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**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

# Memo

**To** Board of Education

**From** Antwan Wilson, Superintendent

**Board Meeting Date**  
(To be completed by  
Procurement)

10/28/15

**Subject** Memorandum of Understanding - Safe Passages (contractor) - 149/Community United Elementary School (site)

**Action Requested** Approval of a Memorandum of Understanding (MOU) between District and Safe Passages, for services to be provided primarily to 149/Community United Elementary School.

## Background

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

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

## Discussion

*One paragraph  
summary of the  
scope of work.*

Approval by the Board of Education of a Memorandum of Understanding between the District and Alternatives In Action, Oakland, CA, for the latter to provide Elementary Arts, Recreation, Leadership and Family Literary activities, as described in the Program Plan, incorporated herein by reference as though fully set forth, for Community United Elementary School's comprehensive After School Program for the period of July 1, 2015 through August 19, 2016, in the amount of \$88,363.00.

## Recommendation

Approval by the Board of Education of a Memorandum of Understanding (MOU) between the District and Safe Passages for the latter to provide Arts, Recreation, Leadership and Family Literary activities for the After School Program at Community United Elementary School for the period July 1, 2015 through August 19, 2016.

## Fiscal Impact

Funding Resource: 6010/After School Education and Safety (ASES) Grant in an amount not to exceed \$88,363.00.

## Attachments

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

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

Safe Passages

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1. **Intent.** This Memorandum of Understanding ("MOU") establishes the Oakland Unified School District's ("OUSD") intent to contract with Safe Passages ("AGENCY") to serve as the lead agency to provide after-school and/or summer educational programs and to serve a sufficient number of students and run services for a sufficient number of days to earn the core grant allocation of funding at 149/Community United School under the following grants:
  - After School Education and Safety Program ("ASESP")
  - California Department of Education ("CDE") 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC)
  - Oakland Fund for Children and Youth - This MOU will also outline services provided on OUSD school grounds through the Oakland Fund for Children and Youth ("OFCY") After-School Initiative funds that shall be utilized as matching funds to CDE ASEP and 21<sup>st</sup> CCLC funds.
  - Private grants
2. **Term of MOU.** The term of this MOU shall be July 1, 2015 to August 19, 2016 and may be extended by written agreement of both parties.
3. **Termination.** OUSD may at any time terminate this MOU for any or no reason upon not less than five (5) days written notice to AGENCY. OUSD shall compensate AGENCY for services satisfactorily provided through the date of termination. In addition, OUSD may terminate this MOU for cause should AGENCY fail to perform any part of this MOU. In the event of termination for cause, OUSD may secure the required services from another contractor. If OUSD's cost of procuring services from another contractor exceeds the cost of providing the services pursuant to this MOU, AGENCY shall pay the additional cost.
4. **Compensation.** The ASEP and 21st CCLC grant award amount for Safe Passages is \$ 88,363.00. AGENCY shall be entitled to compensation from these funds in accordance with the following terms and conditions:
  - 4.1. **Total Compensation.** Subject to the provisions of 4.2 Positive Attendance and the provisions of 4.3 Administrative Fee, AGENCY shall receive the amount of the grant award less OUSD's administrative fees and other site costs agreed to by the Site Administrator and AGENCY.
  - 4.2. **Positive Attendance.** Payment for services rendered related to the ASEP and 21st CCLC grants shall be based on actual student attendance rates (\$7.50 a day per student), not estimates, as those programs are "positive attendance based." OUSD reserves the right to modify the annual core allocation based on reported attendance. In the event that payments made to AGENCY exceed the reported attendance for the Core grant, the AGENCY will return payments to OUSD at the rate of \$7.50 a day per student. Documentation of attendance must be submitted through the OUSD/OFCY attendance systems in order for invoices for payment of services for the ASEP and 21st CCLC grants to be processed. Exhibit A (Attendance Reporting Schedule 2015-2016")
    - 4.2.1. **Reconciliation Process for Positive Attendance Based Grant Funds.** OUSD will adjust the payment of the "positive attendance based" grants based on quarterly review of monthly invoices and attendance for services rendered related to the ASEP, 21ST CCLC (Core Grant) for any adjustments resulting from the reconciliation of the attendance reports for that quarter's months. The attendance reconciliation process will assess the program's performance with respect to the required compliance with the grant mandated attendance rates. Based on the

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

- 4.2.2. **Administrative Charges and Reconciliation.** Reconciliation process for positive attendance based grants must factor in the subtraction of administrative and other OUSD central charges, as outlined in section 4.3, from any grant amounts earned through attendance (OUSD indirect, custodial, evaluation, and After School Programs Office administrative and training/technical assistance fees).
- 4.3. **OUSD Administrative Fees.** OUSD shall charge and withhold up to 14% from the overall ASEP and 21<sup>st</sup> Century grant awards for central indirect, administrative, custodial, evaluation, and direct service training and technical assistance.
- 4.4. **AGENCY Administrative Fees.** AGENCY understands and agrees that it may not charge more than 4% of the total contract amount as administrative fees and that its administrative fees must be set at an appropriate dollar amount to keep the ASEP and 21<sup>st</sup> Century grants within the grant-mandated allowable 15% for total indirect/administrative costs. The agency administrative fees charged to the ASEP and 21<sup>st</sup> CCLC grants must be used for direct administrative costs and cannot be used for agency indirect costs. Direct administrative costs consist of expenditures for administrative activities that provide a direct benefit to the ASEP and 21<sup>st</sup> CCLC programs. Indirect costs consist of expenditures for administrative activities that are necessary for the general operation of the agency, but that cannot be tied to the ASEP and 21<sup>st</sup> CCLC programs.
- 4.5. **Program Budget.** The grant will remain as part of the site budget. Funds will be encumbered from the site budget on behalf of AGENCY for the school year 2015-2016 and will not exceed \$ 88,363.00 in accordance with Exhibit B. **Exhibit B** ("ASEP/21<sup>st</sup> CCLC Planning Tool/Comprehensive After School Program Budget for AGENCY 2015-2016").
- 4.6. **Modifications to Budget.** Any modifications to the approved grant budget must be approved by OUSD, AGENCY, and CDE before expenditures of funds for modified line items are authorized. Except as expressly set forth herein, OUSD shall not be liable to AGENCY for any costs or expenses paid or incurred by AGENCY in performing services for OUSD. The granting of any payment by OUSD, or the receipt thereof by AGENCY, shall in no way lessen the liability of AGENCY to correct unsatisfactory work, although the unsatisfactory character of that work may not have been apparent or detected at the time a payment was made. Work, which does not conform to the requirements of this Agreement, may be rejected by OUSD and in that case must be replaced by AGENCY without delay.
- 4.7. **Program Fees.** The intent of the ASEP and 21<sup>st</sup> CCLC programs is to establish local programs that offer academic assistance and enrichment for students in need of such services regardless of their ability to pay. Though it is not against the rules to charge fees for participation in programs, the CA Department of Education discourages it because it could exclude students in need from attending and taking advantage of the after school program. Fees should not create a barrier to participation in the after school program. After school services must be equally accessible to all students targeted for services regardless of their ability to pay. Programs that propose to charge fees may not prohibit any family from participating based on their inability to pay and must offer a sliding scale of fees and scholarships for those who could not otherwise afford to participate. Any income collected from fees must be used to fund program activities specified in the grant application. AGENCY shall do full accounting of fees collected, and documentation shall be kept for 5 years for auditing purposes. If AGENCY decides to charge fees, this decision shall be made collaboratively with the Site Administrator, and AGENCY shall work collaboratively with the Site Administrator and parent leaders to develop an appropriate program fee structure for the school community. AGENCY shall provide the OUSD After School Programs Office with written documentation of the program fee



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

5. **Scope of Work.** AGENCY will serve as lead agency at 149/Community United School, will be responsible for operations and management of the ASEP, 21st CCLC, OFCY, and private grants contracted to AGENCY by OUSD for fiscal year 2015-2016. This shall include the following required activities:

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

5.1.1. **Alignment with Single Plan for Student Achievement ("Site Plan").** AGENCY will ensure the after school program aligns with OUSD and 149/Community United School and objectives to ensure the success of students as articulated in the Site Plan. AGENCY will work in partnership with the school principal to ensure that the program components are aligned with and complement OUSD standards and school site curriculum.

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

5.3. **Enrollment.** AGENCY will enroll K through 5th grade students at 149/Community United School, to serve sufficient number of students and run services for a sufficient number of days to earn the full core grant allocation of funding.

5.4. **Program Requirements**

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

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

5.4.3. **Program Components.** AGENCY agrees to provide programming that supports the guidelines as outlined in the ASEP and 21st CCLC grants for students at 149/Community United School. AGENCY acknowledges and agrees to provide programming consistent with grant guidelines including, but not limited to:

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

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

- 5.4.3.3. AGENCY will be billed at the rates immediately below, for meals by Nutrition Services under the following conditions.
- 5.4.3.3.1. MPW not completed and submitted by the next business day;
- 5.4.3.3.2. Snacks are ordered and not picked up
- 5.4.3.4. In addition to any applicable liability associated with audit findings, AGENCY will be charged the following for each meal that OUSD is unable to claim due to AGENCY's failure to comply with program requirements:
- 5.4.3.4.1. Snack: \$1.00
- 5.4.3.4.2. Supper: \$3.50
- 5.4.3.5. AGENCY will be liable for audit findings and/or assessments (See Section 12 below) that are attributable to AGENCY's failure to comply with the rules and regulations of the Nutrition Services program, including liability if reimbursement is denied Nutrition Services because of AGENCY's failure to comply with program requirements.
- 5.4.4. **Staff Ratio.** The staff to youth ratio shall not exceed 1:20, with no more than 20 youth for each qualified, adult staff supervisor.
- 5.5. **Data Collection.** AGENCY will work with OUSD to collect and analyze data on student enrollment, student attendance, student academic performance, student satisfaction, and parent satisfaction. This includes, but is not limited to:
- 5.5.1. **Accountability Reports.** Providing OUSD with the following set of program accountability reports:
- Financial reports
  - Activity reports
  - Outcomes reports: behavioral and academic
- 5.5.2. **Attendance Reports.** Providing OUSD with attendance reports using the OUSD/OFCY attendance systems and maintaining required attendance records utilizing the OUSD/OFCY attendance systems, including completion of mandatory monthly reports. Original written documentation of all daily attendance records, including all daily sign in/out sheets, will be maintained by Agency for 5 years for auditing purposes.
- 5.5.3. **Use of Enrollment Packet.** AGENCY will use OUSD After School Program Parent Permission and Student Information enrollment packet, including early release waiver, for all after school participants. **(Exhibit C)** AGENCY will seek approval from the OUSD After School Programs Office for any modifications to the OUSD enrollment packet, in advance of distribution.
- 5.6. **Maintain Clean, Safe and Secure Environment.** Maintaining clean, safe, and secure program environments for staff and students in conjunction with OUSD guidelines. AGENCY, as they view necessary, will initiate and establish additional cleanliness, safety, and security policies and protocol sufficient to ensure staff, student and family member safety.
- 5.7. **Meeting Participation.** AGENCY will participate in technical assistance, training, orientation, monthly meetings and other support and resource development activities provided by OUSD and collaborative partners in conducting program planning, implementation, and evaluation. These include required regular meetings with the school principal or other identified designee to ensure collaboration with the school vision. AGENCY staff will participate in meetings facilitated by the OUSD After School Programs Office to address program quality, program improvement and general troubleshooting.



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

- Administration, faculty, and staff of 149/Community United School
- OUSD After School Programs Office
- OUSD central administration departments
- Parents/Guardians
- Youth
- Community organizations and public agencies

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

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

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

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

6.1.1. a full description of the trip and scheduled activities

6.1.2. student/adult participant health information

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

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

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

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

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

**6.6. Supervision**

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

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



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

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

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

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

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

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

- Facility
- Program

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

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

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

6.12.3. **Swimming Activities**

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

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

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

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

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

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

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

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

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

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

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

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

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

**7. Financial Records.** AGENCY agrees and understands that OUSD is responsible for fiduciary and programmatic oversight for the expenditure of the ASEP and 21st CCLC grant funds contracted to AGENCY by OUSD for fiscal year 2015-2016. AGENCY will function as a sub recipient of funding and as such will follow all required fiscal guidelines and meet outlined standards as referenced in applicable Federal and State sub recipient guidelines for the federal 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 are required to undergo an annual audit and communicate findings to OUSD, as requested. AGENCY will ensure that all contracted funds of this MOU are expended as per grant guidelines.

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

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

**8. Invoicing**

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

**8.2. Unallowable Expenses.** AGENCY may not purchase computers or capital equipment using ASEP, 21<sup>st</sup> Century Core Grant, 21<sup>st</sup> Century Direct Access, or 21<sup>st</sup> Century Family Literacy funds.

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



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

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

8.5. **Submission of Invoices for ASEP and 21<sup>st</sup> Century Grants.** For services rendered related to the ASEP and 21st CCLC grants, OUSD shall pay AGENCY, on a monthly basis, for appropriately documented expenses related to the ASEP and 21ST CCLC grants, with a cumulative total for 2015-2016 not to exceed \$88,363.00 in accordance with the attached Exhibits to this Memorandum. Invoices for payment of services shall be submitted by the 10<sup>th</sup> of each month to the OUSD After School Programs Office, utilizing the required OUSD invoicing and staff qualifications form (**Exhibit F**). OUSD will strive to adhere to second Accounts Payable check run per the published schedule of monthly payments if invoices are submitted in accordance with the deadlines and requirements set forth in this section and the accompanying Exhibits.

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

## 10. Changes

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

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

## 11. Conduct of Consultant

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

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

**11.7. Bullying.** The District's Board of Education recognizes the harmful effects of bullying on student learning, school attendance and participation in after school programs. In order to have a safe environments that protect students from physical and emotional harm, AGENCY shall establish student safety as a high priority and shall not tolerate bullying of any student. AGENCY shall adopt a policy expressly against harassment, intimidation, and bullying.

**11.8. Restorative Justice (RJ) and Positive Behavioral Interventions and Supports (PBIS).** As a part of the District's commitment to eliminate disproportionality in discipline affecting African American male students, the District has initiated Restorative Justice and PBIS programs at many school sites. AGENCY is encouraged to learn more about these programs at school sites and work with District Staff to implement programs in the after school programs that support positive school climate.

**12. Indemnification.** AGENCY shall indemnify, hold harmless and defend OUSD and each of its officers, officials, employees, volunteers and agents from any loss, liability, audit fines, assessments, penalties, forfeitures, costs and damages (whether in contract, tort or strict liability, including but not limited to personal injury, death at any time and property damage) incurred by OUSD, AGENCY or any other person and from any claims, demands and actions in law or equity (including attorney's fees and litigation expenses), arising or alleged to have arisen directly or indirectly out of performance of this MOU. AGENCY's obligations under the preceding sentence shall apply jointly and severally regardless of whether OUSD or any of its officers, officials, employees, volunteers or agents are actively or passively negligent, but shall not apply to any loss of liability, fines, penalties, forfeitures, costs or damages caused solely by the active negligence or by the willful misconduct of OUSD. If AGENCY should subcontract all or any portion of the work or activities to be performed under this MOU, AGENCY shall require each subcontractor to indemnify, hold harmless and defend OUSD, its officers, officials, employees, volunteers or agents in accordance with the terms of the preceding paragraph.

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

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

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

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

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

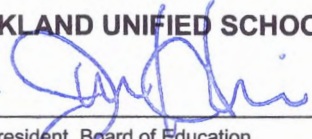


canceled, this MOU shall become void. The acceptance by OUSD of the above-required insurance does not serve to limit the liability or responsibility of the insurer or AGENCY to OUSD. **Exhibit H** ("Certificates of Insurance").


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

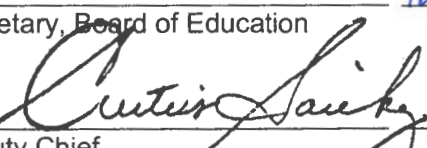
On behalf of our respective institutions or organizations, we hereby execute this Memorandum of Understanding.

**OAKLAND UNIFIED SCHOOL DISTRICT**

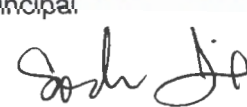
  
\_\_\_\_\_  
☐ President, Board of Education  
\_\_\_\_\_  
☐ Superintendent

12/29/15  
Date


  
\_\_\_\_\_  
Secretary, Board of Education  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Deputy Chief  
Community Schools and Student Services Dept.  
\_\_\_\_\_  
Date


  
\_\_\_\_\_  
Principal  
\_\_\_\_\_  
Date

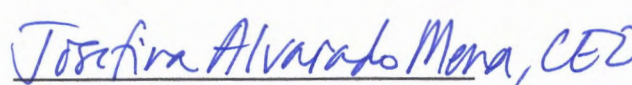
  
\_\_\_\_\_  
Network Superintendent  
\_\_\_\_\_  
Date

MOU template approved by Legal May, 2015

  
\_\_\_\_\_  
Chief Academic Officer  
\_\_\_\_\_  
Date

**AGENCY**

  
\_\_\_\_\_  
Agency Director Signature  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Josefin Alvarado Mena, CEO  
\_\_\_\_\_  
Print Name, Title

**Attachments:**

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

# AFTER SCHOOL BUDGET PLANNING SPREADSHEET

ELEMENTARY & MIDDLE SCHOOLS 01.2015

Site Name:	Community United	ASES	21CCLC Core	21CCLC Equitable Access	21CCLC Family Literacy	21CCLC Supplemental Programming (school year only)	OFCE Match Funds	Program Fees (if applicable)	Other Lead Agency Funds
Site #:	149	Resource 6915, Program 1533	Resource 4214, Program 1533	Resource 4118, Program 1533	Resource 4124, Program 1533	Resource 4124, Program 1533			
Average # of students to be served daily (ADA):	%	OUSD / Lead Agency	OUSD / Lead Agency	OUSD / Lead Agency	OUSD / Lead Agency	OUSD / Lead Agency	Lead Agency	Lead Agency	Lead Agency
<b>TOTAL GRANT AWARD</b>		\$112,500	\$0	\$0	\$0	\$0	\$67,000	\$0	\$0
<b>CENTRAL COSTS: NOREC, ADMIN, EVAL, PD, CUSTODIAL SUPPLIES</b>									
OUSD Indirect (5%)	\$ 5,357		\$0	\$0	\$0	\$0			
OUSD ASPO admin, evaluation, and training/technical assistance costs	\$7,000		\$0	\$0	\$0	\$0			
Custodial Staffing and Supplies at 3.25%	\$9,254		\$0	\$0	\$0	\$0			
<b>TOTAL SITE ALLOCATION</b>	<b>\$96,671</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>CERTIFICATED PERSONNEL</b>									
1120 Quality Support Coach/Academic Liaison REQUIRED	\$2,500		\$0	\$0	\$0	\$0			\$0
1120 Certificated Teacher Extended Contracts-math or ELA academic intervention or Common Core academic enrichment	\$0		\$0	\$0	\$0	\$0			\$0
Certificated Teacher Extended Contracts-ELL supports									\$0
Total certificated	\$2,500		\$0	\$0	\$0	\$0			\$0
<b>CLASSIFIED PERSONNEL</b>									
2205 Site Coordinator (list here, if district employee)	\$0	\$0							\$0
2220 SSO (optional)	\$4,513		\$0	\$0					\$0
	\$0		\$0	\$0					
Total classified	\$4,513	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>BENEFITS</b>									
3000's Employee Benefits for Certificated Teachers on Extended Contract (benefits at 24%)	\$600		\$0	\$0	\$0	\$0			
3000's Employee Benefits for Classified Staff on Extra Time/Overtime (benefits at 20%)	\$903		\$0	\$0	\$0	\$0			
3000's Employee Benefits for Salaried Employees (benefits at 40%)	\$0								
3000's Lead Agency benefits (rate: 25%)	\$8,037	\$8,037					\$9,513		
Total benefits	\$1,503	\$8,037	\$0	\$0	\$0	\$0	\$9,474	\$0	\$0
<b>BOOKS AND SUPPLIES</b>									
4310 Supplies (OUSD only, except for Summer Supplemental)	\$0								\$0
4310 Curriculum (OUSD only)	\$0								\$0
5829 Field Trips	\$0								\$0
4420 Equipment (OUSD only)	\$0								\$0
Building Intentional Communities curriculum (required for 21st Century middle school sites-allocate at same level as 2014-15)			\$0						
Bus tickets for students									
District professional development on district PD days (Bridging the Bay conference, Youth Work Methods trainings)	\$500								
Science Learning Community curriculum and materials (required for 21st Century sites)			\$0						
Total books and supplies	\$0	\$500	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>CONTRACTED SERVICES</b>									
5829 Site Coordinator (list here if CSD staff)	\$0	\$81,886					\$13,112		
Academic Instruction 1-1 (\$25x25hrs/week/9wks, includes prep and instruction=\$17,424)+ (\$22x25hrs for PD=\$550), 17,424+\$550=\$17,974	\$0	\$8,170					\$9,804		
Enrichment Facilitators 1-1 (\$18x25hrs/week/9wks, includes prep and instruction=\$16,200)+ (\$18x25hrs/week=\$450), \$16,200+\$450=\$16,650	\$0	\$5,834					\$10,016		
5825 Subcontractors (please list each specific subcontracting agency)									
5825 Building Intentional Communities Lead Instructor (required for Middle school 21st Century sites)			\$0						



ELEMENTARY & MIDDLE SCHOOLS 01.2015

Site Name:	Community United	ASES		21CCLC Core		21CCLC Equitable Access		21CCLC Family Literacy		21CCLC Supplemental Programming (school year only)		OFCY Match Funds	Program Fees (if applicable)		Other Lead Agency Funds	
Site #:	149	Resource 6010, Program 1553		Resource 4214, Program		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	%	OUSD	Lead Agency	Lead Agency	Lead Agency	Lead Agency
5825	STEM Instructor(s) (required for 21st Century programs)					\$0										
5825	Restorative Justice Lead Facilitator (required for 21st Century sites that have a school-day RJ coordinator)			\$0				\$0								
5825	Family Liaison (recommended for 21st Century sites)															
5825	Stipends to Parents for Parent Safety Patrols (optional)															
5825	Mental Health consultant (optional)		\$0													
5825	AmeriCorps Members (3x\$670stipend/month x10 mos)			\$10,998									\$9,102			
5825	Girls Inc: 1 coordinator (\$40K); 1 Academic Instructor for 2nd/3rd grade, \$14,976 (\$16/hrx26hrs/wkx36wks); 1 Academic Instructor for 4th and 5th grade, \$14,255.28 (\$15.23/hrx26hrs/wkx36wks) 1 STEM and Enrichment Instructor, \$14,255.28 (\$15.23/hr x 26hrs/wkx36wks)			\$20,000									\$5,000			\$58,487
5825	Extended Day Director (.16FTE, 6.2 hrs/wk)												\$3,321			\$8,493
5825																
Total services			\$0	\$76,890		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$51,155	\$0	\$0	\$66,980

IN-KIND DIRECT SERVICES

																\$0	\$0
																\$0	\$0
																\$0	\$0
Total value of in-kind direct services																\$0	\$0

LEAD AGENCY ADMINISTRATIVE COSTS

Lead Agency admin (4% max of total contracted \$)				\$2,938.42		\$0		\$0		\$0		\$0		\$6,371		\$0
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SUBTOTALS

Subtotals DIRECT SERVICE		\$18,198	\$85,427	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$60,829	\$0	\$86,980
Subtotals Admin/Indirect		\$12,939	\$2,938	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$6,371	\$0	\$8

TOTALS

Total budgeted per column		\$24,136	\$88,363	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$67,000	\$0	\$66,980
Total BUDGETED	100	\$112,500	V/01	\$0	V/01	\$0	V/01	\$0	V/01	\$0	V/01	\$0	V/01	\$67,000	\$0	\$66,980
BALANCE remaining to allocate		\$0		\$0		\$0		\$0		\$0		\$0				
TOTAL GRANT AWARD/ALLOCATION TO SITE		\$112,500		\$0		\$0		\$0		\$0		\$0				

ASES MATCH REQUIREMENT:

ASES requires a 3:1 match for every grant award dollar awarded.	
Total Match amount required for this grant:	37,500
Facilities count toward 25% of this match requirement:	9,375
Remaining match amount required:	28,125
Match should be met by combined OFCY funds, other site funds, private dollars, and in-kind resources. This total equals:	0
Total Match amount left to meet:	28,125

Required Signatures for Budget Approval:

Principal: *Calvin R. Seward*

Date: 4/17/15

Lead Agency: *Calvin R. Seward*

Date: 4/17/15



**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**

**ASES and 21<sup>st</sup> CCLC After School Program Plan**  
**Elementary & Middle Schools**  
**2015 – 2016**

**SECTION 1: School Site Information**

School Site: Community United

Lead Agency: Safe Passages

Principal Signature:

*Islandia Carrillo*

Lead Agency Signature:

*Quinta R. Seward*

After School Site Coordinator Name (if known at this time): Zoey Alexander

Date: April 16, 2015

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

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

Major improvement priorities in CUES Sit Plan include a focus on literacy and closing the achievement gap of English Language Learners and other students struggling with literacy development; student and parent engagement; and establishing behavioral norms. The school is using Positive Behavioral Intervention Systems (PBIS) and is currently working with the After School Program to incorporate PBIS in the after school arena.

**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. Children who participate in the CUES Safe Passages Afterschool Program will improve and strengthen their academic skills. The Afterschool Program Coordinator with the support of Academic Instructors will track and monitor the academic progress of enrolled children on a regular basis using benchmark and other assessments to provide personalized learning and balanced literacy to students that attend the afterschool program.
2. The CUES Safe Passages Afterschool Program will provide innovative and engaging enrichment activities that will support the academic, social, and emotional development of enrolled students.
3. The CUES Safe Passages Afterschool Program will develop a strong collaborative partnership with clear and consistent lines of communication between the lead agency team members, parents, and school site staff to ensure the Safe Passages Afterschool Program maintains a consistent high quality program that will support the healthy development of all enrolled youth.
4. The CUES Safe Passages Afterschool Program will engage all participating children in processes that build their self-efficacy. In order to facilitate these students' efficacious feelings of accomplishment and success, youth will showcase their work to others during the year at school events and CUES Safe Passages Afterschool showcase presentations.
5. The CUES Safe Passages Afterschool Program will align summer programming with the school's effort to increase literacy levels by identifying and recruiting students with low literacy levels to enroll in summer school and after school programs, where they will receive additional and focused support in this area. While summer programs in OUSD emphasize STEM, literacy is a key component and an important aspect of student engagement in their learning process. STEM summer school activities are designed to incorporate literacy activities. Currently the After School program staff members participate in several OUSD Professional Learning Communities including Language and Literacy, where instructors are being trained to teach students how to use academic language with a focus on English Learners. In addition, Safe Passages' partner and subcontractor in the CUES after school program work closely with school staff to align after school literacy activities with instructional efforts during the school day.



### 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>	<b>Strategic Activities</b>	<b>Outcomes of Strategic Activities</b>	<b>Data used to assess the strategic activities</b>
<i>As a result of our ASP efforts...</i>	<i>What after school strategic activities will support the desired outcomes?</i>	<i>What short-term outcomes will you expect from your efforts by the end of the school year?</i>	<i>What data will be collected to measure these outcomes?</i>
<b>High School Graduation:</b> How many more Oakland children are graduating from high school?	<p>Academic intervention classes aligned with the regular school day designed to help students meet benchmarks. As early as elementary school, when students are not reading at grade level for example by the 3<sup>rd</sup> grade, they decrease their likelihood of graduating from high school.</p> <p>Creating a college going culture – placing college posters and signs throughout the school to encourage students to engage in their academic journey and to expose them and their families to college requirements and options.</p>	<p>Short term goals include moving students up by a functional grade level.</p> <p>Students and families will be knowledgeable of different colleges and begin to identify themselves as potential college students</p>	<p>NWEA assessments are conducted by AmeriCorps Members assigned to CUES annually.</p> <p># of posters visible throughout the school that highlight different colleges and the requirements to attend college.</p>
<b>Satisfactory School Day Attendance:</b> How many more Oakland children are attending	Quality enrichment that is attractive to students; provision of caring adults in	Students enrolled in afterschool programs will have a higher average	Daily attendance data for the students will support the



school 95% or more?	ASP will create connections to caring adults that increase student engagement in school; clear, regular communication with families regarding student attendance in the afterschool program.	daily attendance rate than students that do not attend afterschool programs.	measurement of this outcome.
<b>Job Skills/Career readiness:</b> How many more students have meaningful internships and/or paying jobs?			
<b>Health and Well-being:</b> How many more Oakland children have access to, and use, the health services they need?	While there is a School-Based Health Center (SBHC) on the adjacent Havenscourt campus, CUE students and families do not have access to these services. Safe Passages will continue to advocate for CUES students and families to have access to this SBHC; thereby increasing health care access for families in need of these services.	Short term goals include working with community partners to expand the existing SBHC's reach to include CUES students and families.	Meeting notes and sign in sheets documenting advocacy efforts.

#### 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.*

In alignment with the spirit of the OUSD Strategic Plan, the Safe Passages Afterschool Program partnership with the school community is a "true, authentic collaboration" that supports the goals of a thriving student community. Among other goals, Safe Passages Afterschool program supports the school's Full Service Community School Quality Indicator 1 goal – to provide quality learning experiences for students by ensuring that students are provided a quality extended day program. The program also furthers the efforts to support broader enrichment goals beyond academic intervention with youth leadership opportunities, sports, creative opportunities for artistic expression, such as art, music, and dance. In addition, the program supports the goal of balanced literacy and targeted intervention by providing targeted intervention to students through the COST process and in the one hour of academic programming each day. Safe Passages uses the SRI and Benchmark data to personalize instruction during intervention sessions.

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

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

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

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

Required # of Program Days your program will operate during School Year 2015-2016 (programs are required to operate between 177 – 180 days of the school year)	180
Projected Daily Attendance during School Year 2015-2016	98
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.	11/20/2015

### Minimum Days

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



fund minimum day programming when the number of minimum days exceeds the typical OUSD schedule of one minimum day per week for the school year.

Projected Number of Minimum Days for School Year 2015-2016

66

Describe funding plan to operate program on minimum days, including additional school resources (if any), to support full program implementation on all minimum days:

Safe Passages has accounted for all minimum days in its After School budget.

### Program Schedule

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

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

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

## SECTION 6: Academics

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

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

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

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

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

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

Description of program/activity	Target Population	Academic Support (choose one)	SPSA goal(s) or school need supported by activity	Instructional Strategies	Frequency (hrs/week; # of weeks)	Measurable Outcomes
<ul style="list-style-type: none"> <li>➤ Homework support will be a structured component of the ASP Monday-Thursdays.</li> <li>➤ Students will receive instruction in science, math, or literacy daily in alignment with regular school day instruction. Additionally, students will develop study skill strategies that will help them successfully complete their homework.</li> <li>➤ Learning will take place using a variety of methods such as direct instruction, learning centers, student-led learning, and small group</li> </ul>	1 <sup>st</sup> - 5 <sup>th</sup> grade	◆ Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervention <input type="checkbox"/> Other	Quality Support Time	•ASP students will have adequate supplies and materials. •Students will work in small groups utilizing their peers for assistance. •ASP Academic Instructors will guide students during homework support. •Small group instruction will facilitate a range of learning styles. •Common Core - based literacy and math curriculum will align ASP efforts with the school day.	M-Th 45mins per day.	• 100% of students enrolled in ASP will receive homework support • 80% of students will display positive study skills of effective time management and creating proper study space.



<p>projects.</p> <ul style="list-style-type: none"> <li>➤ After School instructors will use a curriculum that meets California Common Core standards in math and language arts.</li> <li>➤ Students will participate in a structured academic program that allows for assessment and provides students with steps to attain appropriate targets.</li> </ul>						
<p>STEM:</p> <p>The Oakland Afterschool Science Learning Community focuses on developing and supporting afterschool staff's ability to support the co-inquiry process in their science classes as well as explore key promising practices for afterschool science programming including supporting engagement for all youth, engaging families in science, and career exploration.</p>	1 <sup>st</sup> -5 <sup>th</sup>	<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input checked="" type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervention <input type="checkbox"/> Other	<p>This activity will support student engagement in Science through hands-on STEM project based learning activities.</p>	<p>Each class will focus on key science and engineering practices which inform the Next Generation Science Standards including asking questions and defining problems, planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions and engaging in arguments from evidence—"Science Talk".</p>	<p>Tue-Thu 45min per session</p>	<ul style="list-style-type: none"> <li>•75% of ASP participants will be able to perform individual or partnered science experiments.</li> <li>•75% of ASP students will retain and comprehend taught lessons and information.</li> </ul>
<p>ELL: The Language and Literacy Learning Community is designed for elementary after school programs that are</p>	1 <sup>st</sup> -5 <sup>th</sup>	<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input checked="" type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervention <input type="checkbox"/> Other	<p>This activity will support student and parent engagement.</p> <p>This activity is aligned with</p>	<p>This learning community will provide participants with 30 weeks (1 hour/week) of K-</p>	<p>1-2 days per week  30-60 min sessions</p>	<p>100% of ASP participants will participate in structured opportunities to practice</p>

supporting their youths' capacity to use academic language and engage in conversations in both school day and after school classrooms. It is designed to support the Common Core listening and Speaking standards for all students. The activities are light on materials and heavy on engagement, building in such a way as to demystify academic talk for both student and line staff. The transition to Common Core instruction has brought with it a focus on youth being able to talk about their thinking with others and to speak from evidence.			school day ELD academic focus.	5th grade Language and Literacy curriculum with a focus on getting youth talking. Participating programs will also receive training on facilitation strategies in addition to onsite coaching.	1 hour of reading per week.	speaking, listening sharing ideas and having conversations about ideas.  75% of ASP participants will build confidence using academic language  100% of Students reading sessions will be entered into reading logs, documenting reading time.
		<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervention <input type="checkbox"/> Other				
		<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervention <input type="checkbox"/> Other				

## SECTION 7: ENRICHMENT & PHYSICAL ACTIVITY / RECREATION

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 apply their classroom learning in a real, hands-on way. Enrichment activities should intentionally and creatively build skills that support students' success in school and in life. Enrichment activities often support school goals for health and wellness, positive school climate, arts learning, and student engagement.



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

Description of Program/Activity	Rationale	SPSA goal(s) or school need supported by activity	Target Population and Frequency (hrs/week; number of weeks offered)	Targeted Skills	Measurable Outcome
SPARK curricula are designed to be practical and effective tools for all physical education/activity with over 400 pages of cooperative, cultural and aerobic games, dances from around the world, and enjoyable skill and sport activities written in scope and sequence. There are also instructional units on jump rope, parachute play, jogging games, fitness circuits, and beanbag activities. Activities are more inclusive, active, and enjoyable because they've been highly modified by experts, and tested for effectiveness in hundreds of after school programs nationwide.	<ul style="list-style-type: none"> <li>◆ Student Identified</li> <li><input type="checkbox"/> School Identified</li> <li><input type="checkbox"/> Parent Identified</li> <li>◆ Other (specify)</li> </ul>	<p>ASP Physical Activity/Fitness activities will align with the schools' Wellness goals.</p> <p>Will support school efforts to prepare 4<sup>th</sup> and 5<sup>th</sup> grade students for physical fitness exam.</p>	1 <sup>st</sup> -5 <sup>th</sup>	<ul style="list-style-type: none"> <li><input type="checkbox"/> College/Career Readiness</li> <li>◆ Social &amp; Emotional Learning</li> <li>◆ Leadership</li> <li><input type="checkbox"/> Academic (specify)</li> <li>◆ Health and Wellness</li> <li><input type="checkbox"/> Other (specify)</li> </ul>	<ul style="list-style-type: none"> <li>➤ 100% of ASP students will have the opportunity to participate in physical activity during the course of the week.</li> <li>➤ 75% of students will express confidence and enjoyment while participating in physical</li> <li>➤ 75% of students will show progress in mastering grade level physical fitness standards.</li> </ul>
STEM: The Oakland Afterschool Science Learning Community focuses on developing and supporting afterschool staff's ability to	<ul style="list-style-type: none"> <li>◆ Student Identified</li> <li>◆ School Identified</li> <li><input type="checkbox"/> Parent Identified</li> <li><input type="checkbox"/> Other (specify)</li> </ul>	This activity will support student engagement in Science through hands-on STEM	1 <sup>st</sup> -5 <sup>th</sup>	<ul style="list-style-type: none"> <li>◆ College/Career Readiness</li> <li><input type="checkbox"/> Social &amp; Emotional Learning</li> <li><input type="checkbox"/> Leadership</li> <li>◆ Academic (specify)</li> <li><input type="checkbox"/> Health and Wellness</li> <li><input type="checkbox"/> Other (specify)</li> </ul>	•75% of ASP participants will be able to perform individual or partnered science



support the co-inquiry process in their science classes as well as explore key promising practices for afterschool science programming including supporting engagement for all youth, engaging families in science, and career exploration.		project based learning activities.			experiments. •75% of ASP students will retain and comprehend taught lessons and information
ELL: The Language and Literacy Learning Community is designed for elementary after school programs that are supporting their youths' capacity to use academic language and engage in conversations in both school day and after school classrooms. It is designed to support the Common Core listening and Speaking standards for all students. The activities are light on materials and heavy on engagement, building in such a way as to demystify academic talk for both student and line staff. The transition to Common Core instruction has brought with it a focus on youth being able to talk about their thinking with others and to speak from evidence.	<input type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input checked="" type="checkbox"/> Parent Identified <input checked="" type="checkbox"/> Coordinator	<p>This activity will support student and parent engagement.</p> <p>This activity is aligned with school day ELD academic focus</p>	1 <sup>st</sup> -5 <sup>th</sup>	<input checked="" type="checkbox"/> College/Career Readiness <input checked="" type="checkbox"/> Social & Emotional Learning <input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input type="checkbox"/> Health and Wellness <input type="checkbox"/> Other (specify)	<p>100% of ASP participants will participate in structured opportunities to practice speaking, listening sharing ideas and having conversations about ideas.</p> <p>75% of ASP participants will build confidence using academic language</p>
Gardening and nutrition	x Student Identified <input type="checkbox"/> School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	Inform students and families on healthy eating with continued	Students will participate in a year-long program Urban Agriculture, while working in the school garden.	<input type="checkbox"/> College/Career Readiness X Social & Emotional Learning <input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) X Health and Wellness <input type="checkbox"/> Other (specify)	100% of students will learn to grow and cultivate native plants and

		implementation of OUSD's Wellness Policy	The gardening program will be accompanied by a year-long nutrition class where students incorporate a harvest of the month and participate in weekly cooking and food production		vegetables.  100% of ASP students will have hands on experience in school garden
Cooking	X Student Identified <input type="checkbox"/> School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	Promote the school's goal of student and family awareness of healthy foods and meals	The ASP will continue to participate in the After School Nutrition and Cooking PLC. These activities will focus on student leadership, curriculum and instruction	<input type="checkbox"/> College/Career Readiness <input type="checkbox"/> Social & Emotional Learning X Leadership <input type="checkbox"/> Academic (specify) X Health and Wellness <input type="checkbox"/> Other (specify)	100% of students that participate will learn to prepare and cook healthy foods while following pre-selected recipes.  100% of students that participate will learn cooking vocabulary, measurement skills and proper food preparation and safety skills.

### 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
Lights On: Family Game Night	Support the school goal of increased parent participation	Families will be invited to come and play an array of board and card games with their student and other ASP families. Family school engagement encourages the families connection to the school, which can lead to greater involvement and cohesiveness between the school and families	100% of the students' families enrolled in afterschool will have the opportunity to participate in the Family Game Night event.	The ASP event will align with the school effort to maintain a culture that fosters family participation.
Communicate regularly with families to ensure student success	Build effective partnerships with families	Program staff communicates regularly with families regarding student progress thereby partnering with families to ensure student success.	100% of students' families enrolled in afterschool will communicate with an afterschool staff person 3-10 times a year.	Afterschool communication with families supports the schools efforts to raise attendance and to partner with families in their child's education.
Family Literacy Night	Creating a welcoming, caring student community where differences are celebrated	Students invite their families to attend this event to promote the active participation of families in their child's education.	100% students enrolled in afterschool program will have an opportunity to plan and participate in the Family Literacy Night.	The ASP event will align with the school effort to maintain a culture that supports student progress and structures for acknowledgement and to build student



				and family ownership of learning.
Showcase	Support the school goal of family involvement in the education of their student, and creating a welcoming student community where differences are celebrated.	Students showcase their work to families and community members. This fosters greater engagement of students and families in the school environment.	90% of students will bring one or more family members to the event. Additionally, 100% of ASP students will have the opportunity to create pieces and to invite family members to attend the event to showcase their ASP work.	Showcase of student work in afterschool will align with the school effort to maintain a culture that supports student progress and structures for acknowledgement and that build student and family ownership of learning.

### 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.	By analyzing previous school-day attendance data at the start of the school year, the ASP coordinator, in collaboration with the site leadership team and COST, will identify students' at

	risk of chronic absenteeism whose families they will invite to enroll their students in afterschool at the school wide registration session.
b) Inform parents about the importance of attendance and encourage parents to help each other get their students to class.	The importance of program attendance will be discussed with families in all correspondence. The ASP Coordinator or other program staff will work with school administration to cross-check school day attendance with ASP attendance and contact ASP students' families to support students and their families at risk of chronic absenteeism.
c) Track students with poor program attendance and reach out to find out why and how attendance could be improved.	The ASP Coordinator, in collaboration with site leadership, will utilize the Coordination of Services Team meeting to intervene for increased attendance.
d) Celebrate good attendance and/or offer meaningful incentives to attract and reward students for attending our program.	The Afterschool Program will highlight students with perfect attendance with certificates at the end of each quarter.

#### **SECTION 10: Transforming School Culture and Climate**

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

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

- ☒ PBIS (Positive Behavioral Interventions and Support)  
☐ Restorative Justice  
☒ Social and Emotional Learning  
☒ Bullying Prevention  
☒ Other: (please specify): Caring School Communities
-



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.)

Afterschool Coordinators will continuously communicate with both extended day and regular day instructors. Coordinators will help facilitate communication between morning and afternoon instructors to ensure the program is integrated and services are coordinated for students and families.

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

The Safe Passages Afterschool Program supports these OUSD efforts to ensure equity in behavioral practices, maximize every students' school engagement, social-emotional well-being, and academic success by: (1) using culturally competent instructional strategies, (2) incorporating critical pedagogy and youth participatory action research (YPAR) as curricular foundations for resiliency, transformation, and student engagement, (3) training staff and students in cultural asset instruction, cultural asset mapping, and related counter-narrative resiliency strategies, and by (4) building upon a strong youth development framework with sufficient alternatives to exclusionary discipline practices. In order to ensure uniformity in training, these strategies will be implemented across all of Safe Passages After School programs and tailored to meet the needs of CUES after school program, specifically. For example the CUES After School Coordinator will work with the CUES principal and collaborative partners to ensure continuous improvement and feedback and to inform both the after school and regular school practices. Further at CUES, the ASP will implement community circles and restorative practices that provide alternatives to punitive discipline and that promote conflict resolution.

## **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?	<ul style="list-style-type: none"> <li>◆ COST team (Coordination of Services Team)</li> <li>◆ SST (Student Study Team)</li> <li>◆ SSC (School Site Council)</li> <li>□ ELT (Educational Leadership Team)</li> <li>□ PTA</li> <li>◆ Attendance Team/Workgroup</li> <li>◆ SPSA Site Planning team</li> <li>□ School Culture/Climate Committee</li> <li>□ Other (specify)</li> </ul>
List key community partners whom you will actively collaborate with to accomplish the goals of your program.	<p>Safe Passages has a long history of aligning extended day with school and OUSD goal and site administration. Safe Passages has engaged and will continue to engage site administration on the programmatic layout of after school to ensure that the transition from morning to afternoon is seamless. After school coordinators will monitor and facilitate this programmatic transition on a daily basis. Afterschool Coordinators will continuously communicate with both extended day and regular day instructors. Coordinators will help facilitate communication between morning and afternoon instructors to ensure the program is integrated and services are coordinated for students and families. Finally, Coordinators will create an afterschool bulletin board centrally located at the school with program information and updates. All instructors can check the bulletin board for daily updates.</p>
List all subcontractors who will be paid to deliver after school services.	<p>The ASP at CUES has a long standing partnership with the organization Girls, Inc. and will continue in 2015-2016.</p>

<p>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.</p>	<p>Students, parents, school staff, Principal, OUSD AS Program Office, and other CBO and public partners implementing afterschool programming, COST team, school nurse, psychologist, bilingual community relations assistant I, and community relations assistant II.</p>

**2015-16 After School Enrollment Policy for CUES 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 identified by school administration and teachers as needing additional academic and/or social emotional support	SST data, CST, and other benchmark assessments.	
Students with families that seek additional support for their students during after school hours.	The ASP Coordinator will work with the school administrators to advertise ASP open enrollment to students and their families. Applications will be made available to all students. A deadline will be set for application submission. All applications turned in at the deadline will be compiled. School administration will review the list of applicants and identify students that have priority for enrollment. All other students will be enrolled on a first come basis. A waitlist will be generated of any applicants who do not receive a program slot.	
English Language Learner students	School-site Principal and/or assigned staff will be identify ELL students for ASP	
Spring ASP recruitment will target	School attendance data will be	



students with attendance that falls between 90%-95%	reviewed to identify students that fall below OUSD's 95% attendance rate.	
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**Which grade levels will you serve in this program?** 1<sup>st</sup> to 5<sup>th</sup> grade

*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 a kindergarten family that desires program services, even if your program prioritizes students in grades 1-5.)*

**Additional Notes:**

- Successful after school programs are heterogeneous and include several target populations.
- Sites cannot simply utilize a first come-first serve process for enrolling students; sites should establish priorities for participation.
- Programs are intended to help close the achievement gap by serving a variety of students with academic and other needs.
- In alignment with OUSD's strategic goal to reduce chronic absenteeism, programs should consider targeting students at risk of chronic absenteeism, as determined by individual attendance rates between 90 – 95% during the current school year. (Programs should collaborate with school site leadership to obtain student attendance data.)
- Program must enroll adequate numbers of students to meet CDE attendance targets.

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

Timeline	After School Enrollment Steps/Process	Individual(s) responsible
Last week of May	Print Applications	Cues ASP Coordinator
May and June	Advertise ASP enrollment	CUES ASP Coordinator and SP Extended Day Lead
First Week of June	Applications are given to parents	CUES ASP Coordinator and staff
Prior to the first day of school	ASP Parent Orientation/ASP Guidelines, Booklet distribution	CUES ASP Coordinator and SP Extended Day Lead
First week of School	75% of ASP capacity	CUES ASP Coordinator and SP Extended Day Lead
First week of School	Additional applications are given to parents	CUES ASP Coordinator and staff

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

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

**School Support for Program Recruitment**

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

1. Administrators will help identify students in need of academic assistance (including addressing literacy skills) for summer school and after school program participation by end of April.
2. In addition teachers will be given applications and/or will provide referrals at the beginning of the year identifying target students.
3. Fliers and poster will be placed throughout the school alerting parents about enrollment and registration dates in both English and Spanish.

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

*Yolanda Carrillo*

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

*Quinta R. Seward*



### 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
yc	Q.S.	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.
yc	Q.S.	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.
yc	Q.S.	Site Administrator will meet regularly with Site Coordinator to ensure program is meeting identified goals.
yc	Q.S.	Site will share student outcome data to better refine program (Attendance data, test scores, Report Cards, IEP's, etc).
yc	Q.S.	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.
yc	Q.S.	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.
yc	Q.S.	Site will invite Site Coordinator to participate on SSC, COST, SST, and/or SPSA planning teams to ensure coordination of services.
yc	Q.S.	Site will coordinate the use of facilities and site level resources in support of program goals.
yc	Q.S.	Site will provide Site Coordinator with office space that includes access to internet and phone.
yc	Q.S.	Site Administrator will share the School Site Safety Plan with the Site Coordinator and discuss appropriate policies and procedures to ensure safety during the after school hours.

Principal Signature: Heather Parrillo

Lead Agency Signature: Quintin R. Seward

ASES and 21st CCLC After School Programs  
2015-2015



### Quality Support Coach (formerly called “Academic Liaison”)

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

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

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

#### Quality Support Coaching Planning

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

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

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

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



school. Please mark:

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

X Yes   ☐ No

### Teachers on Extended Contract for Direct Service

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

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

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

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

Principal Signature:

*Jolanda Caville*

Lead Agency Signature:

*Quinta R. Seward*

### 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.

Safe Passages conducts at least 3 professional development trainings per year. The training at the beginning of the year is devoted to going over program logistics, expectations and safety procedures, including lockdown procedures and communication protocols for crisis response.

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

☒ Yes   ☐ No

#### Facility Keys

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

☒ Yes   ☐ No

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

#### SSO Staffing: (check one)

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

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



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

Principal Signature: Yolanda Carroll

Lead Agency Signature: Deirdre R. Seward  
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?

Safe Passages Afterschool provides quarterly professional development for site coordinators and instructors and weekly coaching by the Supervisors of the Site Coordinator and staff members.

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

Afterschool coordinators and instructors will be invited to participate in Professional Development activity provided by the school site as appropriate. During the 2014-2015 school year, Safe Passages senior staff worked with ASP coordinators across after school programs to develop site based training for their instructors. Feedback from these sessions were positive thus Safe Passages will build on this success in the 2015-2016 school year.

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:

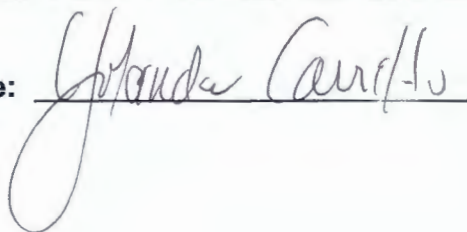
I understand that professional development helps ensure program quality. My program is committed to providing/accessing professional development opportunities for after school staff, based on needs identified by program data. My program will adequately budget for staff time to participate in professional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

### Staff Wellness

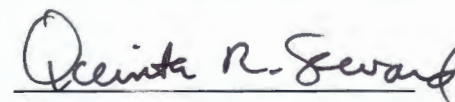
e) Please describe ways your program will work to support staff wellness over the course of the year:

To ensure that ASP staff will be at their personal best to provide high quality instruction and enrichment during the course of the year, staff wellness is a priority goal for the CUES After School/Extended Day Lead for 2015-2016. The Extended Day Lead will take steps to ensure that ASP staff members clearly understand his/her responsibilities and the supports available to assist them in carrying out their duties. Additionally, ASP staff will meet monthly with their ASP Coordinator to discuss program strategies that are demonstrating a positive impact and to develop a plan to maintain outcomes, and to share program concerns in order to develop an immediate plan of action if necessary to address concerns. These meetings will have a follow up to ensure implementation of agreed upon actions to address concerns. ASP staff will also be encouraged to participate in the OFCY Wellness Challenge and to assist in creating Wellness focused activities that are tailored to ASP staff needs.

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.

#### **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:

Dates of Service:

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

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

**CERTIFICATES OF INSURANCE AND ADDITIONAL INSURED ENDORSEMENT**

**INSERT HERE**





# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)  
5/12/2015

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

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

**PRODUCER**  
Arthur J. Gallagher & Co.  
Insurance Brokers of CA, Inc. LIC # 0726293  
505 N Brand Blvd, Suite 600  
Glendale CA 91203

**CONTACT NAME:** Danielle Diaz  
**PHONE (A/C, No, Ext):** 818-539-2300 **FAX (A/C, No):** 818-539-2301  
**E-MAIL ADDRESS:** Danielle\_Diaz@ajg.com

**INSURED**  
Safe Passages  
250 Frank Ogawa Plaza #6306  
Oakland, CA 94612

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A: Nonprofits' Insurance Alliance of C	
INSURER B:	
INSURER C:	
INSURER D:	
INSURER E:	
INSURER F:	

**COVERAGES****CERTIFICATE NUMBER:** 458233856**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  GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER:	Y	201521017NPO	5/9/2015	6/30/2016	EACH OCCURRENCE \$1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$500,000 MED EXP (Any one person) \$20,000 PERSONAL & ADV INJURY \$1,000,000 GENERAL AGGREGATE \$3,000,000 PRODUCTS - COMP/OP AGG \$3,000,000 \$
A	<input type="checkbox"/> <b>AUTOMOBILE LIABILITY</b> <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS		201521017NPO	5/9/2015	6/30/2016	COMBINED SINGLE LIMIT (Ea accident) \$1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
A	<input checked="" type="checkbox"/> <b>UMBRELLA LIAB</b> <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DED <input checked="" type="checkbox"/> RETENTION \$10,000		201521017UMBPO	5/9/2015	6/30/2016	EACH OCCURRENCE \$1,000,000 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				PER STATUTE <input type="checkbox"/> OTH-ER <input type="checkbox"/> E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$

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

Oakland Unified School District, its officers and employees are named as additional insured for all liability arising out of the operations by or on behalf of the named insured in the performance of this Agreement.

**CERTIFICATE HOLDER**

Oakland Unified School District  
900 High Street  
Oakland CA 94601 USA

**CANCELLATION**

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

AUTHORIZED REPRESENTATIVE

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# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)  
6/16/2015

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> CCIS Bonding and Insurance Services CCIS INSURANCE GROUP INC 2520 W Shaw Lane, Suite 104 Fresno CA 93711	<b>CONTACT</b> NAME: Susan Ariza PHONE (A/C, No, Ext): (559) 320-2247 E-MAIL: agentariza@gmail.com ADDRESS: INSURER(S) AFFORDING COVERAGE INSURER A: State Compensation Ins. Fund INSURER B: INSURER C: INSURER D: INSURER E: INSURER F:	<b>FAX</b> (A/C, No): (559) 320-0299 NAIC # 35076
<b>INSURED</b> Safe Passages 250 Frank H. Ogawa Plaza Suite 6306 Oakland CA 94612		

## COVERAGES

CERTIFICATE NUMBER: CL1551207766

REVISION NUMBER:

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

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
	<b>COMMERCIAL GENERAL LIABILITY</b> <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER						EACH OCCURRENCE \$ DAMAGE TO RENTED PREMISES (Ea occurrence) \$ MED EXP (Any one person) \$ PERSONAL & ADV INJURY \$ GENERAL AGGREGATE \$ PRODUCTS - COMP/OP AGG \$ \$
	<b>AUTOMOBILE LIABILITY</b> <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	<b>UMBRELLA LIAB</b> <input type="checkbox"/> OCCUR <b>EXCESS LIAB</b> <input type="checkbox"/> CLAIMS-MADE <b>DED</b> <input type="checkbox"/> <b>RETENTION \$</b>						EACH OCCURRENCE \$ AGGREGATE \$ \$
A	<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 type="checkbox"/>	N/A	9118156-15	6/1/2015	6/1/2016	PER STATUTE <input type="checkbox"/> OTH-ER <input type="checkbox"/> E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000

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

Certificate Holder is Named as Additional Insured

## CERTIFICATE HOLDER

## CANCELLATION

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

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

AUTHORIZED REPRESENTATIVE

Mark Rivard/DFERR



**THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.**

## **ADDITIONAL INSURED – DESIGNATED PERSON OR ORGANIZATION**

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

### **SCHEDULE**

<b>Name Of Additional Insured Person(s) Or Organization(s)</b>
<p>Any person or organization that you are required to add as an additional insured on this policy, under a written contract or agreement currently in effect, or becoming effective during the term of this policy, and for which a certificate of insurance naming such person or organization as additional insured has been issued, but only with respect to their liability arising out of their requirements for certain performance placed upon you, as a nonprofit organization, in consideration for funding or financial contributions you receive from them. The additional insured status will not be afforded with respect to liability arising out of or related to your activities as a real estate manager for that person or organization.</p> <p>Oakland Unified School District, its officers and employees</p>
Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

**Section II – Who Is An Insured** is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" caused, in whole or in part, by your acts or omissions or the acts or omissions of those acting on your behalf:

- A.** In the performance of your ongoing operations; or
- B.** In connection with your premises owned by or rented to you.

Exhibit I

**STATEMENT OF QUALIFICATIONS**

**INSERT HERE**





Founded in 1995, Safe Passages was created as part of the five-city, ten-year Urban Health Initiative (UHI) funded by the Robert Wood Johnson Foundation. Beginning as an independently administered unincorporated project of the East Bay Community Foundation and formally incorporated as a California Public Corporation in 2006, Safe Passages has successfully administered \$41.9 million in grants from the City of Oakland, U.S. Department of Justice, U.S. Department of Health & Human Services, U.S. Corporation for National Service, Alameda County, OUSD, San Lorenzo Unified School District, San Francisco State University, University of California-Berkeley, University of California-San Francisco, Robert Wood Johnson Foundation, California Endowment, United Way, Evelyn & Walter Haas Jr. Fund, Walter S. Johnson Foundation, San Francisco Foundation, Jonas Family Fund, TRIO Foundation, Cisco Foundation, and Atlantic Philanthropies.

Over the last sixteen years, Safe Passages has helped government work together with community-based agencies, holding each other accountable, to redirect government and private resources to implement strategies proven to reduce youth violence and help level the playing field for the most vulnerable and marginalized students, families and communities in Alameda county. These strategies, along a continuum of services from birth through college and career include: Early Childhood, School-Linked Services, Juvenile Justice and College to Career.

A significant portion of the Safe Passages continuum of support is dedicated to the development and implementation of high quality extended learning programs that support youth development, health and academic achievement of all students with a strong emphasis on disadvantaged students of color. For the past several years, this work has been part of Safe Passages effort to implement school-based Afterschool programming for elementary and middle school under its School-Linked Services strategies.

Safe Passages currently serves as the lead After School Agency in Oakland for four middle schools, one elementary school and one high school, funded by Oakland Children and Youth and ASES, and in several schools under 21<sup>st</sup> CCLC funding administered by Oakland Unified School District.



**Board of Directors**

**Lewis Cohen, Chair**  
Former Deputy  
Mayor, Oakland

**Sherry Young,**  
**(Board Treasurer)**  
Vice President  
Private Banker  
Wells Fargo Bank

**Anne Campbell**  
**Washington**  
Council Member,  
Oakland City  
Council; Assistant  
City Manager, City of  
Emeryville

**Colin Lacon**  
Former President  
and CEO  
Northern California  
Grantmakers

**Dr. Tomás Magaña**  
Principal  
Investigator Public  
Health Institute

**Josefina Alvarado**  
**Mena, CEO**

**Jerry Ostrander,**  
**AAMS**  
**Financial Advisor**  
Edward Jones  
Investments

**Lendri S. Purcell,**  
**MA, BCET**  
Senior Program  
Director  
Barbara & Donald  
Jonas Family Fund

**Jean Quan**  
Former Mayor,  
Oakland

June 16, 2015

To Whom it May Concern:

This letter serves to certify that all Safe Passages employees, volunteers, and agents working in OUSD after school programs will have fingerprint clearance through the California Department of Justice and the FBI, and will also have TB clearance before they begin work on OUSD school sites.

Respectfully,

Josefina Alvarado Mena  
CEO  
Safe Passages



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

**Search Term : Safe\* Passages\***  
**Record Status: Active**

<b>ENTITY</b>	SAFE PASSAGES	Status:Active
DUNS: 091927272	+4:	CAGE Code: 4Q7C4 DoDAAC:
Expiration Date: Jan 16, 2016	Has Active Exclusion?: No	Delinquent Federal Debt?: No
Address: 250 FRANK OGAWA PLZ #6306		
City: OAKLAND	State/Province: CALIFORNIA	
ZIP Code: 94612-2035	Country: UNITED STATES	



## MEMORANDUM OF UNDERSTANDING ROUTING FORM 2015-2016

### Basic Directions

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

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

### Agency Information

Agency Name	Safe Passages	Agency's Contact Person	Josefina Alvarado-Mena
Street Address	250 Frank Ogawa Plaza, Suite 6306		Title
City	Oakland		Telephone
State	CA	Zip Code	94612
Email	jalvarado@oaklandnet.com		
OUSD Vendor Number	1005510		
Attachments	<input checked="" type="checkbox"/> Proof of general liability and workers' compensation insurance <input checked="" type="checkbox"/> Statement of qualifications <input checked="" type="checkbox"/> Program Planning Tool and Budget <input checked="" type="checkbox"/> Printout showing this vendor does not appear on the Excluded Parties List. ( <a href="http://www.sam.gov/portal/public/Sam/">www.sam.gov/portal/public/Sam/</a> )		

### Compensation and Terms – Must be within OUSD Billing Guidelines

Anticipated Start Date	07/01/2015	Date work will end	08/19/2016	Total Contract Amount	88,363.00
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### Budget Information

Resource #	Resource Name	Org Key #	Object Code	Amount	Req. #
6010	ASES	1491553401	5825	\$ 88,363.00	R0161845
			5825	\$	
			5825	\$	
			5825	\$	

### OUSD Contract Originator Information

Name of OUSD Contact	Leticia Castaneda	Email	Leticia.Castaneda@ousd.k12.ca.us
Telephone	(510) 639-2850	Fax	(510) 639-2853
Site/Dept. Name	149/Community United School	Enrollment Grades	K through 5th

### Approval and Routing (in order of approval steps)

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

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

Please sign under the appropriate column.	Approved	Denied – Reason	Date
1. Site Administrator	<i>L. Castaneda</i>		9-29-15
2. Oakland After School Programs Office	<i>Juan Ma</i>		9-28-15
3. Network Officer or Deputy Chief	<i>Bob Jo</i>		9/29/15
4. Cabinet (CAO, CCO, CFO, CSO, Asst Sup)	<i>Dean</i> <i>Della</i>		
5. Board of Education or Superintendent			
Procurement	Date Received		