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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 - Alternatives In Action (contractor) - 335/Life Academy (site)

Action Requested Approval of the Memorandum of Understanding (MOU) between District and Alternatives In Action, for services to be provided primarily to 335/Life Academy (site).

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

The general purpose of the 21st Century Community Learning Center (21st CCLC) program is to establish or expand community learning centers that provide students with academic enrichment opportunities along with activities designed to complement the students' regular academic program. California Education Code (EC) Section 8421 further defines the purpose of the 21st CCLC High School ASSETs program as (1) creating incentives for establishing locally driven after school enrichment programs that partner schools and communities to provide academic support and safe, constructive alternatives for high school pupils in the hours after the regular school day, and (2) assisting pupils in passing the high school exit examination for public school programs.

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 Arts, Recreation, Leadership and Family Literary activities, as described in the Program Plan, incorporated herein by reference as though fully set forth, for Life Academy's comprehensive After School Program for the period of July 1, 2015 through August 19, 2016, in the amount of \$178,594.00.

Recommendation Approval by the Board of Education of the Memorandum of Understanding (MOU) between the District and Alternatives In Action for the latter to provide Arts, Recreation, Leadership and Family Literary activities for the After School Program at Life Academy for the period July 1, 2015 through August 19, 2016.

Fiscal Impact Funding Resource: 4124/21st Century High School After School Safety and Enrichment for Teens (ASSETs) Grant: \$139,842.00 for Core funding, \$21,529.00 for Equitable Access, and \$17,223.00 for Family Literacy funding, for a total amount not to exceed \$178,594.00.

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
Alternatives in Action

1. **Intent.** This Memorandum of Understanding ("MOU") establishes the Oakland Unified School District's ("OUSD") intent to contract with Alternatives in Action ("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 335/Life Academy High School under the following grants:
 - California Department of Education ("CDE") 21st Century High School ASSETS Program ("ASSETS Core Grant")
 - California Department of Education ("CDE") 21st Century Direct Access Grant ("Direct Access")
 - California Department of Education ("CDE") 21st Century Family Literacy Grant ("Family Literacy")
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 21st Century ASSETS Core Grant, Family Literacy, and Direct Access grant award amount for Alternatives in Action is \$ 178,594.00. 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 ASSETS Core Grant shall be based on actual student attendance rates (\$10.00 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 \$10.00 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 ASSETS Core Grant 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 ASSETS 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 21st Century ASSETS Core Grant, Family Literacy grant, and Direct Access grant for central indirect, administrative, custodial, evaluation, and direct service training and technical assistance costs.
- 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 21st Century ASSETS Core Grant, Family Literacy grant, and Direct Access grant within the grant-mandated allowable 15% for total indirect/administrative costs. The agency administrative fees charged to the 21st Century ASSETS Core Grant, Family Literacy grant, and Direct Access grant 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 21st Century ASSETS program. 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 21st Century ASSETS program.
- 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 \$ 178,594.00 in accordance with **Exhibit B** ("21st CCLC After School Program Plan" and "After School Budget Planning Spreadsheet").
- 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 21st Century ASSETS program 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 Life Academy High School, will be responsible for operations and management of the 21st Century ASSETS Core Grant, Family Literacy grant, and Direct Access grant 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 Life Academy High 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 21st Century ASSETS Core, Family Literacy, and Direct Access 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 9th through 12th grade students at Life Academy High 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.** Consistent with the 21st Century ASSETS program requirements, AGENCY agrees to operate a minimum of 15 hours per week. This may include after school only OR after school and any combination of before school, weekends, summer intersession and vacation.

5.4.2. **Program Days.** AGENCY shall offer a program for a minimum of 177-180 days during the 2015 – 2016 school year.

5.4.2.1. **Attendance Targets.** AGENCY will operate the program for a sufficient number of days during the 2015 – 2016 school year to ensure that student attendance targets are met. This can include Summer Session.

5.4.2.2. **Program Closure.** AGENCY will close the ASSETS program no more than a maximum of 3 days in the 2015-16 school year for staff professional development, as permitted by Education Code.

5.4.3. **Program Components**

5.4.3.1. AGENCY shall provide programming that supports the guidelines as outlined in the ASSETS Core Grant for students at Life Academy High School. AGENCY understands that the ASSETS program has three required elements that must be offered in every funded program: academic assistance, enrichment, and family literacy services. AGENCY understands that the academic and enrichment elements must provide additional support for pupils and be coordinated with the regular academic program requirements, standards-aligned curriculum and instructional materials, and assessments of pupil progress. AGENCY agrees to provide programming consistent with grant guidelines, including, but not limited to:

- 5.4.3.1.1. Academic Assistance. ASSETs programs will include tutoring, homework assistance, Credit Recovery, and CAHSEE Prep in their academic assistance element. The assistance will be aligned with the regular academic programs of the students and will assist them in meeting state and local academic achievement standards in core academic subjects, such as reading, mathematics, and science.
- 5.4.3.1.2. Enrichment. Each ASSETs program will provide an enrichment element that offers participating students a broad array of additional services, programs, and activities designed to reinforce and complement the regular academic program. Services will be actively coordinated with the students' regular high school day program. It is strongly encouraged that programs include an Internship Program to develop Career Skills. In particular, the enrichment element activities must be developed in alignment with appropriate California content standards and standards-aligned instructional materials, related California curriculum frameworks, and other research-based practices.
- 5.4.3.1.3. Family Literacy Services. AGENCY shall assess the need for family literacy services among adult family members of the high school 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.
- 5.4.3.2. Equitable Access Programming. AGENCY shall include a component for students at Life Academy High School to support full access to program components.
- 5.4.3.3. Family Literacy Programming. AGENCY shall offer a component for guardians, parents, and caretakers of students at Life Academy High School which includes parent workshop and training on a variety of topics including supporting youth academically, college and career readiness, and adult literacy development.
- 5.4.3.4. 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:
- 5.4.3.4.1. Provide meals and beverages that meet State and Federal standards;
- 5.4.3.4.2. 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;
- 5.4.3.4.3. Provide all supplies including utensils, napkins, forks, required;
- 5.4.3.4.4. Support compliance by AGENCY with required State and Federal administrative requirements;
- 5.4.3.4.5. Provide annual training to AGENCY.
- 5.4.3.5. Each AGENCY participating in the Nutrition Services snack/meal/beverage program shall:
- 5.4.3.5.1. 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;
- 5.4.3.5.2. Complete After School Snack and Supper Menu Production Worksheets (MPW) on a daily basis;

- 5.4.3.5.3. Ensure meal count is accurate;
- 5.4.3.5.4. Submit completed MPW to cafeteria staff by the next business day;
- 5.4.3.5.5. Return leftovers to cafeteria;
- 5.4.3.5.6. Ensure that only students are served and receive food from the program;
- 5.4.3.5.7. Ensure that meals are not removed from campus
- 5.4.3.5.8. Immediately report to OUSD Site Coordinator and Nutrition Services any concerns related to food safety or food contamination
- 5.4.3.6. AGENCY will be billed at the rates immediately below, for meals by Nutrition Services under the following conditions.
 - 5.4.3.6.1. MPW not completed and submitted by the next business day;
 - 5.4.3.6.2. Snacks are ordered and not picked up
- 5.4.3.7. 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:
 - 5.4.3.7.1. Snack: \$1.00
 - 5.4.3.7.2. Supper: \$3.50
- 5.4.3.8. 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 Life Academy High 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 (e.g., 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; (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 (**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 21st Century ASSETS Core Grant, Direct Access, and Family Literacy grant funds contracted to AGENCY by OUSD for fiscal year 2015-2016. AGENCY will function as a sub recipient of funding and as such will follow all required fiscal guidelines and meet outlined standards as referenced in applicable Federal and State sub recipient guidelines for the federal 21st Century Community Learning Centers grant program, CFDA Number 84.287, awarded by the Office of Elementary and Secondary Education Academic Improvement and Teacher Quality Programs office. Sub recipients that receive over \$500,000 of federal funds are required to undergo an annual audit and to 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 21st Century ASSETS, Family Literacy, and Direct Access grants 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 21st Century Core Grant, Direct Access, or Family Literacy grant funds.
- 8.3. **Invoice Requirements.** AGENCY will submit invoices with evidence of the following staff qualifications for each AGENCY employee and AGENCY agent, including employees of subcontracting agencies and volunteers: TB Clearance, current CA Department of Justice and FBI fingerprint clearance, and Instructional Aide requirement. AGENCY will utilize the required OUSD invoicing and staff qualifications form (**Exhibit F**) for regular invoice submission.
- 8.4. **Submission of Invoices.** AGENCY must submit invoices to OUSD on a timely and regular basis for services rendered. OUSD will not accept invoices submitted more than thirty days beyond the end of each fiscal quarter. No invoices will be accepted more than 30 days past the end of June 30 of the contractual fiscal year. AGENCY must also submit invoices according to specific invoicing deadlines as outlined by OUSD to ensure timely processing. (**Exhibit G**)
- 8.5. **Submission of Invoices for ASEP and 21st Century Grants.** For services rendered related to the 21st Century ASSETS grants, OUSD shall pay AGENCY, on a monthly basis, for appropriately documented expenses related to the 21st Century ASSETS grants, with a cumulative total for 2015-16 not to exceed \$178,594.00 in accordance with the attached Exhibits to this Memorandum. Invoices for payment of services shall be submitted by the 10th of each month to the OUSD After School Programs Office, utilizing the required OUSD invoicing and staff qualifications form (**Exhibit F**). OUSD will strive to adhere to second Accounts Payable check run per the published schedule of monthly payments if invoices are submitted in accordance with the deadlines and requirements set forth in this section and the accompanying Exhibits.

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

10. Changes

- 10.1. **Agency Changes.** AGENCY may, at any time, by written order, make changes consistent with Section 5 Scope of Work of this MOU. If such changes cause an increase or decrease in the budgeted cost of or the time required for performance of the agreed upon work, an equitable adjustment as mutually agreed shall be made in the limit on compensation as set forth in Section 4 or in the time of required performance as set forth in Section 5.4, or both. In the event that AGENCY encounters any unanticipated conditions or contingencies that may affect the scope of work or

services and result in an adjustment in the amount of compensation specified herein, AGENCY shall so advise OUSD immediately upon notice of such condition or contingency. The written notice shall explain the circumstances giving rise to the unforeseen condition or contingency and shall set forth the proposed adjustment in compensation. Such notice shall be given to OUSD prior to the time that AGENCY performs work or services related to the proposed adjustment in compensation. Any and all pertinent changes shall be expressed in a written amendment to this MOU and signed by OUSD prior to AGENCY's implementation of such changes.

- 10.2. **Changing Legislation.** AGENCY understands that changes in Federal, or state legislation or District policy may impact funding levels, grant requirements, and responsibilities of AGENCY during an academic school year. This MOU may be amended during the 2015-16 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].

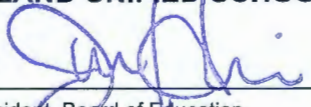
15. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

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.

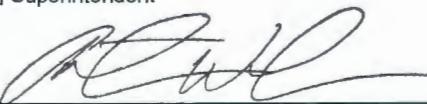
17. **Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion:** The District certifies to the best of its knowledge and belief, that it and its principals: Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered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

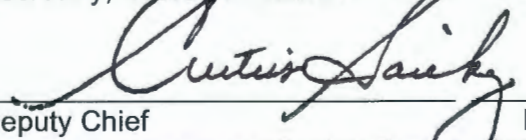
OAKLAND UNIFIED SCHOOL DISTRICT



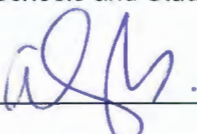
☐ President, Board of Education
☐ Superintendent
Date 10/29/15



Secretary, Board of Education
Date 10/29/15



Deputy Chief
Community Schools and Student Services Dept.
Date _____



Principal
Date 9/10/15

AGENCY




Agency Director Signature
Date 9-10-15

P. Munillo, Executive Director

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



Network Superintendent

Date

MOU template approved by Legal May, 2015



Chief Academic Officer

Date

- **Exhibit E.** Waiver for Use of East Bay Regional Park District Bodies of Water (Swimming Pools, Lagoons, Shoreline Parks and Lakes) and Related Facilities
- **Exhibit F.** Invoicing and Staff Qualifications Form
- **Exhibit G.** Fiscal Procedures and Policies
- **Exhibit H.** Certificates of Insurance
- **Exhibit I.** Statement of Qualifications

Exhibit A

ATTENDANCE REPORTING SCHEDULE

Oakland Unified School District After School Programs Attendance Reporting Schedule	
Monthly Attendance Period	Deadline to Input Attendance Data into Cityspan
July 1 – July 31, 2015	August 10, 2015
August 1 - August 30, 2015	September 10, 2015
September 1-30, 2015	October 9, 2015
October 1-30, 2015	November 10, 2015
November 1-30, 2015	December 10, 2015
December 1-31, 2015	January 11, 2016
January 1-31, 2016	February 10, 2016
February 1-29, 2016	March 10, 2016
March 1-31, 2016	April 11, 2016
April 1-30, 2016	May 10, 2016
May 1-31, 2016	June 10, 2016
June 1-30, 2016	June 30, 2016

Exhibit B

**21ST CCLC AFTER SCHOOL PROGRAM PLAN
AND AFTER SCHOOL BUDGET PLANNING SPREADSHEET**

(Template distributed separately)


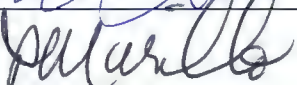
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2015 - 2016 High School After School Program Budget

HIGH SCHOOLS 02.2014											
Site Name: Life Academy (High School)		21CCLC Core		21CCLC Equitable Access		21CCLC Family Literacy		Program Fees (if applicable)		Other Lead Agency Funds	
Site #: 335		Resource 4124, Program		Resource 4124, Program		Resource 4124, Program					
Average # of students to be served daily (ADA): 100		%	OUSD	Lead Agency	%	OUSD	Lead Agency	%	OUSD	Lead Agency	Lead Agency
CONTRACTED SERVICES											
5825	Community Schools Manager			\$26,593			\$9,062				\$3,750
5825	Site Coordinator/ WICR Coordination			\$57,511							\$8,000
5825	Parent Liaison (\$18.03 x 25hrs x 45 weeks)						\$6,240		\$16,701		
5825	Multi Media Project Coach (\$18.54 x 25hrs x 46 weeks)			\$15,405			\$3,074				\$8,700
5825	STEM Project Coach (\$20.70 x 25hrs x 46 weeks)			\$16,089			\$2,500				\$10,000
5825	Youth Internship Stipends			\$5,821							\$7,500
5825	Program Assistant (\$14.10 x 16 hrs x 41 weeks)										
Subcontractors (List specific agency name for each subcontractor)											
5825	East Bay Consortium- CCIC			\$13,725							\$5,000
5825	Native American Health Center (NAHC)- Peer Health Ed										\$20,000
Total services			\$0	\$135,144		\$0	\$39,876		\$0	\$16,701	\$62,950
IN-KIND DIRECT SERVICES											
Youth Alive											\$0
Total value of in-kind direct services										\$0	\$0
LEAD AGENCY ADMINISTRATIVE COSTS											
Lead Agency admin (4% max of total contracted \$)				\$4,698.26			\$652.54			\$522.03	\$0
SUBTOTALS											
Subtotals DIRECT SERVICE		85	\$17,856	\$135,144	85	\$374	\$20,876	85	\$299	\$16,701	\$62,950
Subtotals Admin/Indirect		15	\$22,302	\$4,698	15	\$3,097	\$653	15	\$2,478	\$522	\$0
TOTALS											
Total budgeted per column			\$40,158	\$139,842		\$3,471	\$21,529		\$2,777	\$17,223	\$62,950
Total BUDGETED		100	\$180,000		100	\$25,000		100	\$20,000	\$0	\$62,950
BALANCE remaining to allocate			\$0			\$0			\$0		
TOTAL GRANT AWARD/ALLOCATION TO SITE			\$180,000			\$25,000			\$20,000		

Required Signatures for Budget Approval:

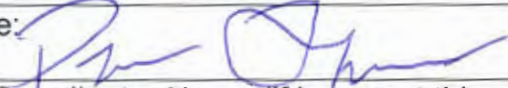
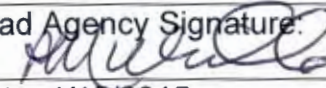
Principal:	
Lead Agency:	

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

21st Century ASSETs After School Program Plan
High Schools
2015 – 2016

SECTION 1: School Site Information

School Site: Life Academy of Health and Bioscience (High School)	Lead Agency: Alternatives in Action
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Principal Signature: 	Lead Agency Signature: 
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After School Site Coordinator Name (if known at this time): Sabaa Shoraka	Date: 4/15/2015
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SECTION 2: Alignment with Site Plan (SPSA), Major Improvement Priorities

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

In hopes of continuing to strengthen our career pathways work as school, Life Academy has selected academic rigor, personalized supports, work-based learning, and CTE coursework as our areas of priority for next school year's SPSA. Alternatives in Action's extended day program (EDP) will play a vital role in supporting and advancing these efforts on Life Academy's campus. In terms of rigorous academics, EDP will continue to provide universal homework time and will incorporate day school teachers into such academic supports 4 days per week in order to support math and literacy development and promote high quality certification completion. We have placed homework time immediately after school day dismissal to accommodate for teacher availability and ensure the maximum amount of students can attend on a daily basis. In the area of personalized supports, EDP leaders will work closely with the newly assigned academic counselor to identify & support students for targeted intervention programs that also take place immediately after school. Working with the counselor, the community school manager and after school coordinator will lead a concerted effort to track & verify academic eligibility for athletes and design specialized supports for student-athletes. For work-based learning, Alternatives in Action & EDP will continue to offer and support off-site internships occurring during after school hours by maintaining and building partnerships with placement sites, handling communication to families, and managing program implementation logistics. In addition to these specific high leverage practices, Alternatives in Action's EDP program model is founded on cascading leadership, positive group development, and building networks of care for youth and families. Life Academy administration and Alternatives in Action program leaders believe that this foundation is closely aligned with and, in an over-arching way, will support the school's SPSA for next school year.

LCAP Strategic Priorities

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

- X College & Career Readiness (LCAP Goal 1)
- X Literacy (Proficiency on Standards, Grade Level Reading, English Learners Reading Fluency-LCAP Goals 2, 3, 4)
- X Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- X Student Engagement (LCAP Goal 5)
- X Parent/Family Engagement (LCAP Goal 6)
- X 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. Academics – To provide high-impact targeted and universal academic interventions that are connected to day school experiences, support the academic rigor of Life Academy, and support mastery in English/Language Arts, Science, and Mathematics.
2. Community Impact/Enrichment Project-Based Learning– To complete community impact projects based on student interests, challenging students to develop public speaking, community organizing, and project planning skills and allowing opportunities for youth to interact positively with the community and experience personal efficacy and growth in social/emotional health.
3. Cascading Leadership - To create effective youth-adult partnerships that engage youth in the decision-making processes and facilitation of the after school program and further their own personal & leadership development by coaching peers.
4. College and Career Readiness- To provide supports, resources, and access to real world experiences that help prepare students for success in college and career beyond high school through a college and career information center, project based learning and 21st century skill-building in the after school program, and internships.
5. Health/Physical Fitness - To provide strategies and exposure to youth regarding how to increase health and well-being in their lives, school, and community through nutrition, wellness, and sports programming

Additionally, all after school activities at Life Academy through Alternatives in Action are designed to promote a positive school culture by establishing and holding group agreements and teaching the 7Rs: Risk, Respect, Responsibility, Resiliency, Real, Rigor, and Relationships.

SECTION 3: OUSD Strategic Questions

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

Strategic Questions/Desired Outcomes <i>As a result of our ASP efforts...</i>	Strategic Activities <i>What after school strategic activities will support the desired outcomes?</i>	Outcomes of Strategic Activities <i>What short-term outcomes will you expect from your efforts by the end of the school year?</i>	Data used to assess the strategic activities <i>What data will be collected to measure these outcomes?</i>
High School Graduation: How many more Oakland children are graduating from high school?	9 th and 10 th grade students are required to participate in after school programming at least twice per week, including academic intervention and homework assistance. All 11 th and 12 th graders participate through internships experiences at least twice per week. Research supports that engagement in after school activities promotes school attachment, achievement, and increased graduation rates.	90% of 9 th and 10 th grade students will participate in homework assistance and/or academic intervention 2x's per week. 75% of 9 th and 10 th graders will demonstrate skill growth in ELA and Math scores on Smarter Balanced Assessment Consortium tests. 100% of 11 th and 12 th grade students will participate in 2 years of an internship.	CitySpan attendance reports SBAC & CAHSEE results Internship hours tracked through CitySpan records
Satisfactory School Day Attendance: How many more Oakland children are attending school 95% or more?	Alternatives in Action will hire trained youth developers who can build strong relationships and develop engaging curriculum for youth in Extended Day Programs, motivating students to	Students will maintain or exceed at least 95% daily attendance rate, and will attend after school programs (either through the Extended Day Program or internships) at least 2 days a week for the	CitySpan attendance reports School day attendance reports

	attend day school in order to participate in the after school program. Engaging students in community impact/enrichment and other college/career readiness activities will increase their commitment to attending school. Out-of-school-time research supports that after school program participants attend school at a higher rate than students who do not attend an after school program.	duration of the school year.	
Job Skills/Career readiness: How many more students have meaningful internships and/or paying jobs?	<p>Life Academy and AIA will partner to create internship placements for all 11th/12th grade students to engage in linked-learning and career readiness activities 2 days a week.</p> <p>AIA will also provide leadership opportunities in all extended day programs to provide meaningful career preparation activities. Mock interviews, resume building, panel presentations, and other community impact project-related activities are designed to develop skills such as public speaking, collaboration, and marketing</p>	<p>100% of all 11th/12th grade students will participate in an internship experience.</p> <p>100% of students in extended day programs will work with trained youth leaders.</p> <p>At least 20 youth will participate in cascading leadership opportunities through the Extended Day Programs Executive Team program.</p> <p>At least 40 youth will complete resume building and mock interview sessions through Extended Day Programs in spring</p>	<p>CitySpan attendance reports</p> <p>Grades in Physiology class</p> <p>Attendance in Executive Team meetings.</p>

	necessary for future success in employment settings	2015.	
Health and Well-being: How many more Oakland children have access to, and use, the health services they need?	<p>Life and AIA will partner with the Native American Health Center and the Wright Institute to offer health services including physical, mental, dental, and vision to all students and siblings.</p> <p>NAHC and Wright Institute will collectively provide mental health services for 75 students through individual, family, and group counseling.</p> <p>The Peer Health after school group through the School Clinic will offer health education activities to at least 100 students through Extended Day Programs.</p> <p>NAHC, Wright Institute, and other health services providers on campus will participate on COST, accepting referrals and providing case management to identified students & families</p>	<p>Extended Day Programs will score a 5.0 on the YPQA item that states "Psychological and Emotional Safety is Promoted".</p> <p>At least 50% of Life Academy students will access NAHC clinic services through drop in during the school year.</p> <p>100% students referred to COST will be assigned a case manager on campus and be offered services to address reasons for referral</p>	<p>Youth Program Quality Assessment Evaluation Report</p> <p>Cityspan attendance for Peer Health workshops and events.</p> <p>NAHC Clinic Attendance</p> <p>COST data</p>

SECTION 4: Program Model and Lead Agency Selection

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

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

Description and Rationale for Selection of Lead Agency

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

Alternatives in Action Extended Day and Community Programs offer youth and their families a broad range of after school and summer programming along with other school-linked services that prepare young people for success in college, career and community leadership in alignment with Life Academy's vision of implementing a full service community school vision. Our comprehensive community school initiatives are based out of three East Bay school sites: Life Academy of Health and Bioscience in East Oakland, McClymonds High School in West Oakland, and Alternatives in Action's own charter high school in the Seminary neighborhood of east Oakland, which is open to students from other surrounding Alameda and Oakland high schools. We also serve as the lead agency for after school programs at Fremont High School. Through our Community Programs, we partner with school staff, youth, parents and organizations to create powerful, real-world learning opportunities for over 900 high school youth in our "Six Pillars of Collaborative Programming". These include After School Community Projects, Academic Support and College Preparation, Career Development, Parent Engagement, Health and Wellness, and Cascading Leadership. We offer a place and supports that meet the needs of the whole child, from leadership to tutoring to physical check-ups. As youth progress and grow, they may take on roles of greater influence in the school and co-lead programs with other youth.

As a well-established local youth-serving non-profit, Alternatives in Action's effective management and ability to infuse cascading leadership and a community-school approach into out-of-school time programs has led to a fruitful and mutually beneficial collaboration between Life Academy and the organization in recent years. Alternatives in Action lead staff and Life Academy administration work very closely during the school year to develop and maintain responsive, high -quality programming. All program plans are made collaboratively by school administration and lead agency directors. Additionally, Alternatives in Action supports school-based staff through organization-wide professional development in youth development and job-embedded coaching throughout the school year and summer. All site coordinator and agency director staff members participate in OUSD professional learning communities throughout the year. Alternatives in Action's Life Academy 2014-15 scores for middle (4.83) and high school (4.82)

show that the established infrastructure and systems of support at Alternatives in Action can lead to the implementation of highly successful youth development and out-of-school time programming at Life Academy.

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)	178
Projected Daily Attendance during School Year 2015-2016	100 students
Programs are allowed up to three days of program closure during the school year to offer staff professional development. Please list the three days (if any) your program plans to close this year for PD.	1 day in October, 1 day in January, exact dates TBA
Minimum Days High school programs are required to operate a minimum of 15 hours per week. Minimum days can have a significant impact on the after school staffing and budget if programs provide increased hours of service due to early dismissal times. Thus, during the program planning process, school leadership and the lead agency partner must discuss the anticipated number of minimum days for the program year, and discuss shared resources to fund minimum day programming when the number of minimum days exceeds the typical OUSD schedule of one minimum day per week for the school year.	
Projected Number of Minimum Days for School Year 2015-2016	50 (includes all normally scheduled Wednesday minimum days + other non-Wednesday minimum days)
Describe funding plan to operate program on minimum days, including additional school resources (if any), to support full program implementation on all minimum days:	

Alternatives in Action has factored in extra staffing hours (approximately 1 extra hour per week per hourly staff member) into next year's budget to ensure extended program coverage on the majority of minimum days in the high school. The programming/content during the extended day program from 4-6pm during minimum days will be co-planned and co-facilitated by the Executive Team (student leadership team).

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 and MUST include:

1) CAHSEE Prep 2) Credit Recovery 3) Tutoring

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

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

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

Description of program/activity	Target Population	Academic Support (choose one)	SPSA goal(s) or school need supported by activity	Instructional Strategies	Frequency (hrs/week; # of weeks)	Measurable Outcomes
Universal Homework Support Time for All EDP Project Groups	9 and 10 th grade students	<input checked="" type="checkbox"/> Homework Support <input checked="" type="checkbox"/> Tutoring	Quality Learning Experiences for All Students A. Balanced Literacy B. STEM Support E. Accelerating Students through Targeted Approaches* F. Extending Learning Time	All 9 th and 10 th Graders in Extended Day Programs will maintain above a 2.0 GPA	All students participating in Extended Day Program will have 45 minutes of homework help and tutoring by their adult coach daily before enrichment program begins.	Use of Jupiter grade book to monitor assignments and grades in class. Google document tracking weekly assignments by grade level. Incorporating time to discuss individual student progress into grade level meetings
Academic Revolution Zone Intervention Program	9, 10, 11 th graders achieving a GPA of 2.0 or lower and scoring the SBAC equivalent of Far Below or Below	<input checked="" type="checkbox"/> Homework Support <input checked="" type="checkbox"/> Academic Intervention	E. Accelerating Students through Targeted Approaches* F. Extending Learning Time	Students will improve their marking period GPA by at least .5 after working in the Academic Revolution Zone 2-5 days a week	Students identified to be below a 2.0gpa will be enrolled in the Academic Revolution Zone to receive small group	Use of Jupiter grade book to monitor assignments and grades in core academic classes. Google document tracking weekly

	Basic on CST ELA/Math.				and individual instruction in core subject areas to build skills and help them pass classes.	assignments by grade level and participation in Academic Revolution Zone program. Subject specific certifications and project work. Incorporating time to discuss individual student progress into grade level meetings
CAHSEE Boot Camp	10, 11, and 12 th graders who have not passed CAHSEE	<input checked="" type="checkbox"/> CAHSEE Prep	E. Accelerating Students through Targeted Approaches F. Extending Learning Time	At least 85% of 10 th graders will pass the CAHSEE exam in Math and 75% in ELA. 100% of students will pass by 12 th grade year.	Students who have not yet passed the CAHSEE exam, and those who have been identified by ELA/Math teachers as at risk of not passing will participate in 2 day a week CAHSEE prep workshops Nov-Mar	CAHSEE prep tools online CAHSEE workbooks Essay prompts from past exams
Independent Study for	11/12 th Graders	<input checked="" type="checkbox"/> Credit Recovery	C. Transitions & Pathways PreK-12	85% of 12 th graders will be A-	Students will work	Independent study work

Credit Recovery	with missing credits		E. Accelerating Students through Targeted Approaches* F. Extending Learning Time	G eligible and 95% of 12 th graders will be eligible for graduation.	with teachers on independent study to complete missing credits in core classes.	packets as approved by school.
SAT Prep Workshops	10,11 th 12 th Graders	<input checked="" type="checkbox"/> Other: SAT Prep	C. Transitions & Pathways PreK-12 E. Accelerating Students through Targeted Approaches F. Extending Learning Time	Students will be able to improve their scores from PSAT to SAT by at least 50 points.	Students will work with a teacher from school or partner organization on SAT preparation 2 days a week prior to PSAT and SAT tests.	Partner with organizations specializing in SAT Prep, SAT preparation materials, and online websites.

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

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

Description of Program/Activity	Rationale	SPSA goal(s) or school need supported by activity	Target Population and Frequency (hrs/week; number of weeks offered)	Targeted Skills	Measurable Outcome
Career Development: Internships	<input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input checked="" type="checkbox"/> Parent Identified <input checked="" type="checkbox"/> Other: In alignment with linked learning focus of Health &	Quality Learning Experiences for All Students C. Transitions &	All 11 th and 12 th Grade students participate in internships 2 days a week in real-world, health and bioscience-related	<input checked="" type="checkbox"/> Social & Emotional Learning <input checked="" type="checkbox"/> Academics: Science <input checked="" type="checkbox"/> Internships/Linked Learning <input checked="" type="checkbox"/> 21 st Century skills <input checked="" type="checkbox"/> Health and Wellness	Successfully pass an integrated Defense project that includes presentations of learning from

	Bioscience Academy	Pathways PreK-12 D. College, Career, and Workforce	placements to gain work skills in fields related to medicine, health, development and science.		internship experience. Grades in Physiology and Academy classes CitySpan attendance in internships
Youth Leadership: Executive Team	<input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> Other: Lead Agency's signature leadership & career development program	Safe, Health and Supportive Learning Environments A. School Culture (Meaningful Student Engagement) D. College, Career, and Workforce	9-12 th Grade students apply for stipended selective youth leadership positions to co-lead after school programs in partnership with adult coaches.	<input checked="" type="checkbox"/> Social & Emotional Learning <input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Internships/Linked Learning <input checked="" type="checkbox"/> 21 st Century skills	E-Team youth coaches will report increased leadership skills and development of skills in specific groups according to organization survey and will complete Community Impact Project cycles with their groups.
Multimedia and Performing Arts	<input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input checked="" type="checkbox"/> Parent Identified <input checked="" type="checkbox"/> Other: Lead Agency priority program area	Quality Learning Experiences for All Students D. College, Career, and Workforce F. Extending Learning Time	9 th and 10 th graders can participate in Arts programs after school that teach skill development in performing arts such as dance, and multimedia and fine arts such as drawing, painting, filmmaking, digital and 3D art. They will also learn	<input checked="" type="checkbox"/> Social & Emotional Learning <input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Internships/Linked Learning <input checked="" type="checkbox"/> 21 st Century skills <input checked="" type="checkbox"/> Other (specify) – Art, Dance	Students will attend 2 days per week, complete at least 3 major arts-related projects, and complete a Community impact project and panel presentation demonstrating and sharing their learning in

			skills in event planning.		art with external stakeholders.
Science	<input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input checked="" type="checkbox"/> Parent Identified <input checked="" type="checkbox"/> Other: Connection to Health & Bioscience Academy curricular focus	Quality Learning Experiences for All Students B. STEM D. College, Career, and Workforce F. Extending Learning Time	9 and 10 th graders can participate in STEM programs after school that include cascading leadership (teaching science to local 4 th grade students and leading science family nights), as well as gardening & nutrition projects.	<input checked="" type="checkbox"/> Social & Emotional Learning <input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Academic (specify): STEM <input checked="" type="checkbox"/> 21 st Century skills <input checked="" type="checkbox"/> Health and Wellness	Students will increase growth on SBAC test scores compared to peers not participating in group and will complete a Community Impact Project and panel presentation demonstrating and sharing their learning in STEM with external stakeholders.
Soccer (Futbolistas 4 Life)	<input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input checked="" type="checkbox"/> Parent Identified	Quality Learning Experiences for All Students D. Health and Wellness F. Extending Learning Time	9 th and 10 th graders will participate in soccer & athletic activities, engaging with a sports & social justice curricular perspective, to use sports as a community building activity.	<input checked="" type="checkbox"/> Social & Emotional Learning <input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Health and Wellness	Students will pass all Physical Fitness exam requirements in school day PE and will plan a Community Impact Project and panel presentation demonstrating and sharing their learning in soccer's potential as a

					tool for social justice and community building with external stakeholders.
Life Holds No Punches Boxing	<input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input checked="" type="checkbox"/> Parent Identified <input checked="" type="checkbox"/> Other (specify)-Teacher interest	Quality Learning Experiences for All Students D. Health and Wellness F. Extending Learning Time	9 th and 10 th graders will participate in boxing and fitness conditioning activities to improve health and wellness.	<input checked="" type="checkbox"/> Social & Emotional Learning <input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Health and Wellness	Students can pass all Physical Fitness exam requirements in school day PE.
Gender Specific Programs (Real Ambitious Women and Be A Man)	<input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input checked="" type="checkbox"/> Parent Identified	Safe and Supportive Learning Environments A. School Culture B. Health and Wellness C. Interrupting Chronic Absences	9-12 th Grade students will meet in male/female specific groups 1 time per week with a mentor to discuss topics relevant to them and to plan projects.	<input checked="" type="checkbox"/> Social & Emotional Learning <input checked="" type="checkbox"/> Leadership	Young men and women in the programs will maintain above a 2.0gpa and will complete a community impact project and panel presentation demonstrating and sharing their learning in gender roles/stereotypes with external stakeholders. They will report greater connection to the school and improved

					leadership skills.
Peer Health Education	<input checked="" type="checkbox"/> School Identified <input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> Other (specify)- Created in partnership with lead agency and Native American Health Center	Safe and Supportive Learning Environments A. School Culture B. Health and Wellness B. STEM-quality learning experiences for all students	9 and 10 th grade students will learn content in physical, mental, and sexual health to teach peers about important wellness topics and increase usage of the on-campus health center.	<input checked="" type="checkbox"/> Social & Emotional Learning <input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Academic (specify) Science & Anatomy <input checked="" type="checkbox"/> Internships/Linked Learning <input checked="" type="checkbox"/> 21 st Century skills <input checked="" type="checkbox"/> Health and Wellness	Peer Health Educators will increase knowledge of health and will teach at least 50 students and community members through workshops. They will report increased leadership skills, understanding of health content, and ability to positively impact the health of the community.
Teens on Target Violence Prevention	<input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input checked="" type="checkbox"/> Parent Identified	Safe and Supportive Learning Environments A. School Culture (Meaningful Student Engagement) B. Health and Wellness	9 th and 10 th grade students will learn about trends and causes of community violence and violence intervention strategies in order to teach peers and middle school students about how to avoid and interrupt patterns of violence in their communities.	<input checked="" type="checkbox"/> Social & Emotional Learning <input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Internships/Linked Learning <input checked="" type="checkbox"/> 21 st Century skills <input checked="" type="checkbox"/> Health and Wellness	Teens on Target students will teach at least 100 adolescents through school and after school-based workshops. They will report increased leadership skills and ability to positively impact the health &

education of their community on an organization survey.

SECTION 8: FAMILY ENGAGEMENT / FAMILY LITERACY

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

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

Type of Activity and Frequency	SPSA goal(s) or school need supported by activity	Describe how this activity is connected to student achievement	Measurable Outcome	Alignment with school day family engagement / family literacy efforts or resources
Parent Academy Weekly and Monthly Events	Meaningful Student, Family, and Community Engagement A. School Culture B. Health and Wellness	All parents of grades 6-12 will be invited to participate in monthly workshops and weekly breakfasts. Parents will provide input regarding which workshop topics will be relevant. Topics may include adolescent health, supporting academic achievement, financial and technological literacy, English language acquisition, and College Readiness. Breakfasts will be jointly hosted by school and after school administration and feature class observations and safety committee meetings.	At least 25 parents will attend each workshop and will report increased connection to their students' school. At least 12 parents will attend each parent breakfast and will report increased connection to their students' school	Workshop topics will support parents in order to support their students' success in school and social/emotional health as adolescents. They will be developed in coordination with the Parent Liaison, administration, College Career Information Center, health service providers, and Community Program staff.
One-Time Events (Back to School Night, Orientation, Exhibition Nights)	Meaningful Student, Family, and Community Engagement	All parents will be invited to attend special school events such as Back to School Night, project presentations, registration, orientation, etc.	85% of parents will attend at least 2 events during the school year.	Events will be coordinated by school day staff and community program staff and support parent access to information, celebration of

				student learning, and participation in their students' education.
Parent Leadership Team (PLT) Monthly Events	Meaningful Student, Family, and Community Engagement A. School Culture	1-2 parents per Advisory class will be nominated by teachers and the parent liaison to meet 2x a month for leadership training, planning of leadership initiatives, and to discuss school policy with administrators.	85% of advisory classes will have 2 parents participate in the PLT. Parents will report increased skills in leadership, greater connection to the school, and ability to shape policy and school decisions.	The PLT connects parents to the school day Advisory classes, the Parent Liaison, Administrators, and Community Programs staff for full school integration.
Conferences and Defenses Quarterly	Meaningful Student, Family, and Community Engagement Interrupting Chronic Absences	Advisory teachers will communicate with parents about students' academic progress at least 5 times a year. 2 of those times are through parent/teacher conferences and invitations to attend their student's defense in 10 th and 12 th grade to connect parents to students' learning.	80% of parents will attend a parent/teacher conference and 50% of parents will attend a student defense.	Advisory teachers will work with the Parent Liaison to communicate with families about scheduling attendance at events to increase family engagement in student learning.

PARENT LIAISON:

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

The Parent Liaison will work with the Community School Manager to ensure that:

- Communication about events, school activities, volunteer opportunities, and academics is completed regularly with all parents of the school and outreach is tracked.
- Agendas for the Parent Leadership Team and Parent Academy are created in collaboration with Administration and the Community School Manager.
- Facilitation of all parent meetings is either done by the Parent Liaison or another partner/stakeholder.
- Formal parent/adult education opportunities organized and supervised.
- Volunteers for field trips, morning breakfast, events, and Wednesday lunches are secured.
- Parents receive vital school information through robo-calls and regular mailings home.
- Training will be provided through AIA professional development and OUSD Office of Family Engagement Region 2

SECTION 9: Chronic Absence Action Plan

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

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

Below are several key strategies that after school programs can implement in partnership with the school day, in order to promote positive attendance, and support students and families who are struggling with attendance. Select **at least two** of the following strategies below, and identify specific action steps that your program will implement for each strategy.

Strategies to Support Attendance	Action Steps
a) Recruit and address the needs of students who are at risk of chronic absenteeism.	<ul style="list-style-type: none"> • All families will enroll students in Extended Day Programs (either after school program or internships) at Registration for the school. • During the first week of school, all 9/10th graders will participate in Orientation to Extended Day Programs and will select programs based on personal interest. • All students not attending school or program will meet with the Community Programs Coordinator during Advisory class to select a program and commit to attend. • Students will be held accountable for attendance through EDP grades that will be recorded on students' transcripts.
b) Inform parents about the importance of attendance and encourage parents to help each other get their students to class.	<ul style="list-style-type: none"> • Parents will receive information about programs at registration, conferences, and in the mail with report cards • Phone calls will be made to families of non-participating students • Parent liaison will coordinate with school secretary to make personal calls to parents of students with poor attendance to emphasize importance of school participation & attendance • Advisory teachers will reinforce importance of programs during parent communication
c) Track students with poor program attendance and reach out to find out why and how attendance	<ul style="list-style-type: none"> • Weekly attendance reports (August-October) and monthly attendance reports (November-June) will be shared with Extended Day Program and day school teaching staff • Staff, including family liaison, will reach out to non-participating students through one on one meetings, phone calls home, and invitations to engage.

could be improved.	<ul style="list-style-type: none"> Attendance trends will be shared and analyzed each marking period with teachers
d) Celebrate good attendance and/or offer meaningful incentives to attract and reward students for attending our program.	<ul style="list-style-type: none"> Attendance awards will be given out during academic awards assemblies for participation in programs.

SECTION 10: Transforming School Culture and Climate

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

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

☒ PBIS (Positive Behavioral Interventions and Support)

☒ Restorative Justice

☒ Social and Emotional Learning

☐ Bullying Prevention

☐ Other: (please specify) _____

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

Alternatives in Action works with Life Academy to provide many supports to transform school culture and climate and to align practices in discipline policy.

- Alternatives in Action's Community Programs Director at Life Academy leads the site's COST meetings and completes all corresponding data tracking activities in order to link students and families to campus services and identify patterns in how the school intervenes with students experiencing academic, behavioral, and social-emotional struggles.
- All Extended Day Programs integrate agreements to meet the social emotional learning needs of the program participants into each group. Youth are held accountable for their behavior through the agreements. Program rules and consequences align to the school day discipline policy.
- Extended Day Programs build positive relationships amongst youth and adults to support the social emotional learning and development of each student. Curriculum is age appropriate and responsive to the learning needs

of students by subject area.

- The Extended Day Program staff are integrated into Life Academy staff retreats and trainings to ensure collaboration and alignment from school day into after school.
- The Community Programs Director and Program Coordinators meet regularly with the administrative team and Life staff to align practices.

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.):

Alternatives in Action has created gender specific programs - RAW (Real Ambitious Women) and BAM (Be A Man) -to identify students in need of the additional supports described above. These programs provide an adult coach who regularly supports and checks in on those youth and who acts as an advocate for these students. Several African American students have been recruited into these programs to support their academic/social emotional needs.

SECTION 11: Coordination with Other Service Providers

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

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

- ☒ COST team (Coordination of Services Team) – Leads and facilitates meetings
- ☒ SST (Student Study Team) – Participation depends on student involved
- ☒ SSC (School Site Council) – Parent Liaison serves as representative for Alternatives in Action & after school program
- ☒ ELT (Educational Leadership Team) – known as the Administrative Team at Life Academy
- ☒ PTA – known as the Parent Leadership Team at Life Academy
- ☐ Attendance Team/Workgroup
- ☒ CSSSP (Community School Strategic Site Planning) team
- ☐ School Culture/Climate Committee
- ☒ Other (specify): Life weekly staff PD meetings, grade level meetings, academic intervention meetings.

List key community partners whom you will actively collaborate with to accomplish the goals of your program.	Oakland Community Organizations (OCO) Native American Health Center Wright Institute East Bay Consortium Mills Education Talent Search Upward Bound Cesar Chavez Library United for Success Academy Summer Search Youth Alive! Connect Ed/Linked Learning- Internship Partners including Childrens Hospital Oakland, Highland Hospital, KDOL, Pandora, etc. Others TBD in Summer 2015
List all subcontractors who will be paid to deliver after school services.	Teachers on extended contract East Bay Consortium (CCIC Operation) Native American Health Center (Peer Health Education Program)
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.	Native American Health Center staff Youth Alive!- Teens on Target program Wright Institute Life Academy School and Administrative Coordinator

2015-16 After School Enrollment Policy for Life Academy of Health & Bioscience High School

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

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

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

Target Population(s)	Specific Data to Inform Selection of Program Participants	(High School Only) Indicate if participation is <i>Optional</i> or <i>Mandatory</i> for each target population
9 th and 10 th grade	All 9 th and 10 th Graders enrolled	Mandatory- attached to Academy Elective Credit
11 th and 12 th Grade	Internship Placements	Mandatory- attached to Academy Internship Credit
9 th -12 th Grade	Academic Revolution Zone Interventions	Mandatory for students below 2.0 GPA and other students identified by grade level teams as needing targeted support and homework help in core classes

Which grade levels will you serve in this program? 9th-12th (see nature of programming for each grade above)

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

Additional Notes:

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

Enrollment Process and Timeline: Summarize your enrollment timeline below. Describe ongoing program outreach and recruitment efforts, beginning in Spring 2015.

Timeline	After School Enrollment Steps/Process	Individual(s) responsible
May and June 2015	Incoming 9th grade students and 10 th -12 th grade students informed of EDP structures & expectations in advance of new school year	Alternatives in Action Community Programs Director, Coordinator, and Parent Liaison

	at spring orientation events	
August (approximately two weeks before school year begins)	Registration- all students enrolled	Community Programs Director, Coordinator, Extended Day Program Coaches, and Parent Liaison
Late August-Early September (First 2 weeks of school year)	Orientation to Extended Day Program	Community Programs Director, Coordinator, and Extended Day Program Coaches
September-October	Weekly attendance reports sent out to day school and after school staff, corresponding advisory meetings with students not enrolled or not attending. Phone calls home to families of nonparticipating students.	Community Programs Coordinator and Parent Liaison
October-May	Monthly Advisory Class meetings for students not participating. Phone calls home to families of nonparticipating students.	Program Coordinator and Parent Liaison

Important dates to include in your timeline:

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











School staff will collaborate with after school agency leaders to organize spring orientations, registration week, Back to School Nights, and conferences, incorporating extended day program information into all elements of these events. All registration and communication materials will be explained and provided to office staff. School staff & extended day program staff meet weekly during the site administrative team meeting and will continuously check in about any student/family needs as they arise throughout the year.

Principal Signature:

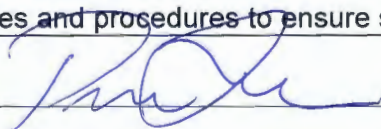
Lead Agency Signature:

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

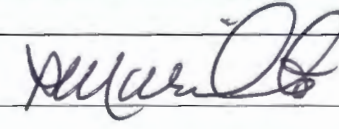
Principal and Lead Agency representative will review and discuss each assurance below, and initial next to each item to signify agreement. Attached separately are the following documents referenced below: 1) Grant Assurances signed by OUSD Superintendent, 2) After School MOU template, and 3) Quality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

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

Principal Signature: _____



Lead Agency Signature: _____



Quality Support Coach (formerly called “Academic Liaison”)

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

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

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

Quality Support Coaching Planning

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

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

If known, please specify the name of the person who will fill the Quality Support Coach role, and identify his/her role in the school: 9th-12th grade level lead teachers (individuals TBD in August)

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

school. Please mark:

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

☐ Yes ☒ No

Teachers on Extended Contract for Direct Service

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

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

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

List after school classes/activities that will be facilitated by teachers on extended contract	Anticipated hours/week for teacher on extended contract
Academic Revolution Zone and CAHSEE/SAT Prep tutoring (3 teachers)	2 hours per teacher per week (6 hours total)
Life Holds No Punches Boxing Program	5 hrs/week
Real Ambitious Women (RAW)	1 hr/week

Principal Signature: _____

Lead Agency Signature: _____

After School Safety and Emergency Planning for 2015-16

After School Safety and Emergency Planning

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

☒ Yes ☐ No

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

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

After school staff will receive training on the site emergency procedures during the first site professional development session prior to the start of the school year. This will include a review of all lockdown procedures, a tour of campus facilities, and a review of the contents of emergency supply containers and communication protocol. After school program staff will then lead a drill with students during the first week of program to ensure their practical understanding of these procedures.

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

☒ Yes ☐ No

Facility Keys

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

☒ Yes ☐ No

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

SSO Staffing: (check one)

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

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

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

Principal Signature: _____

Lead Agency Signature: _____

Professional Development and Staff Wellness

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

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

Alternatives in Action makes great investments in their after school program staff development by offering formal professional development through multi-day new staff and beginning of the year orientation in August, weekly staff professional development meetings related to relevant topics in youth and community development throughout the school year, weekly one-on-one meetings between program leadership and line staff, job-embedded coaching connected to regular class observations, monthly adult reflection sessions, and encouraging staff to seek out training opportunities outside of the organization that relate to their content area.

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

Life Academy will invite all Alternatives in Action after school program staff to the beginning of the year professional development series prior to the start of the school year. After school coordinators and director will be invited to Life Academy weekly professional development sessions that place on Wednesdays. After school coordinators and director will be invited to participate in the Life Academy winter professional development retreat that takes place between the first and second semesters. Additionally, Life Academy school leadership will schedule weekly one-on-one meetings with after school coordinators and director throughout the 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). ☒ Yes ☐ No

Staff Wellness

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

All after school program staff will be required to complete an adult learning plan, which will include one goal around personal health and wellness. Supervisors will check in with their staff about progress towards these self-set health and wellness goals in weekly one-on-one meetings throughout the year. Additionally, Alternatives in Action will hold monthly adult reflection sessions for all staff in the organization, including after school program staff at Life Academy. These sessions are designed to provide a safe and supportive space for staff to process the dynamics of their personal and professional lives and support one another through collegial coaching in areas of concern related to their work.

Principal Signature: _____

Lead Agency Signature: _____

Addendum for 21st Century Community Learning Center Grantees Only

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

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

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

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

Because over 75% of Life Academy's student population is Latino and the vast majority of these students' families use Spanish as their primary language, we plan to focus our efforts to ensure equitable access to our program on this population of students and families.

Our parent liaison, community schools manager, and project group coaches will collaborate to employ targeted outreach strategies with these families in order to ensure they remain informed, included, and involved in all aspects of after school programming at Life Academy. The program coordinator will ensure recruitment and retention of these students in both academic and enrichment classes in the after school program.

Additionally, the community school manager, project group coaches, and after school coordinator will plan and implement a targeted intervention program called the Academic Revolution Zone designed to offer additional academic supports and small group tutoring to struggling students, a disproportionate number of whom are Latino and minority students. While these students' families would normally have to pay for private tutoring in order to receive such services, we will offer these services for free at the school site so these students are allowed equitable access to the benefits of increased exposure to academic content in a supportive and more individualized setting

Exhibit C
OAKLAND UNIFIED SCHOOL DISTRICT
21 CENTURY ASSETS HIGH SCHOOL AFTER SCHOOL PROGRAMS

PARENT PERMISSION AND STUDENT INFORMATION

I give my child permission to participate in the 2015-16 _____ After School Program.

Name of School: _____

Student's Name

Grade

Date of Birth

Parent/Guardian Name (Please print)

Signature

Today's Date

Oakland

Home Address

City

Zip

Home Phone

Work Phone

Cell Phone

EMERGENCY CONTACT INFORMATION

In case of emergency please contact:

Name

Relationship

Phone: work/home/cell

Does your child have health coverage? _____ Yes

_____ No

Name of Medical Insurance

Policy/ Insurance #

Primary Insured's Name

Medical History that may be of importance

Medication Student is taking

List any Allergies

510/285-6290 ext.305

Name of Child's Doctor

Telephone

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

Parent/Guardian Name

Signature

Date

RELEASE OF LIABILITY

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

☒ Parent/Guardian Signature: _____ Date _____

STUDENT RELEASE

As parent/guardian, I understand that the After School Program will begin immediately after school is out and will end by 6:00 p.m.

I give the After School Program staff permission to release my child from the after school program without supervision. I understand that my high school-age child will sign himself/herself out of program, and will be released on his/her own.

I understand that my high school-age child may sign himself/herself out from the After School program and be released prior to 6:00 pm.

As parent/guardian, I hereby release and discharge the Oakland Unified School District and its officers, employees, agents and volunteers from all claims for injury, illness, death, loss or damage as a result of my child's release from the After School Program without supervision.

☒ Parent/Guardian Signature: _____ Date _____

PERMISSION TO EVALUATE PROGRAMS AND TRACK STUDENT PROGRESS

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

☒ Parent/Guardian Signature: _____ Date _____

PHOTO/VIDEO RELEASE

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

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

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

☒ Parent/Guardian Signature: _____ Date _____

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

School Site: _____

STUDENT INFORMATION

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

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

PARENT/GUARDIAN INFORMATION

Parent/Guardian Name (First, Last) _____

Student's Home Address _____

Phone (home) _____

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

EMERGENCY

In case of emergency, please contact:

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

Phone Number: _____

HEALTH

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

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

Medications needed during the school day: _____

Medications needed after school hours: _____

Special Instructions:

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

See your School Nurse/Health Services for more information.

Authorization to treat minor:

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

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

Date: _____ Parent or Guardian Signature: _____

Print Name: _____

Does your child have vision problems? _____

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

Is your child supposed to wear glasses? _____

Please return this form immediately to the after school program.

Thank you!

Exhibit D

SCHEDULE OF FIELD TRIPS, OFF SITE EVENTS AND OFF SITE ACTIVITIES FOR AFTER SCHOOL PROGRAM

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

Contact Information:

Site Name		Lead Agency Name	
Name of Contact Person		Email	pmurillo@alternativesinaction.org
Telephone		Fax	

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

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

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

Site Coordinator Signature _____ Date _____

Lead Agency Director Signature _____ Date _____

Site Administrator Signature _____ Date _____

Exhibit E

EAST BAY REGIONAL PARK DISTRICT

WAIVER AND RELEASE OF LIABILITY AND INDEMNITY AGREEMENT

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

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

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

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

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

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

Participant's Name _____
(Print)

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

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

EBRPD Waiver - Swim Use
Rev. 3/09



Exhibit F

OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools. Thriving Students

INVOICING AND STAFF QUALIFICATIONS FORM 2015-16

Basic Directions

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

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

Agency Information

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

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

PROCEDURE FOR INVOICING

Oakland Unified School District Comprehensive After School Programs 2015-2016

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

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

The tentative schedule for OUSD payments is anticipated as follows:

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

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

PROCEDURES FOR PAID INSERVICE/EXTENDED CONTRACTS AND TIME SHEETS OUSD CERTIFICATED TEACHERS 2015-2016

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

Paying OUSD Certificated Employees (Teachers)

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

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

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

Exhibit G (3)



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

PROCEDURES FOR EXTENDED TIME AND/OR OVERTIME FORMS (ET/OT) FOR OUSD CLASSIFIED EMPLOYEES 2015-2016

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

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

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

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

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

Exhibit H

CERTIFICATES OF INSURANCE AND ADDITIONAL INSURED ENDORSEMENT

INSERT HERE

ACORD™

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

6/23/2015

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

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

PRODUCER HUB Int'l Insurance Serv. Inc License #0757776 3000 Executive Parkway Suite 300 San Ramon, CA 94583	CONTACT NAME: Christine Walker-Yahn PHONE (A/C, No, Ext): 925 415-1113 E-MAIL ADDRESS: Cal.CPU@hubinternational.com FAX (A/C, No): 925 905-4284
INSURED Alternatives in Action *See Below for Complete Insured Name 3666 Grand Avenue, Suite A Oakland, CA 94610	INSURER(S) AFFORDING COVERAGE INSURER A: Markel Insurance Company INSURER B: American Family Home Insurance INSURER C: INSURER D: INSURER E: INSURER F:
	NAIC # 38970 23450

COVERAGES

CERTIFICATE NUMBER:

REVISION NUMBER:

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

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input checked="" type="checkbox"/> LOC	X		CHP7000138702	06/25/2015	06/25/2016	EACH OCCURRENCE \$1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$100,000 MED EXP (Any one person) \$10,000 PERSONAL & ADV INJURY \$1,000,000 GENERAL AGGREGATE \$2,000,000 PRODUCTS - COMP/OP AGG \$1,000,000 \$
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS			CHP7000138702	06/25/2015	06/25/2016	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"/> UMBRELLA LIAB EXCESS LIAB DED <input checked="" type="checkbox"/> RETENTION \$10,000 <input checked="" type="checkbox"/> OCCUR CLAIMS-MADE			CHU700138702	06/25/2015	06/25/2016	EACH OCCURRENCE \$3,000,000 AGGREGATE \$3,000,000 \$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? <input checked="" type="checkbox"/> (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		N/A	2EA5WC000010801	06/25/2015	06/25/2016	<input checked="" type="checkbox"/> WC STATUTORY LIMITS OTH-ER E.L. EACH ACCIDENT \$1,000,000 E.L. DISEASE - EA EMPLOYEE \$1,000,000 E.L. DISEASE - POLICY LIMIT \$1,000,000

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

*Complete Insured Name: Alternatives in Action, dba: Bay Area School of Enterprise; dba: Home Project; dba: Home Sweet Home.

RE: As Per Contract or Agreement on File with Insured. Oakland Unified School District is additional insured on General Liability policy if required by written contract per attached endorsement MGL1209 01/12.

CERTIFICATE HOLDER

CANCELLATION

Oakland Unified School District
900 High Street
Oakland, CA 94601

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

AUTHORIZED REPRESENTATIVE

John C. Carter

Exhibit I

STATEMENT OF QUALIFICATIONS

INSERT HERE

Alternatives in Action

WHERE YOUTH CHOOSE TO LEAD

Founded in 1994, Alternatives in Action is a non-profit which works with East Bay youth who have leadership potential and prepares them for college, career and community involvement. Through this work, Alternatives in Action envisions generations of young adults inspired and prepared to take meaningful action that positively transforms their lives and their communities. Alternatives in Action makes this vision come alive through a range of programs, including its charter high school, The Bay Area School of Enterprise, its Home Sweet Home Preschool that also provides career training for high school youth, and comprehensive school initiatives at three sites, McClymonds High School in West Oakland, Life Academy in East Oakland, and the Bay Area School of Enterprise in West Alameda. In total, Alternatives in Action develops the leadership potential and provides school-linked services to over 600 youth, with another 500 children and youth benefiting from the community-based projects and events created by Alternatives in Action youth.

Alternatives In Action Central Office & West Alameda Programs 1900 Third Street Alameda, CA 94501 Tel. 510.748.4314 Fax 510.748.4326
Alternatives In Action at McClymonds High School 2607 Myrtle Street Oakland, CA 94607 Tel. 510.879.8056
Alternatives In Action at Life Academy 2101 35th Avenue Oakland, CA 94601 Tel. 510.535.7138

July 1, 2015



Alternatives in Action
WHERE YOUTH CHOOSE TO LEAD

Alternatives in Action
3666 Grand Avenue

Suite A
Oakland, CA 94610

To Whom It May Concern,

This letter is to verify that all of Alternatives in Action's employees, volunteers, and agents working in Oakland Unified Extended Day Programs or associated Community School Programs will have fingerprint clearance through the Dept. of Justice and FBI. All Alternatives in Action's employees, volunteers, and agents will also have TB clearance before they begin work on Oakland Unified School District school sites.

Sincerely,

A handwritten signature in black ink, appearing to read 'Oriana', with a long, sweeping horizontal line extending to the right.

Oriana Obligacion
Director of Operations and Finance

SAM Search Results
List of records matching your search for :

Search Term : Alternatives* In Action*
Record Status: Active

No Search Results



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	Alternatives in Action	Agency's Contact Person	Patricia Murillo
Street Address	3666 Grand Ave., Suite A	Title	Executive Director
City	Oakland	Telephone	510/285-6290 ext.305
State	CA	Zip Code	94610
Email	pmurillo@alternativesinaction.org		
OUSD Vendor Number	I000606		
Attachments	<input checked="" type="checkbox"/> Proof of general liability and workers' compensation insurance <input checked="" type="checkbox"/> Statement of qualifications <input checked="" type="checkbox"/> Program Planning Tool and Budget <input checked="" type="checkbox"/> Printout showing this vendor does not appear on the Excluded Parties List. (www.sam.gov/portal/public/Sam/)		

Compensation and Terms – Must be within OUSD Billing Guidelines

Anticipated Start Date	07/01/2015	Date work will end	08/19/2016	Total Contract Amount	178,594.00
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Budget Information

Resource #	Resource Name	Org Key #	Object Code	Amount	Req. #
4124	21st CCLC-Core	3351862401	5825	\$ 139,842.00	R0161840
4124	21st CCLC-Eq Access	3351864401	5825	\$ 21,529.00	R0161842
4124	21st CCLC-Fam Lit	3351863401	5825	\$ 17,223.00	R0161843
			5825	\$	

OUSD Contract Originator Information

Name of OUSD Contact	Aryn Bowman	Email	Aryn.Bowman@ousd.k12.ca.us
Telephone	510/534-0282	Fax	510/534-0283
Site/Dept. Name	335/Life Academy High School	Enrollment Grades	9th through 12th

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			9/16/15
2. Oakland After School Programs Office			9-17-15
3. Network Officer or Deputy Chief			9-17-15
4. Cabinet (CAO, CCO, CFO, CSO, Asst Sup)			
5. Board of Education or Superintendent			
Procurement	Date Received		