup>st</sup> 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 any student that desires program services.)*

**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 ongoing program outreach and recruitment efforts, beginning in Spring 2015.

<b>Timeline</b>	<b>After School Enrollment Steps/Process</b>	<b>Individual(s) responsible</b>
<b>June</b>	Early outreach and recruitment for summer program and 2015-16 school year program	Program Coordinator, school day CTM's
<b>August- September</b>	New school year enrollment of students	Program Coordinator, school day CTM's, line staff
<b>Parents are notified about their student's participation in program at beginning of school year</b>	ASP staff participates in registration process/ parent meetings to ensure inclusion of ASP classes in student schedules (first week of August through start of school year)	Program Coordinator, line staff for ASP

**Important dates to include in your timeline:**

- May – June: Early outreach and recruitment for 2015-16 school year program.
- August – September: New school year enrollment of students for remaining program slots.
- After school programs begin on 1<sup>st</sup> Day of school.
- Parents are notified about their student's participation in program at beginning of school year (specify date).
- All programs must maintain wait lists 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:

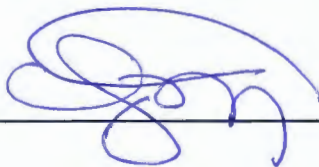
Schedule of after school classes and ASP application will be included in school registration packet

CTM's will refer students to ASP based on credit needs


School will require participation in tutoring hours as a condition of enrollment in the school

Teachers will refer students to enrichment classes based on interest

**Principal Signature:** \_\_\_\_\_

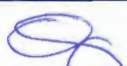











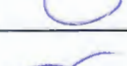







**Lead Agency Signature:** \_\_\_\_\_



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

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

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

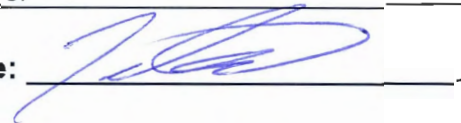


		Site Administrator will share the School Site Safety Plan with the Site Coordinator and discuss appropriate policies and procedures to ensure safety during the after school hours.
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**Principal Signature:**



**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 deliverable aligned with the key job duties listed above. The required budget allocation for this position is \$2,500 for the year, equivalent to 83 hrs/year at a Paid-In-Service contract rate of \$30.12/hour.

#### Quality Support Coaching Planning

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

☒ A credentialed teacher on staff who has effective skills and experiences in coaching and/or adult learning

☐ A qualified professional who is part of the school staff

☐ An OUSD coach connected to the school (i.e. LCI Literacy or Math coach, BTSA coach, etc.)

☐ Other individual (please specify in detail): \_\_\_\_\_

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



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

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

☐ Yes    ☒ No

### Teachers on Extended Contract for Direct Service

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

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

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

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

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.

Site Coordinator and after school staff will partner with school day staff and administration in quarterly safety trainings and drills.

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.



x 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? Training in restorative justice and harm circles. Training in transformative life skills.

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

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

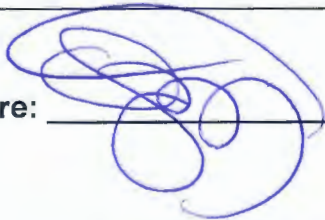


**Staff Wellness**

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

Site Coordinator will implement regular (daily) check ins that include breathing and grounding practices for staff.  
Our after school yoga program will provide bimonthly classes for staff.  
Site Coordinator will plan a staff reflection retreat at the beginning and end of the school year.  
Professional development will include self care for staff.

Principal Signature: \_\_\_\_\_



Lead Agency Signature: \_\_\_\_\_



### Addendum for 21<sup>st</sup> Century Community Learning Center Grantees Only

**Equitable Access:** (must be completed by all programs that receive 21<sup>st</sup> Century Equitable Access funding)  
Some 21<sup>st</sup> 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 21<sup>st</sup> 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.

Equitable Access funds will be used for:

Transportation for students to and from after school activities

Additional academic intervention and career exploration

Translation services

#### **21<sup>st</sup> 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:	10
Dates of Service:	1 Saturday per month with other BACR after school program sites
Hours of Operation: (note that supplemental programs must operate at least 3 hours/session)	10:00am to 12:00pm



Description of Supplemental program activities: (describe goals of programming, target audience, planned activities, etc.)  
Outdoor exploration trips for academically and emotionally at risk student population and their families



## 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](mailto:mweinstein@bacr.org)  
 East Bay: Marisa Ramirez, (510) 559-3025; [mr Ramirez@bacr.org](mailto:mr Ramirez@bacr.org)  
 San Francisco and Marin County: Don Blasky (415) 755-2311; [dblasky@bacr.org](mailto:dblasky@bacr.org)  
 Visit our website: [www.bacr.org](http://www.bacr.org)

**SAM Search Results**  
**List of records matching your search for :**

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

<b>ENTITY</b>	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	



Board Office Use: <b>Legislative File Info.</b>	
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



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



OAKLAND UNIFIED  
SCHOOL DISTRICT

Commonwealth's Responsibility

**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](http://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 21<sup>st</sup> 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 21<sup>st</sup> 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"/> | <b>ASES / 21<sup>st</sup> CCLC PROGRAM GRANTS (Elementary / Middle)</b> |
| <input type="checkbox"/> | <input type="checkbox"/> | <b>21<sup>st</sup> CCLC ASSET GRANT (High School)</b>                   |
| <input type="checkbox"/> | <input type="checkbox"/> | <b>FIELD TRIPS ONLY</b>   |

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

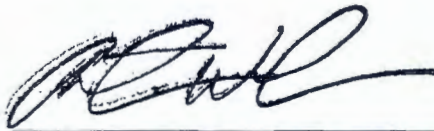
Martin Weinstein, CEO  
CONTRACTOR BACR

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/>



**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 21<sup>st</sup> 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 21<sup>st</sup> 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
<b>Option M: Visual or Performing Arts</b> 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
<b>Option N: Health &amp; Nutrition</b> 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
<b>Option O: Full Service Community Schools</b> 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
<b>BACR Mental Health Services</b>
<b>Mental Health Services Option P:</b> 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
<b>Mental Health Services Option Q &amp; R:</b> 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. <b>Option Q:</b> \$14,000 for one day per week for entire school year; 20 students served over the course of the year. <b>Option R:</b> \$70,000 for daily services for entire school year; 80 - 100 students served over the course of the year.
<b>BACR Summer Programming</b>
<b>Option S: Small Summer Programming Services:</b> 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/21<sup>st</sup> 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/21<sup>st</sup> 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: 21<sup>st</sup> Century Supplemental Program (Saturday and Intersession):** Supplemental Saturday and Intersession project will offer services to approximately 60 – 120 1<sup>st</sup> – 8<sup>th</sup> 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/21<sup>st</sup> 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.

<b>Bay Area Community Resources Anticipated Contract Amounts 2015-2016</b>		
<b>School</b>	<b>Funding Source</b>	<b>Amount</b>
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



<b>Bay Area Community Resources Anticipated Contract Amounts 2015-2016</b>		
<b>School</b>	<b>Funding Source</b>	<b>Amount</b>
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
Rudsdale	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
	<b>Total BACR Contract 2014-2015</b>	<b>4,045,188.25</b>

## **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 21<sup>st</sup> 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, 21<sup>st</sup> CCLC, and 21<sup>st</sup> 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.





# 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).

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

**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	<b>GENERAL LIABILITY</b> <input checked="" type="checkbox"/> <b>COMMERCIAL GENERAL LIABILITY</b> <input type="checkbox"/> <b>CLAIMS-MADE</b> <input checked="" type="checkbox"/> <b>OCCUR</b> <b>Abuse Sublimit</b> <input checked="" type="checkbox"/> <b>1,000,000</b> GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> <b>POLICY</b> <input type="checkbox"/> <b>PRO-JECT</b> <input checked="" type="checkbox"/> <b>LOC</b>	<input checked="" type="checkbox"/>		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
	<b>AUTOMOBILE LIABILITY</b> <input type="checkbox"/> <b>ANY AUTO</b> <input type="checkbox"/> <b>ALL OWNED AUTOS</b> <input checked="" type="checkbox"/> <b>SCHEDULED AUTOS</b> <input checked="" type="checkbox"/> <b>HIRED AUTOS</b> <input checked="" type="checkbox"/> <b>NON-OWNED AUTOS</b>			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) \$
	<b>UMBRELLA LIAB</b> <input checked="" type="checkbox"/> <b>OCCUR</b> <b>EXCESS LIAB</b> <input type="checkbox"/> <b>CLAIMS-MADE</b> <b>DED</b> <input checked="" type="checkbox"/> <b>RETENTION \$</b> 10,000			PHUB465255	07/01/2014	07/01/2015	EACH OCCURRENCE \$ 5,000,000 AGGREGATE \$
	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> 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 N/A			9065014-2014	07/01/2014	07/01/2015	<input checked="" type="checkbox"/> <b>WC STATU-TORY LIMITS</b> <input type="checkbox"/> <b>OTH-ER</b> E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
A	<b>Professional Liability</b>			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****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

*Sindy Graham*

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# 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](mailto:mweinstein@bacr.org)

East Bay: Marisa Ramirez, (510) 559-3025; [mramirez@bacr.org](mailto:mramirez@bacr.org)

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

Visit our website: [www.bacr.org](http://www.bacr.org)

**SAM Search Results**  
**List of records matching your search for :**

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

<b>ENTITY</b>	<b>BAY AREA COMMUNITY RESOURCES, INC.</b>	<b>Status:Active</b>
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<b>DUNS: 102947132</b>	<b>+4:</b>	<b>CAGE Code: 3VGW8</b>	<b>DoDAAC:</b>
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<b>Expiration Date: Apr 8, 2016</b>	<b>Has Active Exclusion?: No</b>	<b>Delinquent Federal Debt?: No</b>
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**Address: 171 CARLOS DR**

**City: SAN RAFAEL**

**State/Province: CALIFORNIA**

**ZIP Code: 94903-2005**

**Country: UNITED STATES**