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**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Memo

To Board of Education

From Antwan Wilson, Superintendent

Board Meeting Date September 28, 2016
(To be completed by
Procurement)

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 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 2016-2017 between the District and Alternatives In Action, Inc., Oakland, CA, for the latter to provide services as lead agency to provide program coordination, math intervention, homework support, student supervision and a variety of enrichment services for Life Academy's comprehensive After School High School Program for the period of July 1, 2016 through August 20, 2017, in the amount of \$180,761.00.

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 Literacy for the After School Program at Life Academy for the period July 1, 2016 through August 20, 2017.

Fiscal Impact Funding Resource: 4124/21st Century High School After School Safety and Enrichment for Teens (ASSETs) Grant: \$142,011.00 for Core funding, \$21,528.00 for Equitable Access, and \$17,222.00 for Family Literacy funding, for a total amount not to exceed \$180,761.00.

Attachments

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



CONTRACT JUSTIFICATION FORM
This Form Shall Be Submitted to the Board Office
With *Every* Consent Agenda Contract.

Legislative File ID No. 16-2025

Department: After School Program, Life Academy (High School Program)

Vendor Name: Alternatives In Action

Contract Term: Start Date: 7/01/2016 End Date: 8/20/2017

Annual Cost: \$ 180,761.00

Approved by: Julia Ma

Is Vendor a local Oakland business? Yes ☒ No ☐

Why was this Vendor selected?

This organization has demonstrated experience and capacity serving in the after school lead agency role. This organization successfully met all requirements of OUSD's Lead Agency Request for Qualifications process and has been approved as a qualified lead agency partner by the OUSD Expanded Learning Office.

Summarize the services this Vendor will be providing.

This organization will provide comprehensive after school services for Oakland students, following the requirements set forth by OUSD and by the California Department of Education's ASES and/or 21st Century Community Learning Center grant programs. Daily after school services will include academic support, enrichment, and physical activity for students, as well as family engagement activities. This organization will work in close partnership with the host school site to align after school programming with the goals and priorities of the school's SPSA. This organization will also work in close partnership with the OUSD Expanded Learning Office to ensure the program meets attendance targets, fulfills compliance requirements, and achieves youth development quality standards.

Was this contract competitively bid? Yes ☐ No ☒

If No, answer the following:

1) How did you determine the price is competitive?

The California Department of Education allocates site-specific grant funding to OUSD schools. The lead agency partner works in collaboration with the school site administrator to complete an after school budget plan specifying the requested after school services and agreed upon cost of services. The final contract amount for the agency is approved by the school site administrator and by the OUSD Expanded Learning Office, once budget plans are approved for compliance and program plans meet CDE requirements. The lead agency leverages additional funding and in-kind resources to augment the contracted amount from OUSD to support high quality program implementation.

2) Please check the competitive bid exception relied upon:

- ☐ **Educational Materials**
- ☐ **Special Services** contracts for financial, economic, accounting, legal or administrative services
- ☐ **CUPCCAA exception** (Uniform Public Construction Cost Accounting Act)
- ☐ **Professional Service Agreements** of less than \$87,800 (increases a small amount on January 1 of each year)
- ☐ **Construction related Professional Services** such as Architects, DSA Inspectors, Environmental Consultants and Construction Managers (require a "fair, competitive selection process)
- ☐ **Energy** conservation and alternative energy supply (e.g., solar, energy conservation, co-generation and alternate energy supply sources)
- ☐ **Emergency** contracts [requires Board resolution declaring an emergency]
- ☐ **Technology** contracts
 - ☐ electronic data-processing systems, supporting software and/or services (including copiers/printers) over the \$87,800 bid limit, must be competitively advertised, but any one of the three lowest responsible bidders may be selected
 - ☐ contracts for computers, software, telecommunications equipment, microwave equipment, and other related electronic equipment and apparatus, including E-Rate solicitations, may be procured through an RFP process instead of a competitive, lowest price bid process
 - ☐ Western States Contracting Alliance Contracts (WSCA)
 - ☐ California Multiple Award Schedule Contracts (CMAS) [contracts are often used for the purchase of information technology and software]
- ☐ **Piggyback" Contracts** with other governmental entities
- ☐ **Perishable Food**
- ☐ **Sole Source**
- ☐ **Change Order for Material and Supplies** if the cost agreed upon in writing does not exceed ten percent of the original contract price
- ☐ **Other, please provide specific exception**



MEMORANDUM OF UNDERSTANDING ROUTING FORM 2016-2017

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	1000606		
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	July 1, 2016	Date work will end	August 20, 2017	Total Contract Amount	\$ 150,761.00
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Budget Information

Resource #	Resource Name	Org Key #	Object Code	Amount	Req. #
4124	21st CCLC - Core	3351862401	5825	\$ 142,011.00	
4124	21st CCLC Eq Access	3351864401	5825	\$ 21,528.00	
4124	21st CCLC - Fam Lit	3351863401	5825	\$ 17,222.00	
			5825	\$	

OUSD Contract Originator Information

Name of OUSD Contact	Aryn Bowman	Email	Aryn.Bowman@ousd.org		
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			8-31-16
2. Oakland After School Programs Office			9/1/16
3. Network Officer or Deputy Chief			9/5/16
4. Cabinet (CAO, CCO, CFO, CSO, Asst Sup)			
5. Board of Education or Superintendent			
Procurement	Date Received		

**After School Template for High Schools
Memorandum of Understanding 2016-2017
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, 2016 to August 20, 2017 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 \$180,761.00. 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 2016-2017**).
 - 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 2016-2017 and will not exceed \$180,761.00 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 335/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 2016-2017. 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 335/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 335/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 2016 – 2017 school year.

5.4.2.1. **Attendance Targets.** AGENCY will operate the program for a sufficient number of days during the 2016 – 2017 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 2016-17 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 335/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, and Credit Recovery 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 335/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 335/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 335/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. All after school program student participants on field trips, off site events or activities must be covered by medical or accident insurance.

6.10.1. OUSD will secure at its own expense limited student accident insurance coverage to assist in payment of eligible student medical expenses incurred by parent/guardians due to student accidents during the after school program. This coverage will be secondary to any primary medical insurance for which student participants are eligible. All accidents or injuries to student participants must be reported via email to ousdincidents@ccmsi.com by After School Program staff within one business day of occurrence. After School Program staff will immediately refer parent/guardians seeking payment of medical expenses under student accident coverage to OUSD's designated accident insurance representative.

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 medical or accident 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 limited student accident insurance coverage for student accidents during such activities shall be borne by OUSD.

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 2016-2017. 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 2016-17 not to exceed \$180,761.00 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 2016-17 fiscal year to reflect additional changes resulting from such legislation.

11. Conduct of Consultant

- 11.1. **Child Abuse and Neglect Reporting Act.** AGENCY will provide at its own expense sufficient Mandated Reporter training to all AGENCY staff, agents and volunteers at least annually within their first month working with OUSD students and 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. In addition, AGENCY shall provide at its own expense, First Aid and CPR Training to sufficient AGENCY staff to ensure that no less than 2 AGENCY staff members with current First Aid and CPR Training are present on site during the program each day.
- 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. OUSD shall be permitted to hire an officer or employee of AGENCY for OUSD services in connection with or unrelated to this Agreement and AGENCY shall be permitted to hire any officer or employee of OUSD to perform any service by this Agreement, provided that the agreement attached hereto as Exhibit J is fully executed prior to the performance of any services by the officer or employee. 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

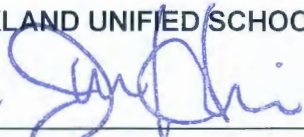
environments that protect students from physical and emotional harm, AGENCY shall establish student safety as a high priority and shall not tolerate bullying of any student. AGENCY shall adopt a policy expressly against harassment, intimidation, and bullying.

- 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.

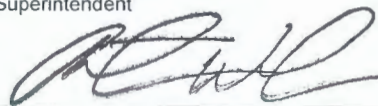
17. **Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion:** The District certifies to the best of its knowledge and belief, that it and its principals: Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered 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 9/29/16



Secretary, Board of Education
Date 9/29/16




Deputy Chief
Community Schools and Student Services Dept.
Date 9/6/16



Principal
Date _____

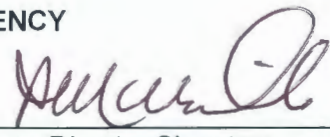


Network Superintendent
Date 9/30/16



Deputy Superintendent
Academic & Social Emotional Learning
Date _____

AGENCY



Agency Director Signature
Date 8/31/16
Patricia Munilla, Executive
Print Name, Title
Director

Attachments:

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

MOU template approved by Legal June, 2016

Exhibit A

ATTENDANCE REPORTING SCHEDULE


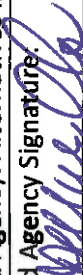
Oakland Unified School District After School Programs Attendance Reporting Schedule	
Monthly Attendance Period	Deadline to Input Attendance Data into Cityspan
July 1 – July 31, 2016	August 10, 2016
August 1 - August 30, 2016	September 9, 2016
September 1-30, 2016	October 10, 2016
October 1-30, 2016	November 10, 2016
November 1-30, 2016	December 9, 2016
December 1-31, 2016	January 10, 2017
January 1-31, 2017	February 10, 2017
February 1-29, 2017	March 10, 2017
March 1-31, 2017	April 10, 2017
April 1-30, 2017	May 10, 2017
May 1-31, 2017	June 9, 2017
June 1-30, 2017	June 16, 2017

Exhibit B

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

(Template distributed separately)

INSERT HERE

OUSD After School Programs 21st Century ASSETS After School Program Plan High Schools 2016 - 2017			
SECTION 1: School Site Information			
School Site: Life Academy of Health & Bioscience (High School)	Lead Agency: Alternatives in Action		
Principal Signature: 	Lead Agency Signature: 		
After School Site Coordinator Name: Sabaa Shoraka	Date: 4/20/2016		
SECTION 2: Alignment with Site Plan (SPSA), Major Improvement Priorities			
<p>In collaboration with school leadership, identify the school's Major Improvement Priorities where this after school program is identified for its high leverage practices.</p> <p>As our school community continues to strengthen our career pathways work on campus and across the city of Oakland and aims to address nascent dips in cohort graduation rate, Life Academy has selected academic literacy & case management as major improvement priorities for next school year. 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 academic literacy and 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 activities immediately after high quality certification completion. We have placed homework time and academic literacy activities immediately after school day dismissal to accommodate for teacher availability and ensure the maximum amount of students can attend on a daily basis. In order to create & sustain personalized supports, EDP leaders will work closely with the academic counselor and case manager to identify & support students for targeted literacy intervention programs that also take place immediately after school. Working with the counselor, the after school manager will lead a concerted effort to track & verify progress for academic caseload students, determine next steps on an ongoing basis, and lead communication efforts with families and EDP staff to ensure case management efforts take a more proactive rather than reactive approach. More directly related to career pathways work, Alternatives in Action & EDP will continue to offer and support work-based learning efforts by facilitating off-site internships during after school hours, 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.</p>			

LCAP Strategic Priorities In collaboration with school leadership, identify the specific LCAP goal(s) that this afterschool program will intentionally support.	
<ul style="list-style-type: none"> X College and Career Readiness (LCAP Goal 1) X Student Engagement (LCAP Goal 5) X Literacy Proficiency on standards, grade level reading, English Learners Reading Fluency (LCAP Goals 2, 3, 4) X Mathematics/STEM Proficiency (LCAP Goal 2) X Parent/Family Engagement (LCAP Goal 6) X Safe, Healthy and 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.	
<ol style="list-style-type: none"> 1. Academics & Literacy Development – 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. To collaborate with day school staff to facilitate literacy activities and interventions in order to set students up for success as they prepare for rigorous career pathway-related learning 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. To practice & strengthen participatory research skills within the structure of the Community Impact Project cycle (community scan, resource mapping, project planning, stakeholder presentations, mobilization, implementation, evaluation) 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. 	

<p>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</p> <p>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.</p>				
<p>SECTION 3: OUSD Strategic Questions Complete the matrix for at least two of the following four OUSD Strategic questions.</p>				
<p>Strategic Questions/Desired Outcomes</p> <p><i>As a result of our ASP efforts...</i></p>	<p>Strategic Activities</p> <p><i>What after school strategic activities will support the desired outcomes?</i></p>	<p>Outcomes of Strategic Activities</p> <p><i>What short-term outcomes will you expect from your efforts by the end of the school year?</i></p>	<p>Data used to assess the strategic activities</p> <p><i>What data will be collected to measure these outcomes?</i></p>	
<p>High School Graduation: How many more Oakland children are graduating from high school?</p>	<p>9th and 10th grade students are required to participate in after school programming at least twice per week, including academic intervention and homework assistance.</p> <p>All 11th and 12th graders participate through internships experiences at least twice per week.</p> <p>Research supports that engagement in after school activities promotes school attachment, achievement, and increased graduation rates.</p>	<p>90% of 9th and 10th grade students will participate in homework assistance and/or academic intervention 2x's per week.</p> <p>75% of 9th and 10th graders will demonstrate skill growth in ELA and Math scores on Smarter Balanced Assessment Consortium tests.</p> <p>100% of 11th and 12th grade students will participate in 2 years of an internship.</p>	<p>CitySpan attendance reports</p> <p>SBAC results</p> <p>Internship hours tracked through CitySpan records</p>	
<p>Satisfactory School Day Attendance: How many more Oakland children are attending school 95% or more?</p>	<p>Alternatives in Action will hire trained youth developers who can build strong relationships and</p>	<p>Students will maintain or exceed at least 95% daily attendance rate, and will attend after school</p>	<p>CitySpan attendance reports</p> <p>School day attendance</p>	

	develop engaging curriculum for youth in Extended Day Programs, motivating students to 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.	programs (either through the Extended Day Program or internships) at least 2 days a week for the duration of the school year.	reports
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-</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</p>	<p>CitySpan attendance reports</p> <p>Grades in Physiology class</p> <p>Attendance in Executive Team meetings.</p>

	related activities are designed to develop skills such as public speaking, collaboration, and marketing necessary for future success in employment settings	complete resume building and mock interview sessions through Extended Day Programs in spring 2015.	
<p>Health and Well-being: How many more Oakland children have access to, and use, the health services they need?</p>	<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</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>

	providing case management to identified students & families	
SECTION 4: Program Model and Lead Agency Selection		
For 2016-2017, my site will operate the following program model:		
<input type="checkbox"/> Traditional After School: <i>voluntary program open to all students, with enrollment priorities targeting certain students</i> <input checked="" type="checkbox"/> Extended Day Program: <i>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)</i> <input type="checkbox"/> Blended/Hybrid: <i>combination of some extended day and some traditional after school programming</i>		
Description and Rationale for Selection of Lead Agency		
<p>Describe how the selected Lead Agency partner will support the school's plans for Full Service Community School development.</p> <p>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.</p> <p>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</p>		

<p>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 2015-16 scores for middle (4.0) and high school (4.90) 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.</p>	
<p>SECTION 5: Attendance, Program Dates, Minimum Days, and Program Schedule In order to remain in compliance and meet minimum funding requirements, high school programs are required to operate a minimum of 15 hours per week. This can consist of before and after school programming, as well as weekend, intercession, and summer programming.</p> <p><i>* 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.</i></p>	
Required # of Program Days your program will operate during School Year 2016-2017 (programs are required to operate between 177 – 180 days of the school year)	177
Projected Daily Attendance during School Year 2016-2017	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, 1 other date TBA (exact dates TBD)
<p>Minimum Days 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.</p>	
Projected Number of Minimum Days for School Year 2016-2017	48 (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. The program schedule must reflect at least 15 hours of programming per week.
2. Submit a copy of the school bell schedule for the 2016-17 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.)

Please make sure program schedule clearly shows when the following program requirements will take place:

For Comprehensive high schools:

- Academic mentoring for 9th graders at risk of failing classes
- Academic supports and mentoring for 10th – 12th grade students taking credit recovery

For Alternative Ed high schools:

- College and career readiness activities

SECTION 6: Transitions Support

Schools have students transitioning in and out over the course of the school year. This includes incoming 9th graders, students who are transitioning mid-year from other schools or the juvenile justice system; as well as graduating students.

How will your program collaborate with the school day to support students who are transitioning into the school?

Alternatives in Action's after school manager and parent coach work closely to ensure students new to Life Academy smoothly and successfully transition into both the school and the program. These staff members work closely with the administrative team to welcome new parents & students systematically by arranging an initial meet-and-greet during which the student enrolls in his/her classes for the extended day program and the family gets information about our "parent academy" program. In addition, the parent coach offers information about the rest of the school's array of supportive services to the family

Additionally, the after school manager's active participation on Life Academy's administrative and Coordination of Services (COST) teams informs & supports how the student transitions into the school & EDP. Both of these bodies have intentional conversations & do action planning around students entering Life and having the site's after school program leader as a member is a mutually beneficial arrangement.

SECTION 7: Academics

Your site should plan to offer a range of academic supports to support students to learn and practice skills and knowledge related to core academic content. 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 Academic Mentoring and Homework Support Time for All EDP Project Groups	130 9 th and 10 th grade students; many at risk of failing	<input checked="" type="checkbox"/> Homework Support <input checked="" type="checkbox"/> Tutoring <input checked="" type="checkbox"/> Skill Building	Graduate Outcomes Rigorous Academics Climate & Culture	Adult coach will work with youth in study hall setting & in small, intentional groups to guide the following: - Students work individually to complete HW - Collaborative work on subject-specific certifications and projects - Use of Jupiter grades & Google docs to monitor assignments and grades in core academic classes - 1-on-1 check ins with adult coach every once/marking period	45 min./day; 2 days/week; 42 weeks	85% of 9 th & 10 th grade students will attend academic mentoring activities 2x/week 75% of 9 th & 10 th grade participants will retain a GPA of 2.5 or higher 75% of 9 th & 10 th grade students will earn enough credits to remain "on-track" to graduate HS in 4 years
Academic Revolution Zone Literacy Intervention Program	9 th & 10 th graders achieving between a 4 th & 6 th grade	<input checked="" type="checkbox"/> Tutoring <input checked="" type="checkbox"/> Literacy Intervention <input checked="" type="checkbox"/> Skill Building	Graduate Outcomes Rigorous	Using the AMP curriculum & leveled literacy approaches: - Small group lit	45 min./day; 2 days/week; 36 weeks (students cycle in & out of	85% of targeted students will attend literacy

	reading level as measured by the Scholastic Reading Inventory (SRI)		Academics	circles guided by adult coach	program as progress is made & caseload size changes)	intervention sessions 2x/week 95% of students will demonstrate passing score on AMP mid unit assessments 95% of students will increase SRI score by 50 points & achieve a score above 800 by the end of the school year
EDP Credit Recovery Boot Camps	10, 11, and 12 th graders who have not passed 1 or more core academic classes (science, math, & English)	<input checked="" type="checkbox"/> Skill Building <input checked="" type="checkbox"/> Credit Recovery <input checked="" type="checkbox"/> Academic Intervention	Graduate Outcomes Rigorous Academics	- Whole group instruction - Discussions, interactive activities, & small group work depending on subject & course - Certifications & final projects depending on subject & course	2 hours/day; 2 days/week; 32 weeks	95% of 10 th and 11 th graders who are not currently A-G "on-track" will pass at least 1 EDP credit recovery boot camp class 85% of 10 th grade students will be A-G "on-track" by June 2017 90% of 11 th

SAT Prep Workshops	10, 11 th , 12 th Graders	<input checked="" type="checkbox"/> Other: SAT Prep	Post-Secondary Readiness	- Whole group instruction - Initial diagnostic exam & subsequent targeted skill drill activities - Practice tests by section/subject - Strategy workshops by section/subject	2 hours/day; 2 days/week; 16 weeks	75% of students will be able to improve their scores from PSAT to SAT by at least 50 points.	grade students will be A-G "on-track" by June 2017
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SECTION 8: CAREER-RELATED ACADEMIC ENRICHMENT, College Preparation and WORK-BASED LEARNING

Career-related enrichment activities and physical activity/recreation are required components of the AS&S and 21st Century grants. Enrichment activities should provide students with the opportunity to learn and practice technical skills, employability skills and career planning skills. Technical skills are job related and technical skills and knowledge related to anticipate labor market conditions. Employability skills are behaviors, attitudes and habits of the mind that have been referred to as 'soft skills'. Career planning skills are skills and competencies that can be used for lifelong learning, career management, and negotiating transitions throughout a working lifetime. Enrichment activities should intentionally and creatively build skills that support students' success in school and in life.

Description of Program/Activity	Pathway supported by this program/activity	How does this program/activity support student readiness for career and/or college	Target Pop. & Frequency: hrs/wk; # of wks	Targeted Skills	Measurable Outcome
Health & Bioscience Off-Site Internships	All Health & Bioscience Pathways	All 11 th and 12 th Grade students participate in internships 2 days a week in real-world, health and bioscience-related placements to gain work skills in fields related to medicine, health, development and science. Life Academy	All 11 th -12 th grade students enrolled in a pathway; select 10 th grade pathway students Schedule of internships	<input checked="" type="checkbox"/> Employability skills <input checked="" type="checkbox"/> Career Planning Skills <input checked="" type="checkbox"/> Work based Learning Experience <input checked="" type="checkbox"/> Technical skills	100% of senior students successfully pass an integrated Defense project that includes presentations of learning from internship experience. 95% of 11 th & 12 th grade internship

		has placements at all of Oakland's major hospitals, as well as other placements sites in which students receive training in employability in addition to the pathway-related content area activities embedded into their internship.	vary, but most programs average 5 hrs/week for 30 weeks		students earn passing grades in Physiology and Pathway Academy classes 90% of 11 th & 12 th grade intern students attend their internship for 90% of the program sessions
Life is Science and Scientists in Charge	All Health & Bioscience Pathways	9 and 10 th graders participate in STEM programs after school that include cascading leadership projects (teaching science to local 4 th grade students and leading science family nights), career development activities related to the field of science, and other hands-on, community-relevant activities that help students access bio-scientific concepts	9 th & 10 th grade students (all must participate in 1 EDP group); 3 hrs/week for 32 weeks	<input checked="" type="checkbox"/> Employability skills <input checked="" type="checkbox"/> Career Planning Skills <input type="checkbox"/> Work based Learning Experience <input checked="" type="checkbox"/> Technical skills	Students will increased 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.
Peer Health Educators	All Health & Bioscience Pathways	9 and 10 th grade students learn age-specific, culturally relevant content in physical, mental, and sexual health in order to teach their peers about important wellness topics and increase usage of the on-campus health center. Students practice public speaking & advocacy skills, as well as community organizing and project management, through a health & bioscience-related initiative	9 th & 10 th grade students (all must participate in 1 EDP group); 3 hrs/week for 32 weeks	<input checked="" type="checkbox"/> Employability skills <input checked="" type="checkbox"/> Career Planning Skills <input checked="" type="checkbox"/> Work based Learning Experience <input checked="" type="checkbox"/> Technical skills	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.

SECTION 9: ENRICHMENT: Leadership, Social and Emotional Learning, Financial Literacy, Technology, Arts, and Health, Wellness and Fitness. After school programs should provide structured opportunities for youth to engage in enrichment activities that may not be included in the school day such as leadership, social and emotional learning, financial literacy, technology/computer science, arts, and health and wellness. These opportunities not only engage students but provide skills to support them to become "community ready". This includes preparing students with the skills they need in order to actively participate in a civil society in the digital age.				
Description of Activity/Program	How does this program/activity support students for community readiness?	Target Population and Frequency (hrs per wk; # of wks)	Targeted Skills	Measurable Outcome
Youth Leadership Executive Team (E-Team)	Students receive initial & on-going training and serve as "youth coaches" for their peers participating in other Extended Day Program project groups. Through the youth coach training & experience, students learn & practice an array of skills ranging from project planning and public speaking to conflict resolution and case management	9 th -11 th grade students; 2.5 hrs/week; 36 weeks	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Social Emotional Learning <input type="checkbox"/> Financial Literacy <input type="checkbox"/> Technology <input type="checkbox"/> Arts <input type="checkbox"/> Health and Wellness <input checked="" type="checkbox"/> Other (please specify)	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 Arts 101 and Advanced Multimedia Arts	Project group core curricula features a variety of sound engineering, filmmaking, 3D art, computer science, and graphic design projects as well as practice both leadership and SEL skills through the process of completing the Community Impact Project cycle. Students develop and practice skills within the communication, digital fine arts, and tech literacy domains as well, all of which are relevant to the 21 st century tech, science, & business environments	9 th & 10 th grade students (all must participate in 1 EDP group); 3 hrs/week for 32 weeks	<input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Social Emotional Learning <input type="checkbox"/> Financial literacy <input checked="" type="checkbox"/> Technology <input checked="" type="checkbox"/> Arts <input type="checkbox"/> Health and Wellness <input type="checkbox"/> Other (please specify)	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 multimedia art with external stakeholders.
Visual Art & Animation	Project group core curricula focuses on the elements of visual art and features a variety of painting, drawing, printing, and 3D media projects. Students develop and practice basic fine arts, communication, and project planning	9 th & 10 th grade students (all must participate in 1 EDP group); 3 hrs/week for 32 weeks	<input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Social Emotional Learning <input type="checkbox"/> Financial literacy <input type="checkbox"/> Technology <input checked="" type="checkbox"/> Arts <input type="checkbox"/> Health and Wellness	Students will attend 2 days per week, complete at least 3 major arts-related projects, and complete a

	skills, as well as practice both leadership and SEL skills through the process of completing the Community Impact Project cycle	weeks	<input type="checkbox"/> Other (please specify)	community impact project and panel presentation demonstrating and sharing their learning in multimedia art with external stakeholders.
Teens on Target Violence Prevention	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.	9 th & 10 th grade students (all must participate in 1 EDP group); 3 hrs/week for 32 weeks	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Social Emotional Learning <input type="checkbox"/> Financial literacy <input type="checkbox"/> Technology <input type="checkbox"/> Arts <input checked="" type="checkbox"/> Health and Wellness <input type="checkbox"/> Other (please specify)	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.
Activism Breakout Programs (Real Ambitious Women, Multicultural Club, GSA, Life Holds No Punches, and Be A Man)	9-12 th grade students will meet in demographic or interest group-specific 1-2 times per week with adult and youth coaches, as well as guest mentors to discuss topics relevant to them and to plan activism projects and campaigns aimed to affect change in our school community. Such activities build a complex combination of collaboration, coordination & communication skills, all of which are needed for success in college, career, and community.	9 th -12 th grade students (all 9 th & 10 th grade students must participate in 1 EDP group); 2 hrs/week for 32 weeks	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Social Emotional Learning <input type="checkbox"/> Financial literacy <input type="checkbox"/> Technology <input type="checkbox"/> Arts <input checked="" type="checkbox"/> Health and Wellness <input type="checkbox"/> Other (please specify)	Students in the activism programs will complete at least one "full" community impact project (all 6 steps of cycle including panel presentation) as well as produce at least one sustained outreach or education campaign or event. They will report greater connection to the school and improved leadership skills.

SECTION 10: 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	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	85% of advisory classes will have 2 parents participate in the PLT. Parents will report	The PLT connects parents to the school day Advisory classes, the Parent Liaison, Administrators, and Community

	Engagement A. School Culture	leadership initiatives, and to discuss school policy with administrators.	increased skills in leadership, greater connection to the school, and ability to shape policy and school decisions.	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.

FAMILY LIAISON:

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

The 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 13: 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..

<p><i>in addition to providing meaningful after school learning experiences that help keep students engaged and coming.</i></p> <p>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.</p>	
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 could be improved.	<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. • 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 12: 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, safe, and 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?

☒ X __ PBIS (Positive Behavioral Interventions and Support)

☒ X __ Restorative Justice

☒ X __ 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.

d) Please mark other strategies your after school program and school site are using to support all students and address disproportionality:

☒ Using Restorative practice to address disproportionality related to discipline

☐ Trauma informed practices

☒ Using PBIS to address discipline

SECTION 13: Social and Emotional Learning (SEL)

Developing SEL skills in students and in the adults who work in the Oakland school system is a key priority for OUSD. SEL includes the following skills: self-management, self-awareness, social awareness, relationship skills, and responsible decision making.

Describe how you will work intentionally to develop SEL skills in program staff:

Social and emotional learning is a pillar of Alternatives in Action's approach to professional development for staff. Opportunities to build their SEL skillset exist through the following channels:

- Adult learning plans which include a personal/self-care goal; staff uses this document with supervisor to guide & evaluate professional growth
- Daily 30 min. debrief sessions after conclusion of program to reflect upon day & acknowledge the work of other team members
- Quarterly team reflection sessions in which interpersonal coaching skills are learned and practiced
- Continued restorative justice-related training and other SEL-related topics of interest via weekly staff meetings

Describe how you will work intentionally to develop SEL skills in students:

- Restorative justice practices used by adult coaches with youth; members of middle school leadership team to receive additional restorative justice training in order to serve as a peer mediator in both day school and EDP
- Daily check-in circle activities to allow students to respond personally to a question & practice social & emotional awareness, relationship skills, & self-management
- Daily reflection & acknowledgment rituals in all project groups during which students highlight positives, identify challenges, and appreciate one another to close the program day
- Project groups (ex. Gender specific mentoring groups, sports teams, etc.) offer youth opportunities to develop & practice subsets of their SEL toolkit within authentic & challenging

environments ; often during activities characterized by group and project-based learning	
SECTION 14: 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?	<input checked="" type="checkbox"/> COST team (Coordination of Services Team) – Leads and facilitates meetings <input checked="" type="checkbox"/> SST (Student Study Team) – Participation depends on student involved <input checked="" type="checkbox"/> SSC (School Site Council) – Parent Liaison serves as representative for Alternatives in Action & after school program <input checked="" type="checkbox"/> ELT (Educational Leadership Team) – known as the Administrative Team at Life Academy <input checked="" type="checkbox"/> PTA – known as the Parent Leadership Team at Life Academy <input type="checkbox"/> Attendance Team/Workgroup <input checked="" type="checkbox"/> CSSSP (Community School Strategic Site Planning) team <input type="checkbox"/> School Culture/Climate Committee <input checked="" type="checkbox"/> 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

2016-17 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 2016.

Timeline	After School Enrollment Steps/Process	Individual(s) responsible
May and June 2016	Incoming 9th grade students and 10 th -12th grade students informed of EDP structures & expectations in advance of new school year at spring orientation events	Alternatives in Action Community Programs Manager and Parent Liaison
August (approximately two weeks before school year begins)	Registration- all students enrolled	Community Programs Manager, 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 Manager and Parent Liaison
October-May	Monthly Advisory Class meetings for students not participating. Phone calls home to families of nonparticipating students.	Program Manager, school advisors, and Parent Liaison

Important dates to include in your timeline:

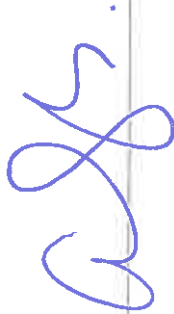
- May – June: Early outreach and recruitment for 2016-17 school year program.
- August – September: New school year enrollment of students for remaining program slots.
- After school programs begin on 1st Day of school.
- Parents are notified about their student's participation in program at beginning 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: _____



2016-17 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.

2016 – 17 Assurances for Grant Compliance and After School Alignment with School Day		
Principal Initials	Lead Agency Initials	
		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/Career Pathways' 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.
- Connect the after school program with the school's Linked Learning/Career Pathway efforts, so that the after school program can align with and support the Career Pathways.

The Quality Support Coach/Career Pathways' Liaison can be a credentialed teacher from the school faculty or other qualified professional working with the school (for example, a Literacy Specialist, Math Coach or Pathway Lead.). 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

Please identify who will fulfill the Quality Support Coach role for 2016-17:

- ☒ A credentialed teacher on staff who has effective skills and experiences in coaching and/or adult learning
- ☐ A Career Pathway lead who will work to align after school program activities with Career Pathway efforts. (this position can be split between multiple Career Pathway leads)
- ☐ 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:

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 APEX, ECCCO, and academic enrichment.

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

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

Principal Signature: _____

Lead Agency Signature: _____

After School Safety and Emergency Planning for 2016-17

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 managers 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 managers throughout the year.
- c) ASPO professional development will consist of the mandatory August Institute (week of Aug 1- 5), 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 line staff, this includes 10 hours/staff for participation in the continuous quality improvement process, plus an additional 10 – 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

<p>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:</p> <ul style="list-style-type: none"> - 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 	
<p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>	
<p>21st Century Supplemental Programming during 2016-17 School Year Describe your planned programming on weekends, intercession breaks, and other non-school days during the 2016-17 school year.</p>	
<p>Number of supplemental program days you plan to offer during the 2016-17 school year:</p>	<p>0</p>
<p>Dates of Service:</p>	

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

AFTER SCHOOL BUDGET PLANNING SPREADSHEET

HIGH SCHOOLS 02.2016

Site Name: Life Academy High School	Site #:	21CCLC Core Program Funds: 1214 Program OUSD Adult Agency	%	21CCLC Core Program Funds: 1214 Program OUSD Adult Agency	21CCLC Equitable Access Funds: 1214 Program OUSD Adult Agency	%	21CCLC Equitable Access Funds: 1214 Program OUSD Adult Agency	21CCLC Family Literacy Funds: 1214 Program OUSD Adult Agency	Program Fees (if applicable)	Other School Funds	Other Lead Agency Funds
Average # of students to be served daily (ADA)											
TOTAL GRANT AWARD		110000.00		110000.00	25000.00		25000.00	20000.00	0.00	0.00	0.00
CENTRAL COSTS: INDIRECT, ADMIN, EVAL, PROFESSIONAL, DEVELOPMENT, CUSTODIAL											
OUSD Indirect (5%)		8571.43		8571.43	1119.48		1119.48	952.38			
OUSD ASPO admin, evaluation, and training/technical assistance costs		11214.95		11214.95	1557.83		1557.83	1246.11			
Custodial Staff and Supplies at 2.25%		5205.94		5205.94	723.19		723.19	578.55			
TOTAL SITE ALLOCATION		155006.88		155006.88	21528.70		21528.70	17222.96			
CERTIFIED PERSONNEL											
1120 Quality Support Coach/Career Pathways' Liaison		2500.00		2500.00	0.00		0.00	0.00		0.00	
1120 Certified Teacher Extended Contracts		0.00		0.00	0.00		0.00	0.00		0.00	
1120 Certified Teacher - Credit Recovery - English I		1500.00		1500.00							
1120 Career Pathway Certified Teacher Extended Contracts		2000.00		2000.00							
Total certified		6000.00		6000.00	0.00		0.00	0.00		0.00	
CLASSIFIED PERSONNEL											
2220 SSO - Split bwn Life HS and Life MS		4750.00		4750.00						0.00	
		0.00		0.00							
Total classified		4750.00		4750.00	0.00		0.00	0.00		0.00	0.00
BENEFITS											
3000's Employee Benefits for Certified Teachers on Extended Contract (benefits at 20%)		1200.00		1200.00	0.00		0.00	0.00			
3000's Employee Benefits for Classified Staff on Extra Time/Overtime (benefits at 22%)		1045.00		1045.00	0.00		0.00	0.00			
3000's Employee Benefits for Salaried Employees (42%)											
3000's Lead Agency benefits (rate: 25 %)											
Total benefits		2245.00		2245.00	0.00		0.00	0.00		0.00	0.00
BOOKS AND SUPPLIES											
4310 Supplies (OUSD only, except for Summer Supplemental)										0.00	0.00
4310 Curriculum (OUSD only)										0.00	0.00
5828 Field Trips										0.00	0.00
4420 Equipment (OUSD only)										0.00	0.00
District professional development on district PD days (Bridging the Bay conference and Youth Work Methods trainings)		1600.00		1600.00							
Total books and supplies		0.00		0.00	0.00		0.00	0.00		0.00	0.00

CONTRACTED SERVICES

[illegible]

N-KIND DIRECT SERVICES

[illegible]

HEAD AGENCY ADMINISTRATIVE COSTS

[illegible]

SUBTOTALS

Subtotal: DIRECT SERVICE	13	15686.59	137313.10	15.50	373.81	20876.00	63.90	269.07	16700.00	0.00	153725.00
Subtotal: Admin/Indirect	11	22301.74	4698.26	15.00	3097.46	852.54	15.00	2477.97	522.03	0.00	6386.25

TOTALS

	Total budgeted per column			37988.32	142011.26	3471.30	21528.54		2777.04	17222.03	0.00	0.00	15911.25
	Total BUDGETED	100		179999.59		100.00	24999.83	100.00	19999.07	0.00	0.00	0.00	15911.25
	BALANCE remaining to allocate			0.41			0.17		0.93				
	TOTAL GRANT AWARD ALLOCATION TO SITE			180000.00			25000.00		20000.00				

Required Signatures for Budget Approval

Principal:	
Lead Agency:	

**OAKLAND UNIFIED SCHOOL DISTRICT
21 CENTURY ASSETS HIGH SCHOOL AFTER SCHOOL PROGRAMS
PARENT PERMISSION AND STUDENT INFORMATION**

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 arising from my child's release from the After School Program without supervision.

☒ _____

Parent/Guardian/Caretaker Signature

Date

PERMISSION TO EVALUATE PROGRAMS AND TRACK STUDENT PROGRESS

I give permission for the After School Program Staff and any designated evaluation consultant to review my child's school data (including but not limited to test scores, report cards, attendance, other performance indices, and demographic data), and input my child's data into the after school database for the purpose of providing targeted support and academic instruction and assessing the academic effectiveness of the After School Program. I also give permission for After School Program staff and any designated evaluation consultant 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

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

**OUSD After School Programs
2016-2017
Student Health Form**

School Site: _____

STUDENT INFORMATION

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

Grade in 2016-17 _____ **Language spoken in the home** _____

PARENT/GUARDIAN INFORMATION

Parent/Guardian Name (First, Last) _____

Student's Home Address _____

Phone (home) _____

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

EMERGENCY

In case of emergency, please contact:

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

Phone Number: _____

HEALTH

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

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

Medications needed during the school day: _____

Medications needed after school hours: _____

Medical Management Plan and Separate Emergency Medication during After School Program:

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	
Telephone		Fax	

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

- ☐ Fall Semester – August 22, 2016 – January 27, 2017
☐ Spring Semester – January 30, 2017 to June 9, 2017
☐ Summer Program (Specify dates: _____ to _____)

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

Site Coordinator Signature _____ Date _____

Lead Agency Director Signature _____ Date _____

Site Administrator Signature _____ Date _____

EAST BAY REGIONAL PARK DISTRICT

WAIVER AND RELEASE OF LIABILITY AND INDEMNITY AGREEMENT

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

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

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

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

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

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

Participant's Name _____
(Print)

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

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

EBRD Waiver - Swim Use
Rev. 2/09

INVOICING AND STAFF QUALIFICATIONS FORM

2016-17

Basic Directions

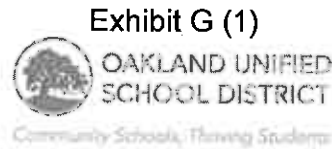
Complete the chart below for each subcontractor and attach with Lead Agency monthly invoices.

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 2016-2017

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 1000 Broadway, Suite 150.
- ◆ 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 November 1-30th is due in our office on the 9th of December (the 10th is a Saturday). **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, 2016	August 25, 2016
September 9, 2016	September 23, 2016
October 10, 2016	October 24, 2016
November 10, 2016	November 21, 2016
December 9, 2016	December 21, 2016
January 10, 2017	January 25, 2017
February 10, 2017	February 27, 2017
March 10, 2017	March 24, 2017
April 10, 2017	April 25, 2017
May 10, 2017	May 23, 2017
June 9, 2017 for May invoices	June 23, 2017
June 16, 2017 for Final Billing	TBD

If there are any questions regarding the invoicing process, please contact our office at (510) 879-2888.

PROCEDURES FOR PAID INSERVICE/EXTENDED CONTRACTS AND TIME SHEETS OUSD CERTIFICATED TEACHERS 2016-2017

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

Paying OUSD Certificated Employees (Teachers)

- ◆ Academic Liaisons should submit a Paid Inservice form and Extended Contract teachers should submit a "Request for Extended Contract" IN ADVANCE to approve all projected work to be completed, using appropriate Budget Org Key (Object Code usually -1120 or -1122)
- ◆ **The FIRST submission of the Paid Inservice/Extended Contract paperwork must be accompanied by a timesheet in order to be processed by OUSD Payroll. No payment will be rendered until timesheets are submitted to our office.**
- ◆ Have Employee sign Extended Contract & ALL Time Sheets
- ◆ Have Principal approve and sign Paid Inservice/Extended Contract & ALL Time Sheets
- ◆ Please be sure to submit ORIGINALS of all documents
- ◆ Please use only ONE SIDED Time Sheets
- ◆ Deliver to OUSD After School Programs Office — All 21st Century and/or ASES Paid Inservice/Extended Contracts and Time Sheets must be submitted to the OUSD After School Programs Office in order to be processed and paid. We are located at 1000 Broadway, Suite 150.
- ◆ **Union Contract rate for teachers is \$25.82/hr.**
- ◆ **Union Contract rate for Academic Liaisons is \$33.58/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, 2016	October 14, 2016
October 31, 2016	November 15, 2016
November 30, 2016	December 15, 2016
December 16, 2016	January 13, 2017
January 31, 2017	February 13, 2017
February 28, 2017	March 15, 2017
March 30, 2017	April 14, 2017
April 28, 2017	May 15, 2017
May 31, 2017	June 15, 2017
June 9, 2017	June 30, 2017

If there are any questions regarding these documents or procedures, please contact our office at (510) 879-2888.

PROCEDURES FOR EXTENDED TIME AND/OR OVERTIME FORMS (ET/OT) FOR OUSD CLASSIFIED EMPLOYEES 2016-2017

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 1000 Broadway, Suite 150.
- ◆ *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, 2016	September 30, 2016
September 30, 2016	October 13, 2016
October 13, 2016	October 31, 2016
October 31, 2016	November 15, 2016
November 15, 2016	November 30, 2016
November 30, 2016	December 15, 2016
December 15, 2016	December 29, 2016
December 16, 2016	January 13, 2017
January 13, 2017	January 31, 2017
January 31, 2017	February 15, 2017
February 15, 2017	February 28, 2017
February 28, 2017	March 15, 2017
March 15, 2017	March 30, 2017
March 30, 2017	April 14, 2017
April 14, 2017	April 28, 2017
April 28, 2017	May 15, 2017
May 15, 2017	May 31, 2017
May 31, 2017	June 15, 2017
June 9, 2017	June 30, 2017

If there are any questions regarding these documents and procedures, please contact our office at (510) 879-2888.

Exhibit H

CERTIFICATES OF INSURANCE AND ADDITIONAL INSURED ENDORSEMENT

INSERT HERE



CERTIFICATE OF LIABILITY INSURANCE

ALTEINA-01

EBRITO

DATE (MM/DD/YYYY)

7/5/2016

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 License # 0757776 HUB International Insurance Services Inc. P. O. Box 5076 San Ramon, CA 94583	CONTACT NAME: Rebecca Sanchez		
	PHONE (A/C, No, Ext):	FAX (A/C, No):	
	E-MAIL ADDRESS: cal.cpu@hubinternational.com		
INSURED Alternatives in Action, dba: Bay Area School of Enterprise; dba: Home Project; dba: Home Sweet Home 3666 Grand Avenue, Suite A Oakland, CA 94610	INSURER(S) AFFORDING COVERAGE		NAIC #
	INSURER A: Markel Insurance Company		38970
	INSURER B: Cypress Insurance Company		10855
	INSURER C:		
	INSURER D:		
	INSURER E:		
	INSURER F:		

COVERAGES**CERTIFICATE NUMBER:****REVISION NUMBER:**

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

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSD WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input checked="" type="checkbox"/> LOC OTHER:	X	CHP700138703	06/25/2016	06/25/2017	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 25,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COM/OP AGG \$ 1,000,000
A	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		CHP700138703	06/25/2016	06/25/2017	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 <input type="checkbox"/> EXCESS LIAB DED <input checked="" type="checkbox"/> RETENTIONS \$ 10,000		CHU700138703	06/25/2016	06/25/2017	EACH OCCURRENCE \$ 3,000,000 AGGREGATE \$ 3,000,000
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N Y	ALWC711175	06/25/2016	06/25/2017	<input checked="" type="checkbox"/> PER STATUTE E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000

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

Oakland Unified School District is additional insured with regard to General Liability per attached endorsement form MGL1209 01/12.

CERTIFICATE HOLDER**CANCELLATION**

Oakland Unified School District
Attn: Risk Management
1000 Broadway, Suite 440
Oakland, CA 94607

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

AUTHORIZED REPRESENTATIVE

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Exhibit I

STATEMENT OF QUALIFICATIONS

INSERT HERE

Statement of Qualifications

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, Alternatives in Action High School; its Early Childhood Education Center that also provides career training for high school youth; and comprehensive school initiatives at four sites: McClymonds High School in West Oakland, Life Academy in East Oakland, Fremont High School in East Oakland and Alternatives in Action High School in East Oakland. In total, Alternatives in Action develops the leadership potential and provides school-linked services to over 1,300 youth with another 500 children and youth benefitting from the community-based projects and events created by Alternatives in Action youth.

EXHIBIT J
Agreement to Allow Distinct & Separate Employment by OUSD and AGENCY

As set forth in Paragraph 11.4 of the Memorandum of Understanding between AGENCY and Oakland Unified School District ("OUSD"), this Agreement ("Agreement") allows for the employment of the EMPLOYEE, _____, for distinct and separate employment roles with OUSD and with AGENCY. These two employment positions do not overlap in duties, hours, or control by the respective employers, OUSD or AGENCY. As used in this Agreement, "Parties" means Employee, OUSD, and AGENCY.

1. Employment Position. OUSD shall provide Employee with a written document describing the position that Employee shall perform for OUSD. AGENCY shall provide Employee with a written document describing the position that Employee shall perform for AGENCY. None of the duties performed for either employer shall interfere or conflict with their responsibilities for the other employer.
2. Hours of Work. OUSD shall inform Employee of the hours of work for the OUSD employment position. AGENCY shall inform Employee of the hours of work for the AGENCY position. None of the work hours shall be overlapping. Employee shall not work any hours beyond the regular working hours for either OUSD or AGENCY unless express written approval is given by the Employer for whom the extra hours are being worked.
3. Control & Supervision – OUSD Employment. During the employment position and working hours performed for OUSD, EMPLOYEE will devote their full services to OUSD and shall not engage in any work that conflicts with or compromises EMPLOYEE's best efforts to OUSD. EMPLOYEE shall be supervised by designated OUSD personnel and OUSD will provide the information, tools, and equipment necessary for such employment. OUSD shall control all aspects of the employment relationship for the work performed for OUSD. EMPLOYEE shall not use the information, tools, or equipment of OUSD in performing the work for AGENCY, without OUSD's express permission. All work product of the EMPLOYEE shall belong to the employer for whom the services were being provided at the time the work was created. AGENCY shall not have any control or supervision over EMPLOYEE during the EMPLOYEE's OUSD work hours.
4. Control & Supervision – AGENCY Employment. During the employment position and working hours performed for AGENCY, EMPLOYEE will devote their full services to AGENCY and shall not engage in any work that conflicts with or compromises EMPLOYEE's best efforts to AGENCY. EMPLOYEE shall be supervised by designated AGENCY personnel and AGENCY will provide the information, tools, and equipment necessary for such employment. AGENCY shall control all aspects of the employment relationship for the work performed for AGENCY. EMPLOYEE shall not use the information, tools, or equipment of AGENCY in performing the work for OUSD, without AGENCY's express permission. All work product of the EMPLOYEE shall belong to the employer for whom the services were being provided at the time the work was created. OUSD shall not have any control or supervision over EMPLOYEE during the EMPLOYEE's AGENCY work hours.
5. Workers Compensation Liability Insurance. As required by California and federal law, each employer shall maintain workers compensation liability insurance for Employee's behalf for the employment position for which EMPLOYEE is employed by each of them.
6. Wages. OUSD is separately and independently liable for all wages and benefits earned by EMPLOYEE for performance of the OUSD employment position. OUSD shall have no liability for any portion of wages and benefits earned by EMPLOYEE for performance of the AGENCY employment position, and AGENCY agrees to indemnify, defend, and hold harmless OUSD from any such claim. Similarly, AGENCY is separately and independently liable for all wages and benefits earned by EMPLOYEE for performance of the AGENCY employment position. AGENCY shall have no liability for any portion of wages and benefits earned by EMPLOYEE for performance of the OUSD employment position, and OUSD agrees to indemnify, defend, and hold harmless OUSD from any such claim.
7. No Joint Employer Relationship. The Parties acknowledge and agree that it is not their intent to create any joint employer relationship and, instead, each employment relationship is separate and distinct as set forth in this Agreement. Notwithstanding, EMPLOYEE understands and agrees personnel information may be exchanged between OUSD and AGENCY.
8. Termination. Subject to any applicable employment laws, any Party may terminate this Agreement or any employment relationship created under this Agreement with two weeks written notice to the other Parties.

9. Litigation. This Agreement shall be performed in Oakland, California and is governed by the Laws of the State of California. The Alameda County Superior Court shall have jurisdiction over any state court litigation initiated to enforce or interpret this Agreement.
10. Integration/Entire Agreement of Parties: This Agreement and the Memorandum of Understanding between AGENCY and OUSD from which this Agreement stems, constitute the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by all Parties.
11. Counterparts. This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
12. Signature Authority. Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been given the proper authority and empowered to enter into this Agreement.
13. Employment Contingent on Governing Board Approval: OUSD shall not be bound by the terms of this Agreement or employment of EMPLOYEE until it has been formally approved by OUSD's Governing Board, and no payment shall be owed or made to EMPLOYEE absent formal approval. This Agreement shall be deemed to be approved when it has been signed all Parties and employment of EMPLOYEE has been approved by the Governing Board.

OAKLAND UNIFIED SCHOOL DISTRICT

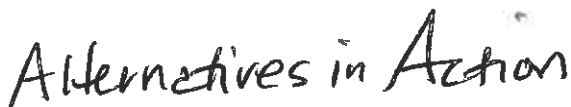
-
- ☐ President, Board of Education
 - ☐ Superintendent or Designee

Secretary, Board of Education

AGENCY



EMPLOYEE





Alternatives in Action

WHERE YOUTH CHOOSE TO LEAD

MEMO

To: Oakland Unified School District
From: Oriana Obligation, Director of Operations & Finance
Date: August 23, 2016
RE: **Fingerprinting, TB Test and IA Requirements**

Alternatives in Action is responsible for fingerprinting and TB testing all of our employees working both in and outside of Oakland Unified School District. All of our employees who work at OUSD have passed fingerprint review by the Department of Justice (DOJ) and FBI and TB Testing requirements.

Alternatives in Action is willing to release any additional documentation to support evidence of proof of fingerprint passage and TB Test passage of persons working at OUSD. API numbers (from fingerprinting) will appear on all invoices submitted to OUSD.

Please let me know if you require any further information.

Warmest Regards,

Oriana Obligation
Director of Operations & Finance
Alternatives in Action
Email: oobligacion@alternativesinaction.org
PH: (510) 285-6290 x306

SAM Search Results
List of records matching your search for :

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

No Search Results