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

Memo

To Board of Education

From Kyla Johnson-Trammell, Superintendent

Board Meeting Date September 27, 2017

Subject Memorandum of Understanding - Alternatives In Action (contractor) - 303/McClymonds High School (Middle School) (site)

Action Requested Approval of a Memorandum of Understanding (MOU) between District and Alternatives In Action, for services to be provided primarily to McClymonds High School.

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

Discussion
One paragraph summary of the scope of work. Approval by the Board of Education of a Memorandum of Understanding 2017-2018 between the District and Alternatives In Action, Oakland, CA, for the latter to serve as lead agency for program coordination, math intervention, homework support, student supervision and a variety of enrichment services, as described in the MOU, for McClymonds High School's comprehensive After School Program for the period of July 1, 2017 through August 18, 2018, in an amount not to exceed \$215,872.00.

Recommendation Approval by the Board of Education of a Memorandum of Understanding (MOU) between the District and Alternatives In Action for the latter to provide Arts, Recreation, Leadership and Family Literary activities in its capacity as a Comprehensive After School Program Lead Agency at McClymonds High School for the period July 1, 2017 through August 18, 2018.

Fiscal Impact Funding Resource: 4124/21st Century Community Learning Centers (21st CCLC) Grant in an amount not to exceed \$215,872.00.

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. 17-1890

Department: After School Program, McClymonds High School

Vendor Name: Alternatives In Action, Oakland, CA

Contract Term: Start Date: 7/1/2017 End Date: 8/17/2018

Annual Cost: \$ 215,872.00

Approved by: Julie McCalmont

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 2017-2018
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, contingent upon OUSD's receipt of California Department of Education and/or U.S. Department of Education after school grant funds, 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 303/McClymonds 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, 2017 through June 30, 2018 if AGENCY services do not include summer educational programs, and July 1, 2017 through August 17, 2018 if AGENCY services include providing summer educational programs. The term may be extended by written agreement of both parties.
3. **Termination by OUSD.** 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.
 - a) **No Premature Termination by AGENCY.** AGENCY hereby certifies that it is willing and able to provide required services for the full term of the MOU. AGENCY will not be permitted to unilaterally terminate the MOU or cease providing required services prior to completing the full term unless OUSD approves any change and/or unless OUSD deems immediate removal of AGENCY is necessary for cause. In the event AGENCY ceases to provide required services prior to the end of the MOU term, or is terminated 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, or OUSD is unable to secure required services from another contractor, AGENCY shall pay any additional cost. If OUSD suffers any loss of funding or other program consequences attributable to AGENCY's premature termination, AGENCY shall pay any additional cost in addition to any damages otherwise due under this MOU.
 - b) **Advance Notice by AGENCY for Coming School Year.** AGENCY must provide advance notice to Principal and OUSD After School Programs Office by the end of the first semester if AGENCY cannot continue providing after school lead agency services for the succeeding school year. This date allows the school site to have sufficient time to find a new lead agency partner, and enables OUSD to work to preserve after school grant funding (including OFCY city funding) for the school.
4. **Compensation.** The 21st Century ASSETS Core Grant, Family Literacy, and Direct Access grant award amount for Alternatives in Action is \$215,872.00. 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 **and subject to AGENCY compliance with MOU requirements**, 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. **Penalties may be assessed or payments withheld for non-compliance, including but not limited to MOU requirements, attendance reporting, fiscal invoicing, full participation at OUSD required meetings and trainings and in continuous quality improvement efforts.**
- 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 2017-2018**).
- 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 2017-2018 and will not exceed \$215,872.00 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 303/McClymonds 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 2017-2018. 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 303/McClymonds 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.

5.1.2. **Continuous Quality Improvement (CQI).** AGENCY must fully engage in continuous quality improvement (CQI) processes and complete the following steps of the CQI cycle each year, and submit corresponding CQI deliverables to the After School Programs Office on a timely basis:

- beginning of year self-assessment using YPQA/SAPQA tool
- planning with data (using self assessment and external assessment PQA data, and other program data as available)
- development of quality action plan (QAP) with SMART goals for program improvement
- year-end self-assessment and QAP progress check

The CQI cycle is intended to be a collaborative process involving program staff, and can include other stakeholders (ie. youth leaders, school partners, parents, other community partners).

Agency staff are also required to participate in corresponding CQI trainings provided by the OUSD After School Programs Office.

- 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 303/McClymonds 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 2017 – 2018 school year.
 - 5.4.2.1. **Attendance Targets.** AGENCY will operate the program for a sufficient number of days during the 2017 – 2018 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 2017-18 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 303/McClymonds 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 303/McClymonds 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 303/McClymonds 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.** AGENCY will provide 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.

5.5.4. **Maintain Clean, Safe and Secure Environment.** AGENCY shall maintain 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.

5.6. **Alignment of After School Safety Plan with School Site Comprehensive Safety Plan.** AGENCY will use the OUSD After School Program Emergency Plan template and work collaboratively with school site administrator to complete and/or update and submit an annual after school safety plan by mid October which aligns with and is part of the school site's comprehensive safety plan. AGENCY will seek approval from the OUSD After School Programs Office for any modifications to the OUSD template, in advance of distribution.

5.7. **Incident and Injury Reporting, Crisis Response and Training; Accident Insurance**

5.7.1. AGENCY will train staff and agents in required Incident and Injury Reporting and Crisis Response Protocols. All accidents or injuries to after school program participants, visitors or staff must be reported via email to ousdincidents@ccmsi.com by AGENCY staff within one business day of occurrence. OUSD will secure at its own expense limited OUSD student accident insurance

coverage to assist in payment of eligible student medical expenses incurred by parent/guardians due to OUSD student accidents during the after school program. This coverage will be secondary to any primary medical insurance for which student participants are eligible. 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.

5.8. **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.

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

- Administration, faculty, and staff of 303/McClymonds High School
- OUSD After School Programs Office
- OUSD central administration departments
- Parents/Guardians
- Youth
- Community organizations and public agencies

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

5.11. **Loss of Standing as Qualified Organization:** AGENCY shall insure MOU requirements are met. Failure to do so may result in loss of standing as a qualified organization and/or termination of partnership.

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 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 AGENCY transports by use of an Agency owned vehicle or arranges and/or contracts with a third party to provide this transportation, the AGENCY or organization or company with whom they contract must meet or exceed the standards required of OUSD's District approved bus vendors, including but not limited to: 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 liability and \$1,000,000 General Liability insurance; which has an endorsement naming OUSD and AGENCY as additional insured; (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. (See Incident and Injury Reporting and Accident Insurance above.)

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 OUSD 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 if it is an overnight trip, 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 2017-2018. 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 2017-18 not to exceed \$215,872.00 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 2017-18 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. AGENCY must provide staff and agents adequate professional development, training, coaching and preparation time to enable staff and agent performance to meet the goals of the ASES/21st Century after school grant program and provide a safe and secure program.
- 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 and California and Federal laws, AGENCY shall not engage in unlawful discrimination of students on the basis of actual or perceived physical or mental disability, medical condition, sex, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the California Penal Code. 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 Americans with Disabilities Act, Section 504 of the Rehabilitation Act, Title IX and 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; Sexual Harassment.** The District's Board of Education recognizes the harmful effects of bullying and sexual harassment 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 sexual harassment or bullying of any student. AGENCY shall adopt a policy expressly against harassment, sexual harassment, intimidation, and bullying and ensure related training on prevention and response is accordingly provided for all AGENCY employees and agents.
- 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.

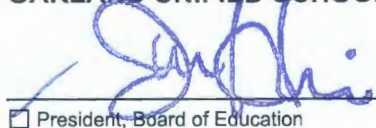
13.3. **Property and Fire** insurance shall provide to protect: Real Property, against risk of direct loss, commonly known as Special Form and Fire Legal Liability, to protect against liability for portions of premises leased or rented; Business Personal Property, to protect on a Broad Form, named peril 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

9/28/17
Date

AGENCY


Agency Director Signature

7/12/17
Date

☐ State Administrator

☒ Superintendent


Secretary, Board of Education

Date

9/28/17


Deputy Chief

Community Schools and Student Services Dept.

Date

9.5.17


Principal


Date

7-11-17


Network Superintendent

Date

8/10/17


Deputy Superintendent

Academic Social Emotional Learning

Date

Print Name, Title

Attachments:

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

MOU template approved by Legal May, 2017

Exhibit A

ATTENDANCE REPORTING SCHEDULE


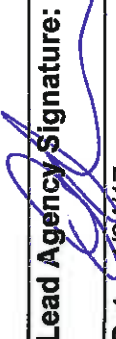
Oakland Unified School District After School Programs Attendance Reporting Schedule	
Monthly Attendance Period	Deadline to Input Attendance Data into Cityspan
July 1 – July 31, 2017	August 10, 2017
August 1 - August 30, 2017	September 8, 2017
September 1-30, 2017	October 10, 2017
October 1-30, 2017	November 9, 2017
November 1-30, 2017	December 8, 2017
December 1-31, 2017	January 10, 2018
January 1-31, 2018	February 9, 2018
February 1-29, 2018	March 9, 2018
March 1-31, 2018	April 10, 2018
April 1-30, 2018	May 10, 2018
May 1-31, 2018	June 8, 2018
June 1-30, 2018	June 15, 2018

Exhibit B

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

(Template distributed separately)

INSERT HERE

OUUSD After School Programs ASES and 21st Century Community Learning Center (21st CCLC) After School Program Plan High Schools 2017 - 2018	
SECTION 1: School Site Information	
School Site: McClymonds High School	Lead Agency: Alternatives In Action
Principal Signature: 	Lead Agency Signature: 
After School Site Coordinator Name: Kharyshi Wiginton	Date: 4/24/17
Name of After School Program: McClymonds High School EDP	
SECTION 2: PROGRAM OPERATIONS: Average Daily Attendance, Program Dates, Minimum Days To be compliant with grant requirements, high school after school programs must operate for a total of at least 15 hours per week. This can consist of any combination of after school, before school, weekend, intersession, and summer programming. Program activities cannot take place during any part of the regular school day hours (as documented on the school's bell schedule), including lunch time. Recommendation: The after school program should commence immediately upon the conclusion of the regular day, operate a minimum of 3 hours/day, and be open until at least 6pm to meet student needs. To meet attendance targets, programs should operate every day of the school year. <i>* CDE allows programs to close for a maximum of 3 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>	
Projected Daily Attendance during School Year 2017-2018	125
First Day of Program Operations for the 2017-18 school year	7/01/17
Last Day of Program Operations for the 2017-18 school year	6/09/18
List the three days (if any) your program plans to close this year for PD. The program must be open every other day of the school year.	10/12/17, 1/25/18, 3/29/18
Minimum Days	

When a school holds minimum days, the after school program should begin as soon as the school day ends, and operate for at least 3 hours; though programs are recommended to operate until 6pm to meet student needs. Minimum days can have a significant impact on after school staffing and budget. Thus, during the program planning process, school leadership and the lead agency partner must discuss the anticipated number of minimum days for the program year, and discuss shared resources to fund minimum day programming.	
Projected Number of Minimum Days for School Year 2017-2018 <i>*School should provide lead agency with a calendar of minimum days before the 1st day of school.</i>	46
Describe funding plan to operate program on the minimum days indicated above, including additional school resources (if any).	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 1:30pm-5pm during minimum days will be co-planned and co-facilitated by the Executive Team (student leadership team). We will hold regular programming in the Best Buy Teen Tech Center until 6pm as well as several Saturdays each month.
Please note that the 21st Century grant from CDE does not increase funding for minimum days. If the school adds additional minimum days beyond the projected number above, what school funds will be utilized to fund these additional hours of program?	Similar to district minimum days, program will be held until 5pm and the Best Buy Teen Tech Center will be open till 6pm
SECTION 3: Program Model and Lead Agency Selection	
For 2017-2018, my site will operate the following program model:	
<input type="checkbox"/> Traditional After School: voluntary program open to all students, with enrollment priorities targeting certain students <input type="checkbox"/> Extended Day Program: additional class periods offered to students after the end of the regular bell schedule, for targeted grades and/or for all students of the school (Note: extended day classes must not appear on the school bell schedule) <input checked="" type="checkbox"/> Blended/Hybrid: combination of some extended day and some traditional after school programming	

Description and Rationale for Selection of Lead Agency

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

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

As a well-established local youth-serving nonprofit, 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 McClymonds HS and the organization in the last 9 years. Alternatives in Action lead staff and McClymonds HS administration work very closely during the school year to develop and maintain responsive, high -quality programming. Additionally, Alternatives in Action supports school-based staff through participation on COST Teams, school wide redesign, Measure N committee, School Site Council, and other school bodies that work towards increasing academic and social emotional outcomes for youth.

Alternatives in Action (AIA) will support McClymonds FSCS development by providing extended day programming that will support academic growth and development, with an emphasis in literacy and test taking skills (i.e., SAT, SBAC). Additionally, health and wellness assistance will be provided to students via a case manager and the Coordination Of Services Team (COST) facilitated by Alternatives in Action's Senior Manager of West Oakland Community Initiatives. Additionally, the McClymonds Youth and Family Center (MYFC) and all extended day programs are supervised by Senior Manager of Community Programs at the MYFC The Parent Coordinator, employed by Alternatives in Action, will work to increase family and student engagement by providing educational workshops and family activities. Finally, Alternatives in Action staff will provide programming to youth that will build their capacity in college and career readiness and impart them with skills that will prepare them for leadership in workforce readiness and internships.

Create a plan that promotes a safe and open school environment for students, families, and staff

- Operate and staff the MYFC and Best Buy Teen Tech Center to develop spaces that encourage and support adults to be open and reflective about their practices and mindsets in order to teach the whole student
- Operate West Oakland Parent Partnership Program staffed by 1 full-time Parent Coordinator

- Staff 2 part-time gender based program coaches (FLY Boys and FLY Girls), 1 full-time tech coordinator, 1 full-time multi-media coach, 1 part-time academic coordinator to provide direct literacy intervention
- Operate SEL Programming Community Impact Project Groups for all 9th and 10th grade students during the school year
- Staff and provide 45 min of homework assistance to ensure students are connected to additional academic services

Community School Support & Available interventions fall into four broad categories:

1. **At-Risk Student Identification** – These approaches utilize data analysis to identify struggling students and determine how to effectively provide support for them. These approaches are often utilized in conjunction with other interventions.
2. **Summer Support and Remediation** – These intervention programs are offered in the summer prior to ninth grade or the summer following the ninth grade. They offer transition support and/or can provide struggling ninth grade students the opportunity to recover credits and avoid being retained.
3. **Academic and Emotional Support Programming** – These include a wide range of intervention efforts offered during the ninth grade year. This category includes academic, social, and emotional support programs aimed at struggling students or a district's/school's entire ninth grade population.
4. **School Restructuring** – These efforts include more holistic initiatives that restructure the curriculum, coursework, and classroom for the ninth grade in particular or for high school more broadly. These programs (e.g., career academies) often also employ interventions in other categories to enhance impact.

Across these categories, there are multiple types of specific interventions; of these, several have demonstrated evidence of effectiveness and constitute potential areas of new implementation or existing program expansion for AIA. Quantitative and qualitative evidence suggests that the following individual intervention types have been effective in decreasing retention rates and/or improving on-time graduation rates and academic achievement:

- Early Warning Systems
- Summer Bridge Programs
- Ninth Grade Faculty Teams
- Peer Mentoring Programs
- Check & Connect [1:1 Coaching]
- Career Academies

Early Warning Systems (EWS) have been proven effective in identifying at-risk students, particularly when the school effectively coordinate data collection and analysis through COST. While AIA EWS accords in most aspects with recognized effective practices, districts that have seen significantly high rates of success – i.e., substantially reduced retention and dropout rates – have enacted large-scale changes to infrastructure to ensure maximum impact of the EWS. Such changes may include the training of dedicated staff or the development of targeted resources to guide our staff and leaders in the effective use of EWS data.

Summer bridge program, similar to many transitional bridge programs, have also been linked to improved student outcomes. Research suggests that effective summer bridge programs, though varying significantly in structure, share a number of core characteristics, including the utilization of student data to provide differentiated instruction in some cases. AIA's existent summer bridge program is clearly aligned with best practices and shares characteristics with similar highly-effective programs. It is possible that the current program could exert a greater impact if it had a wider reach with 9th grade teachers and school faculty.

Individual academic support programs, such as the ninth grade faculty team and peer mentoring programs, have also shown effectiveness in supporting ninth grade students throughout the academic year. Faculty team approaches enable teachers to collaborate and share information about students, with the aim of providing individualized support. Peer mentoring programs provide personalized support from older students, improving ninth grade student success while also giving upper-level high school students' leadership experience. Finally, a number of comprehensive school restructuring efforts, such as ninth grade houses have shown promising results. Ninth Grade House (NGH) operates as a "school within a school" to allow for more personalized learning experiences. The existing body of literature on the impact of NGHs – particularly in terms of their large-scale implementation – is somewhat limited.

SECTION 4: SCHOOL PRIORITIES AND GOALS IN SPSA

In collaboration with school leadership, review the school's focal areas and annual school goals listed in its 2017-18 SPSA school site plan (See SPSA Section for Annual School Goals). All after school programs are expected to support the school's goals for Culture and Climate.

Additionally, identify at least 1 other focal area from the list below that your afterschool program will intentionally support. For each priority area marked below, fill in the school's long-term goal as written in Section 4 of the school's SPSA plan.

(Select at least 1 additional priority)	Focal Areas	Long-term Goal (as written in SPSA, Section 4)
X	Graduate Outcomes	90% Graduation Rate by June 2020 (Males 90% and females 90%), 90% A-G completion rates, Ninth Grade On Track to Graduate 94%
	Post-Secondary Readiness	50% of juniors are college ready as Identified by SAT • 60% of 10-12 grade students are enrolled in 1 or more Advanced Placement classes. • 60% of the students who took the AP exam earned a score of 3 or better.
X	Culture & Climate/SEL Improvement (required)	3% out of School Suspension rate by June 2020 • 3% out of school suspension rate for African Americans; • 3% out of school suspension rate for students with disabilities.

		5% Chronic absences for all students by June 2020 • 6% Chronic absences for Special Education Students • 6% Chronic Absence for foster youth 70% teacher retention rate after 3 years		
	Rigorous Academics	By June 2020, 90% of students will meet A-G requirements with a C or better, 75% of juniors will meet or exceed standards on SBAC ELA, and 60% of juniors will meet or exceed standards on SBAC Math		
	Pathway Development	By June 2020 100% of students will be enrolled in a pathway		
PROGRAM ACTIVITIES ALIGNED TO SPSA GOALS				
Fill out the following matrix for the school focal areas marked above. Describe the activities your program will offer to support the school focal areas and long-term goals selected above.				
Focal Area	Describe the after school activities that will support this school priority/goal	Target Population	Measurable Outcomes	Frequency & Schedule (hrs/wk)
Graduate Outcomes	All students enrolled in EDP will receive 5 elective credits by attending 60 hours of extended day program enrichment offerings from AIA's charter school AIAHS	9-10 th graders and students that are not on track to graduate due to lacking art and PE credit	80% of 9 th graders will attend at least 120 hours of EDP 90% of 9 th -12 th graders enrolled will complete grade level on time with no core course failures All new 10 th - 12 th graders will be referred to EDP All 9-12 th enrolled will receive elective credits as needed	2.5hrs/twice a week.
	All 9 th graders enrolled in EDP will have regular check ins with coaches to track course progress, grades at marking periods, and determine goals/plan for academic progress and/or improvement. Coaches will refer to tutoring and/or available intervention as needed.	9 th grade	90% of 9 th grade participants will have no core course failures	2.5 hours/2 times per week
	AIA will coordinate and ensure Credit	Rising 10, 11, and	90% of participants will	3 hours per

	Recovery in English or Algebra during Summer Program with OUSD Teacher	12th graders that need English 1 or Algebra 1 credit	receive their credits to complete 9th grade core courses	day for 19 days
Post-Secondary Readiness	Coordinate with Literacy Coach/academic coordinator to identify 9th graders with low SRI scores *(4th to 6th grade reading levels) and offer Leveled Literacy Instruction in 4:1 ratio	9th & 10 th graders achieving between a 4 th & 6 th grade reading level as measured by the Scholastic Reading Inventory (SRI)	95% of students will increase SRI score by 50 points & achieve a score above 800 by the end of the school year	3 times per week 45 min per session
	Work closely with 9 th Grade Team to provide intervention for students that fail at least one course during the first marking period.	9 th graders at risk of failing.	85% of targeted students will attend literacy intervention sessions 2x/week	45 min./day; 2 days/week; 36 weeks (students cycle in & out of program as progress is made & caseload size changes)
	Hold at least one post-secondary event for 9 th and 10 th graders (ie. Crazy College Week)	All participants	90% of participants will report feeling more connected to their school and report being supported and safe (surveys)	Two 2 hour events
Culture & Climate (required)	Support College and Career Info Center with college application process.	All participants		
	AIA Project Groups will hold school wide activities that promote school pride and positive school culture such as: Challenge Day,	created by AIA project group participants and	90% of participants will report feeling more connected to their school	2.5 hours/2 times per week per

	Gender specific assemblies and activities, Grade Level Village Team Meetings, the Princess Project, Winter Wonderland, and other workshops.	staff	and report being supported and safe (surveys) Suspension rates drop by 50% 90% of 9th grade participants will no have no core course failures	project group
	Play an active role on the 9 th and 10 th Grade level teams. Attend grade level meetings during Wednesday PD's and attend grade level meetings.		90% of 9th grade participants will no have no core course failures	3 times per month
	Gender specific EDP programming young men and women's empowerment groups- FLY Girls and FLY Boys	9th graders and COST referrals for students in need of mentoring or SEL programming	90% of participants will report feeling more connected to their school and report being supported and safe (surveys) Suspension rates drop by 50% 90% of 9th grade participants will no have no core course failures	2.5 hours/2 times per week per project group
	Support 9 th and 10 th grade students by having 5 1:1 coaching sessions with students.	9th and 10th grade students	90% of participants will report feeling more connected to their school and report being supported and safe (surveys) Suspension rates drop by 50% 90% of 9th grade participants will no have no	

	Have 3-5 staff members serve as members of the school's Culture and Climate committee.	all participants	core course failures 90% of participants will report feeling more connected to their school and report being supported and safe (surveys) Suspension rates drop by 50% 90% of 9th grade participants will no have no core course failures	2 times per month
	Staff .6 FTE Parent Coach to operate a Parent Academy at Fremont including monthly workshops and trainings for families	EDP participant families and 9th grade families (but open to any family in school)	90% of the students of families participating in workshops will increase attendance (attendance reports), report feeling more connected to school (Survey) and improve SEL skills (DAP)	3 hours per week
Rigorous Academics	Support 9 th and 10 th grade students by having 5 1:1 coaching sessions with students.	All 9th grade program participants 10th - 12th participants that are behind on credits or with any core course failures	Students will increase their SRI by 1.5 years.	4 hr/week
	Academic Coach will support grade level literacy intervention by doing direct literacy intervention	Based on SRI scores	Students will increase their SRI by 1.5 years.	3 times per week 45 min per session
	Participants required to attend homework	All project group	90% of participants will	2.5 hours/2

	support 45 min during project group time	participants	complete the DVC articulated course towards certification	times per week per project group
Pathway Development	EDP Project groups that complement pathways: Media: Best Buy Teen Tech Center, Advanced Sound Recording: articulated DVC course Intro to Sound Recording	All multi media project group participants	90% of participants will complete the DVC articulated course towards certification	2.5 hours/2 times per week per project group
	AIA will operate a Java coding class as part of the Oracle Academy program for 4 weeks during the summer with OUSD Teacher	Rising 10th, 11th, and 12th graders	90% of participants will complete the Java Fundamentals programs	3 hours for 19 days
SECTION 5: OUSD STRATEGIC TARGETS - HIGH SCHOOL OUSD strives to prepare all students to graduate college, career, and community ready. After school programs play a key role in supporting this district goal. The following target is part of OUSD's Pathway to Excellence Strategic Plan for 2015 - 2020. Our entire Oakland school system, together with community partners, will work collaboratively to achieve this target for all students. Cohort Graduation Rate: <i>By 2020, the cohort graduation rate will increase to 85 percent.</i> Supporting high school students to graduate college, career, and community ready begins well before 12th grade. Starting with supports for incoming 9th graders and their families, high school after school programs can play an important role, in collaboration with the school day, to support students' success throughout their high school journey toward graduation. Discuss with your Site Administrator possible ways your after school program can support the cohort graduation rate strategic target. Complete the following matrix to indicate how your after school program will work in partnership with your school to support students to meet the goal of graduating on time.				
District Strategic Target	Describe the ASP activities that will support this district strategic target	Target Population	Measurable Outcomes	Frequency/ Schedule (hrs/wk)
Cohort Graduation Rate	Youth will participate in gender-separate programming that encourages personal goal setting and life exploration, attend (2) college field trips throughout the year, and have regular academic check-ins with an adult coach.	9th and 10th grade students	LLI Coaching Gender based programming	2.5 hours/2 times per week per project group

	All of our 9 th grade participants will complete 9 th grade will no core course failures.	100% of 9 th grade participants	100% of 9 th grade participants will complete all core courses with a 70% of above.	3hrs/week
	EDP coaches will be supporting with Leveled literacy Intervention to increase SRI scores for all students.	Students below designated reading level	100% of students enrolled in LLI course will increase FnP score by 2 levels	2hrs/week
	Student deficient in Art and PE are able to earn credit through EDP.	Credit deficient students	100% of students deficient in Art and PE will earn credits by the end of 2018	3hrs/week
Satisfactory School Day Attendance: How many more Oakland children are attending school 95% or more?	We provide multi-faceted enrichment programs for students to become empowered, develop youth voice and leadership, connect to their interests, build individual skillsets, and identify life/academic goals	9th and 10th grade students	By participating in afterschool enrichment programs, students will make a strong connection with at least (1) adult on campus that is not a member of the teaching staff, start feeling a positive connection to the	2.5 hours/2 times per week per project group
Job Skills/Career readiness: How many more students have meaningful internships and/or paying jobs?	Youth will participate in Community Impact Projects which provide youth with workforce readiness skills and preps them for real workforce skills and placement in internships and paying jobs.	9th and 10th grade students	Youth workforce skill-building, paid positions for student leaders, and placement in summer internships.	2.5 hours/2 times per week per project group
Health and Well-being: How many more Oakland children have access to, and use, the health services they need?	On site case management, behavioral health, and general health services are available to assist youth.	9th-12th	Increased assignment of students to behavioral health services and increased awareness to general health services and referral to other community resources.	Students that receive COST referrals

SECTION 6: ADDITIONAL ACADEMICS

Use this section to list any other academic program activities *not already listed in Sections 4 and 5 above* that will be offered.

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. Please include the following OUSD High School After School requirements, if not already listed above:

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

Description of program/ activity	Target Population	Academic Support (choose one)	SPSA goal(s) or school need supported by activity	Measurable Outcomes	Frequency (hrs/week; # of weeks)
Academic mentoring for 9 th grade students (required for comprehensive HS)	20 - 9 th graders at risk of failing	X Academic Intervention X Tutoring X Literacy Intervention <input type="checkbox"/> Skill Building <input type="checkbox"/> Credit Recovery	Graduate Outcomes Rigorous Academics Climate & Culture	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	45 min./day; 2 days/week; 42 weeks
Academic intervention for 9 th grade students	20 - 9 th graders at risk of failing	X Academic Intervention <input type="checkbox"/> Tutoring	Graduate Outcomes	85% of targeted students will attend	45 min./day; 2 days/week; 36 weeks

		<input type="checkbox"/> Literacy Intervention <input type="checkbox"/> Skill Building <input type="checkbox"/> Credit Recovery	Rigorous Academics Post Secondary Readiness	literacy intervention sessions 2x/week	(students cycle in & out of program as progress is made & caseload size changes)
Academic mentoring for 10 th -12 th grade students taking credit recovery (required for comprehensive HS)	20 credit recovery students in 10 th -12 th grade	<input type="checkbox"/> Academic Intervention <input type="checkbox"/> Tutoring <input type="checkbox"/> Literacy Intervention <input type="checkbox"/> Skill Building <input checked="" type="checkbox"/> Credit Recovery	Literacy, Pathways, Student Voice	Completion of APEX (Credit Recovery Program)	12 hrs/wk; 42 weeks
SPAAT: Student athletes receive 1-1 and group tutoring	Student Athletes	<input type="checkbox"/> Academic Intervention <input type="checkbox"/> Tutoring <input type="checkbox"/> Literacy Intervention <input type="checkbox"/> Skill Building <input type="checkbox"/> Credit Recovery	Literacy, Pathways, Student Voice	Increased grades, standardized test scores, and college acceptance in student athletes	12 hrs/wk; 44 weeks
Credit Recovery/ Boot Camps	10, 11, and 12 th graders who have not passed 1 or more core academic classes (science, math, & English)	<input type="checkbox"/> Academic Intervention <input type="checkbox"/> Tutoring <input type="checkbox"/> Literacy Intervention <input type="checkbox"/> Skill Building <input checked="" type="checkbox"/> Credit Recovery	Graduate Outcomes Rigorous Academics	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 2018 90% of 11 th grade students will be A-G "on-track" by June 2018	1.5 hours/day; 2 days/week; 32 weeks
Leveled Literacy Intervention	9 th & 10 th graders achieving	<input type="checkbox"/> Academic Intervention <input type="checkbox"/> Tutoring	Graduate Outcomes	95% of students will increase SRI score by 50 points & achieve a	1 hours/day; 2 days/week; 32 weeks

	between a 4 th & 6 th grade reading level as measured by the Scholastic Reading Inventory (SRI)	<input type="checkbox"/> Literacy Intervention <input type="checkbox"/> Skill Building <input checked="" type="checkbox"/> Credit Recovery	Rigorous Academics	score above 800 by the end of the school year	
Art and PE Credit recovery	11 th and 12 th Graders who have are credit deficient in Art or PE	<input type="checkbox"/> Academic Intervention <input type="checkbox"/> Tutoring <input checked="" type="checkbox"/> Literacy Intervention <input type="checkbox"/> Skill Building <input type="checkbox"/> Credit Recovery	Graduate Outcomes	95% of 11 th and 12 th graders who are not currently A-G "on-track" due to Art or PE will complete at least 60 credits.	2 hours/day; 2 days/week; 32 weeks
SECTION 7A: CAREER-RELATED ACADEMIC ENRICHMENT, College Preparation and WORK-BASED LEARNING Career-related enrichment activities and physical activity/recreation are required components of the ASES and 21 st 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 Population & Frequency (hrs/week; # of weeks)	Targeted Skills	Measurable Outcome
After School Club(s) aligned to _STEAM_Career	STEAM/Project Based Learning,	Will provide additional STEAM	9th and 10th Grade; 3hrs/wk; 45 wks	<input type="checkbox"/> Employability skills <input type="checkbox"/> Career Planning Skills	Project Presentation,

Pathway (recommended for comprehensive HS)		project-based learning to prepare students for college and career readiness			x Work based Learning Experience x Technical skills	Project execution, and Testing
Project Presentations and Testing	Career Planning	Provides workforce readiness skills and career planning	9th and 10th Grade; 3hrs/wk; 45 wks		x Employability skills x Career Planning Skills <input type="checkbox"/> Work based Learning Experience <input type="checkbox"/> Technical skills	Project Presentation, Project execution
Community Impact Projects: Youth-Led projects that impact school community or community at large	Career Planning/College readiness, 21st Century Skill Building	Provides students with presentation, research, and project implementation skills	9th and 10th Grade; 3hrs/wk; 45 wks		x Employability skills x Career Planning Skills x Work based Learning Experience x Technical skills	Project Presentation, Project execution
SECTION 7B: ENRICHMENT & PHYSICAL ACTIVITY / RECREATION Please list any additional enrichment activities your program will offer, that are not already listed in Sections 4, 5, 6, and 7B above.						
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 Program/Activity	How does this program/activity support students for community readiness?	SPSA goal(s) or school need supported by activity	Target Population & Frequency (hrs/week; # of weeks)	Targeted Skills	Measurable Outcome	
Multimedia Arts 101 and Advanced Multimedia Arts	Project group core curricula features a variety of sound engineering, filmmaking, 3D art, computer science,	Post-Secondary Readiness, Pathway Development	9 th & 10 th grade students (all must participate in 1 EDP group);	<input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Social Emotional Learning <input checked="" type="checkbox"/> Technology <input checked="" type="checkbox"/> Arts	Students will attend 2 days per week, complete at least 3 major arts-related projects, and complete a	

	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		3 hrs/week for 32 weeks		Community impact project and panel presentation demonstrating and sharing their learning in multimedia art with external stakeholders
Youth Activism Programs (A Young Oakland, Youth Organizing Leadership Opportunities)	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,	Post-Secondary Readiness, Culture and Climate	9 th & 10 th grade students (all must participate in 1 EDP group); 3 hrs/week for 32 week	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Social Emotional Learning <input checked="" type="checkbox"/> Health and Wellness <input type="checkbox"/> Other (Advocacy)	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

	coordination & communication skills, all of which are needed for success in college, career, and community					
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 skills, as well as practice both leadership and SEL skills through the process of completing the Community Impact Project cycle	Post-Secondary Readiness, Pathway Development	9 th & 10 th grade students (all must participate in 1 EDP group); 3 hrs/week for 32 week	<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	
Dance	Project group core curricula focuses on various elements of dance. Students develop and practice basic fine arts, performance, choreography, communication, and project planning skills, as well as practice both leadership and SEL	Post-Secondary Readiness, Pathway Development	9 th & 10 th grade students (all must participate in 1 EDP group); 3 hrs/week for 32 week	<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 checked="" 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	

	skills through the process of completing the Community Impact Project cycle				external stakeholders
FLY Girls/FLY Boys	9-12 th grade students will meet in gender-based group-specific 1-2 times per week with adult and youth coaches, as well as guest mentors to discuss topics relevant to self-esteem, self/community awareness, health, transformation, and social projects and campaigns aimed to affect change in our school and community. Such activities build a complex combination of collaboration, coordination & communication skills, all of which are needed for success in college, career, and community	Post-Secondary Readiness, Culture and Climate	9 th & 10 th grade students (all must participate in 1 EDP group); 3 hrs/week for 32 week	<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 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
SECTION 8: FAMILY ENGAGEMENT / FAMILY LITERACY Please list any additional family engagement activities your program will offer, that are not already listed in Sections 4 above. Please include the following required Family Engagement activities for all high school programs: OUSD High After School Family Engagement Required Activities (click link for additional information on these requirements):					

- Partner with school day faculty to provide one Fall meeting for 9th graders and families to review graduation requirements and cover essential components to deepen parents' understanding of how to support their children's learning
- Partner with school day faculty to provide one Spring orientation meeting for incoming 9th graders and families to discuss high school expectations
- Help school organize a "Family Resource Zone" to provide a safe space for parents to access information, ask questions, etc.
- Additionally, after school staff should participate in site-based Professional Development on family engagement, and be part of the school's family engagement team.

After school programs can help foster parent involvement, connect families to the larger school community, and communicate important information related to the regular school day programs. After school family engagement efforts should be aligned with the school's family engagement strategy, and support school goals for family involvement.

Family literacy is a required component of all 21st Century afterschool 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
Workshops (2-4 times per month)	Family Engagement Literacy Pathways	Educational workshops improve parent understanding and involvement (A-G req's, IEP's, College Admissions, Parenting Classes, etc.)	Parent participation Resource tracker Parent evaluation	All
Training (2-3 times per month)	Family Engagement	Parenting classes that will foster improved relationships between students and parents	Parent participation Resource tracker Parent evaluation	Family Engagement
Parent and Family Events	Family Engagement	Parent focus groups and family events/giveaways	Parent participation Resource tracker Parent evaluation	Family Engagement
Exercise Activities/Artistic Activities	Family Engagement	Line dancing and fitness classes, Paint Parties	Parent participation Parent evaluation	Family Engagement

FAMILY LIAISON: (if applicable)

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 anticipated duties of the Family Liaison are to conduct workshops and trainings specific to the needs of the parents, and in alignment with the school day. They will also provide resources to families based upon need. Health and Wellness focus groups will be held and supported by a mental health clinician. Parent and family events (i.e., Parent night, movie night, student performances, exercise sessions, community giveaways, etc.) will be hosted by the parent coordinator as well.

SECTION 9: PROGRAM SCHEDULE

- a) Submit your program schedule as an attachment, using the standard program schedule template. The after school schedule must indicate the school name, program name, and the program year. Please note that programs will be asked to submit updated program schedules at the beginning of both the Fall and Spring semesters.
- b) The Program Schedule must clearly show when all after school activities listed in the Sections 4 - 7 will be taking place.
- c) Make sure program schedule clearly shows when the following middle school program requirements will take place:
 - MESA programming one hour/week (sites will receive support with MESA implementation)
 - STEM programming one hour/week (coding and/or other STEM curriculum and professional development will be provided)
 - Career exploration programming
- d) Submit a copy of the school bell schedule for the 2017-18 school year.

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

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

SECTION 10: SATISFACTORY SCHOOL DAY ATTENDANCE AND 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, afterschool programs can play an important role in supporting student attendance by doing things like celebrating good attendance, informing parents about the importance of attendance, uncovering what challenges students/families are facing that cause them to miss school, regularly monitoring student attendance data, contacting families to let them know their child was missed at school, etc., in addition to providing meaningful after school learning experiences that help keep students engaged and coming.

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

Strategies to Support Attendance		Action Steps
a) Recruit and address the needs of students who are at risk of chronic absenteeism.	COST Referrals	
b) Inform parents about the importance of attendance and encourage parents to help each other get their students to class.	Phone calls and home visits to curb attendance problems and home visits	
c) Track students with poor program attendance and reach out to find out why and how attendance could be improved.	Phone calls and parent meetings (SST's, Attendance contract, etc.)	
d) Celebrate good attendance and/or offer meaningful incentives to attract and reward students for attending our program.	Provide incentive programs and phone calls to parents to reiterate importance of good attendance. Support school-wide PBIS efforts	

SECTION 11: TRANSFORMING SCHOOL CULTURE AND CLIMATE

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

The following are strategies that OUSD schools are taking to create positive school culture and climate:

- Positive Behavioral Intervention and Supports (PBIS)
- Restorative Justice/Restorative Practices (RJ)
- Social and Emotional Learning (SEL)

<p>After school and school day partners can collaborate and intentionally align their efforts around these strategies, in order to create seamless, positive culture and climate from 8am - 6pm for students.</p> <p>a) Discuss with your Site Administrator which strategies your school is using to support positive school culture and climate. Complete the following matrix by selecting at least one strategy that the school day and after school programs will work intentionally to align. Detail what the after school program will do to align with school day efforts for each selected strategy. This may include any of the following action steps for alignment:</p> <ul style="list-style-type: none"> • Participate in site-level professional development (PD) together with school day staff • Participate in district-sponsored PD, including PD offered by the Expanded Learning Office • Participate in relevant school committees (ie. Culture and Climate Committee, COST, ILT, etc.) • Align with school day curriculum and practices • Align with school day routines and structures • Observe school day classrooms to align expectations and practices • Other ways to align (please specify) 		
Select at least 1 strategy:	Strategy	What will the after school program do to align with school day efforts in this area?
	Positive Behavioral Intervention and Supports (PBIS)	Support and replicate school-wide initiatives
	Restorative Justice/Restorative Practices (RJ)	Support and replicate school-wide initiatives
X	Social and Emotional Learning (SEL)	<p>EDP will share DAP results from 2016/17 and improvement plan for EDP staff to show growth of our youth's SEL skills. AIA staff will facilitate a workshop with school day staff to share our lesson plans that address SEL growth as measured by the DAP.</p> <p>AIA staff will participate in a train the trainer workshops lead by the Search Institute who design and created the DAP. Our trained staff will be available to conduct a PD with school site staff.</p>
<p>b) 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, Ethnic Studies curriculum, recognition ceremonies for student accomplishments, Black professionals as role models or mentors, etc.).</p>		

By pushing into the school day to offer support and gain information about key students; shared professional development; Participation on the instructional leadership team; COST facilitation; Close connection with VP and Culture and Climate Committee.	
SECTION 12: 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 afterschool 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) <input checked="" type="checkbox"/> SST (Student Study Team) "As needed" <input checked="" type="checkbox"/> SSC (School Site Council) "As needed" <input checked="" type="checkbox"/> ILT (Instructional Leadership Team) <input checked="" type="checkbox"/> PTA <input checked="" type="checkbox"/> Attendance Team/Workgroup <input type="checkbox"/> SPSSA Site Planning team <input checked="" type="checkbox"/> School Culture/Climate Committee <input checked="" type="checkbox"/> School Safety Committee <input type="checkbox"/> Other (specify)
List key community partners whom you will actively collaborate with to accomplish the goals of your program.	School based Health Center, School Psychologist, Substance Abuse Counselor, TUPE, Culture and Climate Committee, VP, Principal, Case Manager, Parent Coordinator, and other partners as needed.
List all subcontractors who will be paid to deliver after school services.	SPAAT
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.	School psychologist, School Based Health Center staff, Case Manager, Clinical Social Worker, mental health therapist, school nurse, parent coordinator

Section 13: 2017-18 After School Enrollment Policy for McClymonds High School

OUSD has established district-wide guidelines for Target Population and Enrollment in ASES and 21st Century Afterschool 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.

Priority Enrollment and Transitions Support for High Need Populations of Students

According to new grant legislation, foster youth and homeless youth will receive priority enrollment in after school programs. Additionally, OUSD prioritizes English language learners and Newcomers for after school services, so that the number of ELL students in afterschool programs is reflective of their percentage in the school population.

These high need student populations are transitional youth who often enter the OUSD school system mid-year, and whose program attendance may be less consistent due to the transitional nature of their home environments.

Important note: *The law states that program fees cannot be charged to homeless and foster youth participating in the program.*

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.
- The ASES and 21st CCLC grants require that programs are open to all students of the school, if space remains after outreach is done to targeted students. (For example, if program slots remain open after you have reached out to fill slots with target populations identified above, then by law, you must accept a kindergarten family that desires program services, even if your program prioritizes students in grades 1-5.)

13a) TARGET POPULATION FOR AFTER SCHOOL PROGRAM:

in the matrix below, describe targeted student populations in order of priority. Specify data that will inform student selection. Identify targeted recruitment strategies for each population.

Which grade levels will you serve in this program? _____ 9-12 _____

Target Population(s)	Specific Data to Inform Selection of Program Participants	Targeted Recruitment Strategies	Indicate if participation is <i>Optional</i> or <i>Mandatory</i> for each target population
Homeless youth		COST referral and outreach by staff	Optional
Foster youth		COST referral and outreach by staff	Optional
English language learners and/or Newcomers		COST referral and outreach by staff, ELL intervention strategies in academic support, Muslim/Arabic speaking mentor(s) for male Yemeni students	Optional

13b) MODIFICATIONS AND SUPPORTS FOR HIGH NEED TRANSITIONAL STUDENTS:

- How will you modify your enrollment and attendance policies to make your program accessible for foster, homeless, and Newcomer students who transition into the school mid-year?
- Additionally, how will you work with your school day partner to support these students, as well as other students transitioning into your high school mid-year, including students transferring from other schools or from the juvenile justice system?

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 and 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.

13c) ENROLLMENT PROCESS AND TIMELINE:

Summarize your enrollment timeline below. Describe how your school will identify and recruit students beginning in Spring 2017 and into the new school year.

Timeline	After School Enrollment Steps/Process	Individual(s) responsible
May and June 2017	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
June-July 2017	Recruit students during summer bridge program	Community Programs Manager, Extended Day Program Coaches, and Parent Liaison
August 2017	Support with registration and handout enrollment docs. All students will be enrolled.	Community Programs Manager, Extended Day Program Coaches, and Parent Liaison
August 2017	During the first week of school we will hold different team building activities after school	Community Programs Manager, Extended Day Program Coaches, and Parent Liaison
August 2017	All students are required to attend Orientation during the first two week of school. Students will also be able to experience different classes during this time.	Community Programs Manager, Extended Day Program Coaches, and Parent Liaison
September 2017	During Back to School night students will receive parents letters to inform them which classes they are enrolled into.	Community Programs Manager and Parent Liaison
September- October 2017	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, Extended Day Program Coaches, and Parent Liaison Li

Important dates to include in your timeline:

- May – June: Early outreach and recruitment for 2016-17 school year program; including outreach during Spring orientation for incoming 9th graders
- August – September: New school year enrollment of students
- After school programs begin on 1st Day of school
- Parents are notified about their student's participation in program at beginning of school year (and throughout year)

- Recruitment push during Back to School Night and Fall 9th grade meeting
- Ongoing recruitment and enrollment over course of school year
- All programs must maintain waitlists after program slots are filled

13d) 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:

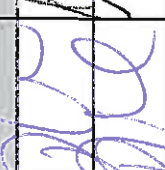

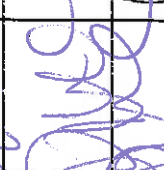

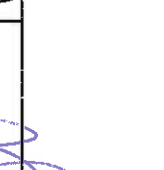



School staff will collaborate with after school agency leaders to organize spring orientations, registration week, Back to School Nights, and conferences, incorporating extended day program information into all elements of these events. All registration and communication materials will be explained and 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.

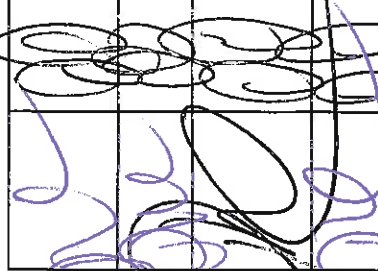





Principal Signature: _____

Lead Agency Signature: _____

Section 14: 2017-18 Assurances for Grant Compliance and After School Alignment with School Day

Principal and Lead Agency representative will review and discuss each assurance below. Please note hyperlinks for the following documents referenced below: 1) Grant Assurances signed by OUSD Superintendent and 2) Quality Support Coach Role Description.

Principal Initials	Lead Agency Initials	2017 – 18 Assurances for Grant Compliance and After School Alignment with School Day
		1) 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.
		2) Site Administrator and Site Coordinator will meet at least once monthly to ensure program is meeting identified goals. (Bi-weekly check-ins are recommended.)
		3) Site will provide the after school program with appropriate facilities and resources in support of program goals, including office space with internet and phone access for the Site Coordinator, and safe storage for program records.
		4) 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.

	5) Site Administrator and Site Coordinator understand the program must meet CDE attendance targets in order to retain grant funding. Site and program will work collaboratively to ensure strong student recruitment and retention.
	6) School will share student outcome data to better refine program (Attendance data, test scores, Report Cards, IEP's, etc). Site Coordinator will share relevant student and program data with school.
	7) Site Administrator and lead agency partner have reviewed the <u>Quality Support Coach key responsibilities</u> , and understand this role is critical for strengthening staff practices and program quality. Site Administrator will identify a certified, qualified individual to serve as the After School Quality Support Coach.
	8) Site will invite Site Coordinator and appropriate staff to participate in faculty meetings and professional development opportunities, in order to ensure consistency in standards of teaching and learning, and positive school culture & climate.
	9) Site will invite Site Coordinator to participate on school committees (ie. SSC, COST, SST, Culture Climate team, SPSA planning team, etc) to ensure coordination of services.
	10) Site Administrator is aware that CDE does not increase after school grant funding for minimum days, and that programs are required to operate until 6pm on minimum days. If additional minimum days are added to the school schedule next year, site will allocate resources to help offset the cost of additional hours of programming.

Principal Signature: _____

Lead Agency Signature: _____

Section 15: After School Quality Support Coach

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 continuous quality improvement processes 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, curriculum, instructional strategies, data, and strategies to ensure positive school culture and climate.
- 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.
- Provide on-site coaching to after school staff implementing literacy and math curriculum.

The Quality Support Coach can be a credentialed teacher from the school faculty or other qualified professional working with the school (for example, a Literacy Specialist, Math Coach from LCI, BTSA Coach, etc.). This individual will receive training and specific direction on the Quality Support Coach role from the OUSD After School Programs Office. The required budget allocation for this position is \$2,500 for the year, equivalent to 72 hrs/year at a Paid-In-Service contract rate of \$34.67/hour. (Note this pay rate may change if there are district pay raises next year.)

Quality Support Coaching Planning
<p>a) Please identify who will fulfill the Quality Support Coach role for 2017-18:</p> <p><input type="checkbox"/> A credentialed teacher on staff who has effective skills and experiences in coaching and/or adult learning</p> <p><input type="checkbox"/> A qualified professional who is part of the school staff</p> <p><input type="checkbox"/> An OUSD coach connected to the school (i.e. LCI Literacy or Math coach, BTSA coach, etc.)</p> <p><input checked="" type="checkbox"/> Other individual (please specify in detail): Academic Coordinator Shelley Smith AIA Staff</p> <p>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:</p>
Teachers on Extended Contract for Direct Service
<p>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 math or literacy intervention and ELL instruction.</p>
<p>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 \$26.61/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 \$34.67 for their staff capacity-building services. Teachers doing direct service work after school must be paid with an extended contract. Note these pay rates may change if there are district pay raises next year.</p>

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

Principal Signature: _____

Lead Agency Signature: _____

Section 16: After School Safety and Emergency Planning for 2017-18

After School Safety and Emergency Planning

A) The Comprehensive School Site Safety Plan includes the After School Emergency Plan. The Site Administrator and After School Program (ASP) Site Coordinator will update the After School Emergency Plan annually by discussing and aligning plans and procedures for after school and school day safety, including emergency preparedness and crisis response.

Indicate all actions that will occur to ensure after school safety and alignment with school day procedures for emergency preparedness and emergency response:

- ☒ Site Administrator and ASP Site Coordinator will meet at beginning of school year to update After School Emergency Plan collaboratively.
- ☒ Site will share Comprehensive School Site Safety Plan with after school partner.
- ☒ School day and after school programs will coordinate emergency drill schedules & procedures (ie. earthquake, fire, and lockdown drills).
- ☒ After School staff will participate in site-level faculty safety trainings.
- ☒ School will provide after school staff with access to disaster supplies and other resources in case there is an emergency after school.
- ☒ Site Administrator and ASP Site Coordinator will meet regularly to review after school incidences and update safety plans as needed.
- ☐ Other. Specify:

B) Describe the training and resources the school 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 QUUSD After School Emergency/Crisis 1st Level Response Notification Protocol and understand expectations regarding communication and incident reporting when an issue involving after school safety occurs.

X Yes ☐ No

Facility Keys

It is critical that the After School Site Coordinator has access to facility keys in order to ensure safety after school should a lockdown or lockout be needed. Will the After School Program have access to facility keys for all areas where after school programming occurs?

X 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 will utilize after school and/or school day funds to pay Extra time/Over time (ET/OT) for an after school SSO.

☐ Site does not need an SSO

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

Principal Signature: _____

Lead Agency Signature: _____

Section 17: Professional Development and Staff Wellness

Professional Development Expectation

After school staff will receive adequate professional development, including coaching support and trainings, in order to grow and improve their practice. Programs will utilize data, including YPQA/SAPQA program quality data, to determine the areas of focus for professional development. Providing after school staff with meaningful professional development is a shared opportunity & responsibility for both the lead agency and host school site.

Additionally, the OUSD Expanded Learning Office will provide extensive professional development throughout the year including: mandatory After School August Institute (week of July 31 - Aug. 4); mandatory monthly site coordinator meetings (2 hrs/month); continuous quality improvement (CQI) trainings; monthly agency director meetings; various professional learning communities (time commitment varies); local conferences (ie. annual Bridging the Bay conference), and other relevant district trainings (ie. safety, PBIS, etc.).

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.

Please review and sign off on the following:

My lead agency and school partner understand that professional development helps ensure program quality. My program is committed to providing/accessing professional development opportunities for afterschool staff, based on needs identified by

<p>program data. My program will adequately budget for staff time to participate in professional development over the course of the year (for key line staff, recommended at least 20 hours of PD/year). X Yes <input type="checkbox"/> No</p>
<p>Staff Wellness Please describe ways your program will work to support staff wellness over the course of the year:</p> <p>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.</p>
<p>Social and Emotional Learning (SEL) Developing SEL skills in students and 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, so that they can model SEL skills to students:</p> <p>Social and emotional learning is a pillar of Alternatives in Action's approach to professional development for staff. Opportunities to build their SEL skills exist through the following channels:</p> <ul style="list-style-type: none"> • Adult learning plans which include a personal/self-care goal; staff uses this document with supervisor to guide and 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.
<p>Continuous Quality Improvement (CQI) Engaging in continuous quality improvement processes is an OUSD expectation for all schools and afterschool programs, and is a condition for ongoing after school grant funding from the CA Dept. of Education. The OUSD Expanded Learning Office has adopted a research-based <i>Assess-Plan-Improve</i> CQI process utilizing national quality standards for youth development. All OUSD after</p>

school programs are expected to fully engage in and complete the following steps of the CQI cycle each year, and submit corresponding CQI deliverables to the school district on a timely basis:

- beginning of year self-assessment using YPQA/SAPQA tool
- planning with data (using self assessment and external assessment PQA data, and other program data as available)
- development of quality action plan (QAP) with SMART goals for program improvement
- year-end self-assessment and QAP progress check

The CQI cycle is intended to be a collaborative process involving program staff, and can include other stakeholders (ie. youth leaders, school partners, parents, other community partners).

Review and mark all commitments:

Our lead agency and school partner understand district expectations regarding the after school program's participation in the Continuous Quality Improvement (CQI) process summarized above. We agree to the following expectations:

- X Lead agency will budget adequately to ensure program staff participate collaboratively in each step of the CQI process.
- X Site coordinator will participate in CQI trainings to develop his/her leadership in leading continuous quality improvement processes.
- X Lead agency director will provide coaching support and monitoring to Site Coordinator to ensure completion of a meaningful CQI process, and thoughtfully completed CQI deliverables.
- X Site coordinator will share CQI data with Site Administrator and school staff.
- X Lead agency and school partner will work collaboratively to support the implementation of the program's Quality Action Plan, including providing staff with adequate training and resources to improve the quality of their practices.

Principal Signature: _____

Lead Agency Signature: _____

Section 18: Addendum for 21st Century Community Learning Center Grantees Only
21st Century Equitable Access and Supplemental Programming

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

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

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

<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. <i>Your plans must align with your Equitable Access budget.</i></p> <p>Because over 10% of McClymonds student population is Yemeni and/or Arabic speaking and the vast majority of these students' families use Arabic 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 9th grade targeted intervention program 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 2017-18 School Year</p> <p>Describe your planned programming on weekends, intersession breaks, and other non-school days during the 2017-18 school year. Your supplemental program plans must match your proposed supplemental program budget. (Please do NOT include summer program plans here; there will be a separate summer planning template.)</p>	
<p>Number of supplemental program days you plan to offer during the 2017-18 school year:</p>	<p>30 days</p>
<p>Dates of Service:</p>	<p>July 3-14, August 15-16,</p>
<p>Hours of Operation: (note that supplemental programs must operate at least 3 hours/session)</p>	<p>8:30-3pm</p>
<p>Description of Supplemental program activities: (describe goals of programming, target audience, planned activities, etc.)</p> <ul style="list-style-type: none"> - Summer Bridge Program - Executive Team Retreat and Trainings - Martin Luther King Day of Service 	

Principal Signature: _____

Lead Agency Signature: _____

Section 19: Addendum for Middle School After School Programs Only
Middle School Sports

School Site: McClymonds High School

Lead Agency: Alternatives in Action

Middle School Athletics

Sports are an exciting way to keep students engaged in school, and to support health & wellness and community building. OUSD encourages after school programs to participate in the OUSD middle school sports league, which consists of after school sports practices and games on the weekend. Lead agency staff, teachers on extended contract, and/or classified staff on extra time/overtime can serve as coaches for middle school athletics.

Please identify the middle school sports activities that your after school program will be offering students this year in partnership with the OUSD Middle School Sports League.

____ Co-ed Flag Football
____ Girls Cross Country
____ Boys Cross Country
____ Girls Basketball
____ Boys Basketball
____ Girls Soccer
____ Boys Soccer
____ Girls Track and Field
____ Boys Track and Field
____ Girls Volleyball
____ Boys Volleyball
____ Other: (Please describe _____)

- ____ I understand that my middle school sports activities will be listed on my 2017-18 program schedule.
- ____ I understand I will submit a Schedule of Field Trips and Off-Campus Activities form each semester, listing my program's after school athletic games and practices.
- ____ I understand that all students participating in middle school sports will complete an OUSD Release of Liability and Assumption of Risk form for Middle School Sports League Activities.
- ____ I understand that individuals providing coaching for middle school sports will need to go through the OUSD coaches hiring process.

Principal Signature: _____

Lead Agency Signature: _____

AFTER SCHOOL BUDGET PLANNING SPREADSHEET

HIGH SCHOOLS 02.2017

Site Name	Meachmonds HS	Site #	303	Average # of students to be served daily (ADA)	TOTAL GRANT AWARD	21CCCLC Core		21CCCLC Equitable Access		21CCCLC Family Literacy		Program Fees (if applicable)	Other Lead Agency Funds
						Resource Title, Program, Lead Agency	%	Resource Title, Program, Lead Agency	%	Resource Title, Program, Lead Agency	%		
					225250.50		20000.00		20000.00				
CENTRAL COSTS: INDIRECT, ADMIN, EVAL, PROFESSIONAL DEVELOPMENT, CUSTODIAL													
				OUSD Indirect (5%) [1]	10726.21		952.38		952.38				
				OUSD ASPO admin, evaluation, and training/technical assistance costs [2]	14034.30		1246.11		1246.11				
				Custodial Staffing and Supplies at 0.5% [3]	7017.45		623.05		623.05				
TOTAL SITE ALLOCATION [4]					193472.84	[5]	17178.46	[7]	17178.46				
CERTIFICATED PERSONNEL													
1120	Quality Support Coach/Career Pathways' Liaison [8]						0.00		0.00			0.00	
1120	Certificated Teacher Extended Contracts [9]				0.00		0.00		0.00			0.00	
1120	Certificated Teacher - Credit Recovery - English I [10]												
1120	Certificated Teacher - Credit Recovery - Algebra I [11]												
1120	Career Pathway Certificated Teacher Extended Contracts [12]						0.00		0.00			0.00	
Total certificated [13]					0.00		0.00		0.00			0.00	
CLASSIFIED PERSONNEL													
2220	SSO [14]				9800.00							0.00	
	[15]												
	[16]				0.00								
Total classified [17]					9800.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
BENEFITS													
3000's	Employee Benefits for Certificated Teachers on Extended Contract (benefits at 20%) [18]				0.00 [19]		0.00 [20]		0.00 [21]				
3000's	Employee Benefits for Classified Staff on Extra Time/Overtime (benefits at 22%) [22]				2156.00 [23]		0.00 [24]		0.00 [25]				
3000's	Employee Benefits for Salaried Employees (42%) [26]				[27]		[28]		[29]				
3000's	Lead Agency benefits (rate: 25 % [30])												
Total benefits [31]					2156.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
BOOKS AND SUPPLIES													

BOOKS AND SUPPLIES

[illegible]

[illegible]

Required Signatures for Budget Approval:

Principal:	
Lead	
Agency:	

Exhibit C

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

PARENT PERMISSION AND STUDENT INFORMATION

I give my child permission to participate in the 2017-18 _____ After School Program.

Name of School: _____ Parent Signature: _____ Date: _____

Student's Name _____ Grade _____ Date of Birth _____

Parent/Guardian Name (Please print) _____ Email Address _____

Home Address _____ City _____ Zip _____

Home Phone _____ Work Phone _____ Cell Phone _____

EMERGENCY CONTACT INFORMATION

In case of emergency please contact:

Name _____ Relationship _____ Phone: work/home/cell _____

Does your child have health coverage? _____ Yes _____ No

Name of Medical Insurance _____ Policy/ Insurance # _____ Primary Insured's Name _____

Name of Child's Doctor _____ Telephone _____

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

Parent/Guardian Name _____ Signature _____ Date _____

RELEASE OF LIABILITY

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

☒ Parent/Guardian Signature: _____ Date _____

STUDENT RELEASE

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

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

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

As parent/guardian, I hereby release and discharge the Oakland Unified School District and its officers, employees, agents and volunteers from all claims for injury, illness, death, loss or damage 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
2017-2018
Student Health Form**

School Site: _____

STUDENT INFORMATION

Student's Name _____ Date of Birth _____

Grade in 2017-18 _____ 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 21, 2017 – January 19, 2018
- ☐ Spring Semester – January 22, 2018 to June 7, 2018
- ☐ Summer Program (Specify dates: _____ to _____)

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

Site Coordinator Signature _____ Date _____

Lead Agency Director Signature _____ Date _____

Site Administrator Signature _____ Date _____

Exhibit E

EAST BAY REGIONAL PARK DISTRICT

WAIVER AND RELEASE OF LIABILITY AND INDEMNITY AGREEMENT

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

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

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

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

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

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

Participant's Name _____
(Print)

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

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

EBRPD Waiver - Single Use
Rev. 3/09

INVOICING AND STAFF QUALIFICATIONS FORM 2017-18

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

Exhibit G (1)



PROCEDURE FOR INVOICING

Oakland Unified School District Comprehensive After School Programs 2017-2018

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, 2017	August 25, 2017
September 8, 2017	September 22, 2017
October 10, 2017	October 24, 2017
November 9, 2017	November 21, 2017
December 8, 2017	December 21, 2017
January 10, 2018	January 25, 2018
February 9, 2018	February 27, 2018
March 9, 2018	March 23, 2018
April 10, 2018	April 25, 2018
May 10, 2018	May 23, 2018
June 7, 2018 for May invoices	June 22, 2018
June 15, 2018 for Final Billing	TBD

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

Exhibit G (2)



PROCEDURES FOR PAID INSERVICE/EXTENDED CONTRACTS AND TIME SHEETS OUSD CERTIFICATED TEACHERS 2017-2018

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

Paying OUSD Certificated Employees (Teachers)

- ◆ Academic Liaisons should submit a Paid Inservice form and Extended Contract teachers should submit a "Request for Extended Contract" IN ADVANCE to approve all projected work to be completed, using appropriate Budget Org Key (Object Code usually -1120 or -1122)
- ◆ **The FIRST submission of the Paid Inservice/Extended Contract paperwork must be accompanied by a timesheet in order to be processed by OUSD Payroll. No payment will be rendered until timesheets are submitted to our office.**
- ◆ Have Employee sign Extended Contract & ALL Time Sheets
- ◆ Have Principal approve and sign Paid Inservice/Extended Contract & ALL Time Sheets
- ◆ Please be sure to submit ORIGINALS of all documents
- ◆ Please use only ONE SIDED Time Sheets
- ◆ Deliver to OUSD After School Programs Office — All 21st Century and/or ASES Paid In-service/Extended Contracts and Time Sheets must be submitted to the OUSD After School Programs Office in order to be processed and paid. We are located at 1000 Broadway, Suite 150.
- ◆ **Union Contract rate for teachers is \$26.61/hr.**
- ◆ **Union Contract rate for Academic Liaisons is \$34.67/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 5 weeks.***
September 15, 2017	October 20, 2017
October 16, 2017	November 22, 2017
November 15, 2017	December 22, 2017
December 15, 2017	January 22, 2018
January 12, 2018	February 22, 2018
February 15, 2018	March 22, 2018
March 15, 2018	April 20, 2018
April 16, 2018	May 22, 2018
May 15, 2018	June 22, 2018
June 7, 2018	June 29, 2018

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

Exhibit G (3)



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools. Working Students.

PROCEDURES FOR EXTENDED TIME AND/OR OVERTIME FORMS (ET/OT) FOR OUSD CLASSIFIED EMPLOYEES 2017-2018

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, 2017	September 29, 2017
September 29, 2017	October 12, 2017
October 12, 2017	October 31, 2017
October 31, 2017	November 15, 2017
November 15, 2017	November 30, 2017
November 30, 2017	December 15, 2017
December 15, 2017	December 29, 2017
December 22, 2017	January 12, 2018
January 12, 2018	January 31, 2018
January 31, 2018	February 15, 2018
February 15, 2018	February 28, 2018
February 28, 2018	March 15, 2018
March 15, 2018	March 29, 2018
March 29, 2018	April 14, 2018
April 13, 2018	April 30, 2018
April 30, 2018	May 15, 2018
May 15, 2018	May 31, 2018
May 31, 2018	June 15, 2018
June 7, 2018	June 29, 2018

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



ALTEINA-01

SGONZALEZ

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
6/29/2017

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 have ADDITIONAL INSURED provisions or 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 # 0767776 HUB International Insurance Services Inc. P. O. Box 5076 San Ramon, CA 94583		CONTACT NAME: Caitlin Looney PHONE (A/C, No, Ext): (925) 415-5153 FAX (A/C, No): (951) 231-2572 E-MAIL ADDRESS: cal.cpu@hubinternational.com		
INSURED Alternatives In Action, dba: Bay Area School of Enterprise; dba: Home Project; dba: Home Sweet Home 3866 Grand Avenue, Suite A Oakland, CA 94610		INSURER(S) AFFORDING COVERAGE		NAIC #
		INSURER A: Markel Insurance Company		38970
		INSURER B: ICW Group		23787
		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 EXCLUSIONS 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	ADDITIONAL INSURED	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"/> PROJECT <input checked="" type="checkbox"/> LOC <input type="checkbox"/> OTHER	X	8502WS1035687	06/25/2017	06/25/2018	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 15,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COM/OP AGG \$ 2,000,000
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY		1002WS1035688	06/25/2017	06/25/2018	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
A	<input type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> EXCESS LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ 10,000		4802WS1035690	06/25/2017	06/25/2018	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 N/A	WPL503690400	06/25/2017	06/25/2018	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTHER 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 when required by written contract per the attached endorsement MGL1275 10/16.

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

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

June 21, 2017

Julia Ma
Coordinator, After School Programs
Oakland Unified School District
746 Grand Ave
Oakland, CA 94610

To Whom It May Concern:

Alternatives in Action verifies that all employees, volunteers, and agents working in OUSD after school programs will have fingerprint clearance through the Department of Justice and FBI, and will also have TB clearance before they begin work on OUSD school sites.

Thank you,

Patricia Murillo
Executive Director



MEMORANDUM OF UNDERSTANDING ROUTING FORM 2017-2018

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 Avenue, Suite A	Title	Executive Director
City	Oakland	Telephone	510-285-6290 x305
State	CA	Zip Code	94610
Email	pmurillo@alternativesinaction.org		
OUSD Vendor Number	1000606		
Attachments	<input type="checkbox"/> Proof of general liability and workers' compensation insurance <input type="checkbox"/> Statement of qualifications <input 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, 2017	Date work will end	August 17, 2018	Total Contract Amount	\$ 215,872.00
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Budget Information					
Resource #	Resource Name	Org Key #	Object Code	Amount	Req. #
4124	21st CCLC - Core	3031875401	5825	\$ 181,516.00	
4124	21st CCLC - Eq Access	3031877401	5825	\$ 17,178.00	
4124	21st CCLC - Fam Lit	3031876401	5825	\$ 17,178.00	
4124			5825	\$	

OUSD Contract Originator Information

Name of OUSD Contact	Plashan McCune	Email	Plashan.McCune	@ousd.org
Telephone	510-238-8607	Fax	510-874-3796	
Site/Dept. Name	303/McClymonds 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	<i>[Signature]</i>		7-11-17
2. Resource Manager	<i>[Signature]</i>		7/18/17
3. Network Superintendent / Executive Director	<i>[Signature]</i>		8/10/17
4. Cabinet (SBO, CFO, CSO, Deputy Chief)	<i>[Signature]</i>		
5. Board of Education or Superintendent			
Procurement	Date Received		

SAM Search Results
List of records matching your search for :

Search Term : alternatives* in action*
Record Status: Active

No Search Results